



COOPERATIVE LEARNING FOR ENHANCING EFL LEARNERS' SPEAKING SKILL

¹Kurnia Febianti, ²Sri Wahyuni

¹ English Study Programm, STKIP Muhammadiyah Pagaralam, Indonesia

Accepted :

05 January 2022

Published :

10 July 2022

Corresponding
Author: Kurnia
Febianti

Email :
adam75936@gmail
.com

ABSTRACT

Students' low motivation and anxiety are common problem faced by the English teachers in teaching English as foreign language, therefore, think pair and share as one of cooperative learning approach can be applied in solving those problem. The objective of the study was to find out the difference of students' speaking skill who were taught by using Think Pair and Share and those who were not. The method that was used in this study was quasi experimental design. The population and sample of this study was the eight grader of SMP N 1 PajarBulan. The data were collected by using pre-test and post-test. The result of the study showed that there was significant result of students' speaking skill after being taught by using Think Pair and Share. It can be proved by comparing the result of the t-table and t-obtained. The statistical result showed that t-obtained was higher than t-table. So, it can be said that Think Pair Share can be used in improving students' speaking skill.

Keyword: Cooperative learning, Speaking skill, EFL learners

1. INTRODUCTION

Low motivation and anxiety are common problem faced by the English teachers in teaching English as foreign language. EFL students are reluctant to speak in the target language because they are not confident to express their ideas or opinions orally. EFL learner, it is difficult to speak the target language, especially for adult learners. Furthermore, (Widiati, U., & Bambang, Y. C, 2006) explains that students keep silent in target language because lack of confidence, lack prior knowledge about topic and poor of teacher-learner relationship.

Based on (Ihsan, D., 1999) quotes that University level students can not participate actively in class and they have still have problems in grammar. Even English has been taught since elementary level until university level, but in fact in speaking skill students still find difficulties

and their ability in this skill is still low. In order to overcome those problem English teachers have to provide appropriate strategy in order reduce their anxious in speaking class. The English teacher can apply various strategy that can interactive technique to attract students' attention. One of technique that can be used is Think Pair Share strategy.

There are many reasons using this strategy in teaching speaking skill for students. One of the reasons is through this strategy, the teacher gives chance to the students to use English orally, because they have to share their idea orally. It meant that they have to practice their speaking ability and as the result after practicing orally continuously, students speaking skill will be improved. The think pair and share strategy is assumed to be effective technique to increase students' speaking skill. Therefore, the writer interested to

Vol 5, No 2 (2022): ESTEEM

find out whether or not think pair and share can increase students' speaking skill.

Literature Review

Think pair and share strategy is one of cooperative learning technique that can be applied in all grade level and also this technique can encourage students' participation in classroom especially in speaking class. Think pair and share consist of three steps, starting from think and then pair and the last steps is share. According to (Trianto,2007:16) mentions that Think Pair and Share is one of effective way in making variation for discussion in the classroom. Through this strategy, students can build their self-confidents and motivation. In this strategy, the students are asked to be active learner because they not only to think about the idea or the topic that should be discussed but also they have to share what they have think about. In addition, (Fisher, D & Frey, N.,2007:30) argues that Think Pair and Share is cooperative discussion strategy that allow to discuss their responses with a peer before sharing with the whole class.

A growing body of literature has investigated. According to (Permadi, U.M., Putra ,M, A.A.I.N and Putra, Jaya, I.,N, A.,2013) investigated that the effect of Think Pair Share Teaching strategy to students' self-confidence and speaking competency of the second grade students of SMP N 6 Singaraja and the result of this study showed that there was a significance effect of Think Pair Share on students' speaking competency but there was no detailed analysis for each aspect of speaking such as vocabulary, grammar, fluency and comprehension. Furthermore, based on (Aprianti,D, & Ayu,M.,2020) found that based on the study, students stated that they can overcome the constraints in the learning process of speaking activity through Think Pair-Share and in this study, there was no information

for each aspect of speaking. However, there is still a need for discussion on students speaking achievement for each aspect such as grammar, vocabulary, fluency and comprehension.

Methods

According to (Fraenkel, J. R., & Wallen, N. E.,2009:271) mention that Research methodology used in this study is quays experimental design. Quasi-experimental design do not include the use of random assignment. Writers who imply these designs rely instead on other techniques to control (or at least reduce) threats to internal validity. The population of this study was eighth grader of SMP N 1 PajarBulan. There were 5 classes of eighth grader and the total number of population was 150 students. The sample was divided into two groups, experimental and control group. Technique used in taking the sample is purposive sampling.

The data in this study was collected by using test. The test used to measure students' ability in speaking. There were two tests in this study. The pre-test and the post-test, the pre-test was given before treatment and the post-test was given after the treatment.

Data analysis procedures

The t-test was used to compare the result of pre-test and post-test between the two groups. The result showed whether there is any significant difference in students' speaking skill who are taught by using storytelling technique and those who are not.

