ANALYZING THE STUDENTS' ENGLISH ACHIEVEMNET THROUGH COOPERATIVE GROUP DISCUSSION

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ABSTRACT
The goal of this study was to make students able to communicate fluently using English in everyday life, using cooperative group discussion strategies to make students more active in interacting with others. To collect the data for this research, the writer used interview and questionnaire with the eighth grade students at junior high school 2 of Palembang. Each student will be given a paper like a questionnaire. The author discussed the results of the research that has been done, namely using the cooperative group discussion technique in learning speaking skills of students in the eighth grade. From the results of the questionnaire data processing, it can be concluded that cooperative group discussion techniques can improve students "speaking skills". Most of the students (50%) of the 16 respondents answered fully agree, while the rest chose 8 (50%) of the 16 respondents answered agree. Then the dominant result is balanced. The overall results of the study showed that cooperative group discussions can effectively improve students' speaking skills, they actively conduct cooperative discussions with their friends. Allow them to have an opinion and help each other, without mocking or laughing at each other.

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Keywords: Students Speaking Ability, Cooperative Group Discussion

1. INTRODUCTION

As mentioned as foreign language; English, that we learn from school in Indonesia as to college. English consists of four skills namely speaking, reading, listening, and also writing. Therefore, speaking was one of the most important things that could influence students to improve their speaking skills. The goal was that students could communicate using English in everyday life. In fact, some students in Indonesia are still not fluent in communicating in English because they seem shy and nervous. Therefore, teachers must be more creative in terms of teaching in class so that

students become comfortable and learning was fun (La'biran 2017:2).

Teachers should also use interesting strategies when teaching in class so that they could make students more comfortable effective for learning to speak. One of the strategies used in the teaching and learning process in the classroom was group discussion. It means that two people interact with each other, discuss together, exchange ideas, and work together to get good learning outcomes (La'biran 2017:2).

Some students have different abilities when receiving the material taught in class, therefore from this group

discussion students could exchange ideas and also work together to solve various kinds of problems.

Teaching was an effort to provide direction, guidance and encouragement to students so that the learning process at school could be implemented. Teaching was basically an attempt to create a learning system that leads directlyto learning (Burbules & H 2018). Explaining about "Teaching was a human effort that cannot be replaced, but could not be determined". Which means the teaching process is very valuable with all the time and thought, so it is very meritorious. And also the teacher was an important role in the implementation of the teaching and learning process.

2. LITERATURE REVIEW

Definition of speaking

Speaking was considered very important in language learning and must be mastered because it is a habit for daily communication. One of them is in English, and could also help students communicate with other people. Because it is important to learn and speak English, that's why English is widely proposed in all schools in Indonesia, from elementary school to college.

Speaking skills are skills that give us the ability to communicate effectively. This skill allows speakers to be able to convey messages and opinions with enthusiasm, wisdom and confidence (Habibah 2018: 3). Then according to Harris in (Labiran 2017:3) "Speaking was a complex skill that requires stimulation for the use of several different abilities that often develop at different rates."

According to Hermansyah (2021:2) in terms of speaking, students only focus on grammar without being trained in speaking. Students need motivation and encouragement to speak English. This is a problem for every student