Results and Discussion**a. Result**

The result of this study deals with the result of the test done by the students. The test was given to the students before

Vol 5, No 2 (2022): ESTEEM

and after treatment in experimental class. Pre-test had been given to the students before the treatment in experimental class. The pre-test had been given to the students before the treatment in form of presentation were conducted. Meanwhile, the post-test had been given at the end after treatment and the test same as the pretest but in difference topic. In control class, the test was given in form of presentations without treatment. There were two main results of this study.

1. Result of Descriptive Statistics

To find out whether there was significant difference in students' speaking achievement between experimental and control class, the result of speaking in post-test was compared by the writer.

Table 1

Frequency, Mean and Standard Deviation of Students' Speaking Based on Students' Achievement Level (N=30)

Vari-able Class	Level of Experimental Class		Achieve-ment Control	
	Mean SD	SD %	%	Mean
Speak-ing Class	Good to Excellent		80,44	
	0.881	9 (30%)	0	0
	0			
	Average to Good		73.52	3.682
	21 (70%)	71.13	4.384	30
	(100%)			
	Poor to Average		0	0
	0(0%)	0	0	
	Poor		0(0%)	0
	0	0		
Total	76.98	4.563	30	(100%)
	71.13	4.384	30	(100%)

In the table 1, the result showed there was significant difference in students speaking achievement in experimental and control class. In experimental class, the result of speaking achievement showed there were 9 (30%) students who were in Good to Excellent category with the mean 80.44 and 21 (70%) students were in Average to Good category with mean 73.52. Based on the category presented in table 1. It found that the students speaking achievement by using Think Pair and Share of the experimental class there were 9 Students in Good to Excellent Category and 21 Students were in Average to Good Category.

Besides, in control group, the result of speaking showed that there were 30 (100%) Students were in Average to Good Category with mean 71.13. Based on the category presented in table 4. It concluded that students speaking achievement all of students in control group were in Average to Good category, but there was no in Good to Excellent category. It can be concluded that students score in both of the class was different. Students who were taught by using Think Pair and Share Strategy was higher than class who were not.

2. The Result of Statistical Analysis

The data of this study were analyzed by using Paired Sample t-test and Independent t-test. Paired Sample t-test was used to find out whether or not there was significant progress on speaking achievement of the students in experimental and control groups before and after the treatment. Meanwhile, Independent t-test was used to find out whether or not significant difference in students speaking achievement between experimental and control groups.

Vol 5, No 2 (2022): ESTEEM

The Analysis on Speaking in Experimental Class and Control Class

3. The result of Paired Sample t-test in experimental class and Control Class

In order to find out whether there was significant progress in Students' Speaking Achievement between before and after treatment in experimental and control class. The result of speaking pre-test and post-test was compared by the writer. Paired Sample t-test was used to identify the students' progress. The calculation can be showed in table 2.

Variables	Experimental Class			
	Mean			
Pre-test difference	Mean	Post-test	Mean difference	Sig.
	t-obtained			
		Mean		
		Sig.		
			(2 tailed)	
Grammar	5,26	7,50	2,23	13,07
	,000			
Pronunciation	4,93	7,10	2,16	12,49
	,000			
Vocabulary	5,83	7,83	2,00	12,04
	,000			
Fluency	5,56	7,83	2,26	11,48
	,000			
Comprehension	5,33	7,53	2,20	
	10,69	,000		
Total	53,866	75,60	21,73	23,41
	,000			

Variables	Control Class			
	Mean			
Pre-test difference	Mean	Post-test	Mean difference	Sig.
	t-obtained			
		Mean		
		Sig.		
			(2 tailed)	

Grammar	5.23	7.00	1.76	8.10	0.000
Pronunciation	4.76	6.83	2.06	16.37	0.000
Vocabulary	5.80	7.23	1.43	9.14	0.000
Fluency	5.60	7.26	1.66	7.35	0.000
Comprehension	5.16	7.23	2.06	9.90	0.000
Total	53.13	73.13	18.00	21.39	0.000

Based on the table 2, it can be seen that there were significant progress of students' score after being taught by using Think Pair and Share. Meanwhile in control class there was also progress of students' speaking skill in term of speaking aspect.

4. The Difference Analysis on The Experimental and Control Group (Independent Sample t-test)

The independent sample t-test was to find out whether or not significant difference in students' speaking achievement between Experimental class and Control Class. The result of the calculation can be seen in table 3.

Table 3

The Calculation of Independent Sample t-test

Independent Samples Test	
	Value Value
	Equal variances assumed
	Equal variances not assumed

Vol 5, No 2 (2022): ESTEEM

Levene's Test for Equality of Variances	F	,034	
	Sig.	,855	
t-test for Equality of Means	t	3,908	
		3,908	
	df	58	57,979
	Sig. (2-tailed)	,000	,000
	Mean Difference	4,467	4,467
	Std. Error Difference	1,143	1,143
95% Confidence Interval of the Difference	Lower	2,179	2,179
	Upper	6,755	6,755

Based on the calculation in table 3, the value of t-obtained was 3.908 at the significance value of 0.05 in two tailed tasting with df= 58, the critical value of t-table was 2.001. Since the value of t-obtained was higher than the critical value of t-table, the null hypothesis (Ho) was rejected and the alternative hypothesis was accepted.

From the calculation, it was found out that there was significance difference between the students in experimental group who were taught by using Think Pair and Share and those in control group who were not. It meant that using Think Pair and Share could improve students speaking achievement.

Discussion

Based on the findings above, the students who were taught by using Think Pair and Share got better achievement than those who were not taught by using Think Pair and Share. This results fix with (Hidayati,I,2012)result in second year students of SMK MuhammadiyahSalatiga in academic year 2011-2012. The result

show that there was significant difference of students speaking achievement after being taught by using Think Pair and Share.

Based on the calculation of paired sample t-test in experimental group, it showed that there was a significant progress in the students before and after treatment by using Think Pair and Share. After the treatment, most of the students were in Good Category. The improvement can be seen by the mean value of pre-test and post-test. It was also strengthened by the result of paired sample t-test in total aspects of speaking. It showed there was significance progress in the aspects of speaking between before and after treatment in experimental class. It showed that all of aspects such as; Grammar, Pronunciation, Vocabulary, Fluency and Comprehension had improvement since Think Pair and Share was used.

Furthermore, the result of paired sample t-test in control class showed that there was significance progress in speaking between pre-test and post-test. But students improve in control class are lower than experiment class. The students focused on the grammar and vocabulary. It can be seen from the note the students wrote in their learner diary. (Aswadi Jaya, Hermansyah, Evi Rosmiati, 2019)

Moreover, the result of independent t-test showed that there was significance difference between the students in experimental group who were taught by using Think Pair and Share and those in control group who were not. The significance difference can be seen by the mean value of post-test. It meant that using Think Pair and Share that used by the researcher could increase students speaking achievement. As stated by (Trianto,2007:16) quotes that Think Pair and Share is one of effective way in making variation for discussion in the classroom. Through this strategy, students

Vol 5, No 2 (2022): ESTEEM

can build their self-confidents and motivation.

The writers assumed that the students in Control Group have a good prior knowledge in speaking. Some students in control group probably had mastered speaking aspects. However, although the students in control class got achievement in speaking but the students in experimental class got better achievement than control class.

Conclusion

From the result and discussion above, it can be concluded that using Think Pair and Share strategy can improve Students' speaking skill of eighth grader of SMP N 1 PajarBulan because this strategy was quite interesting and can make students be active learner. The students' motivation in the experimental group increased as well as their participation during the teaching and learning process. It means that this strategy can be applied in teaching speaking skill..

REFERENCES

- Fisher, D & Frey, N. (2007). Checking for Understanding: Formative Assesment Technique for your classroom.
- Fraenkel, J. R., & Wallen, N. E. (1990). How to design and evaluate research in education. New York: Mc.Graw-Hill, inc
- Hidayati, I. (2012). The Use of "Think Pair and Share" Learning Model to Improve Vocabulary Mastery of the Second Year students of SMK Muhammadiyah Salatiga in Academic

Year 2011/2012. Unpublished Thesis: English Department of Educational Faculty State Institutre For Islamic Study (STAIN) Salatiga.

- Ihsan, D. (1999). Speaking and writing errors made by students of English education. *Jurnal Ilmu Pendidikan*, 6(3), 222-234.
- Jaya, A., Hermansyah., Rosmiyati, E. (2019). Redefining Project Based Learning In English Class. *Esteem Journal of English Study Programme*. 121-128.
- Jaya, A., Mortini A., (2021). *Visual Scaffolding and Intensive Reading Strategies Based on Gender*. *Esteem Journal*.
- Permadi, U.M., Putra, M, A.A.I.N and Putra, Jaya, I., N, A. (2013). The Effect Of Think Pair Share Teaching Strategy To Students' Self-Confidence And Speaking Competency of The Second Grade Students of Smpn 6 Singaraja. e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris. 1,
- Aprianti, D, & Ayu, M. (2020). Think-Pair-Share: Engaging Students In Speaking Activities In Classroom. *Journal of English Language Teaching and Learning (JELTL)*, 1(1), 13-19
- Trianto (2007). Model-model Pembelajaran Inovative Berorientasi Konstruktive. Jakarta: Prestasi Pustaka.
- Widiati, U., & Bambang, Y. C. (2006). The teaching of EFL speaking in Indonesian context: the state of art. *Bahasadan Seni*, 32(2), 269-292.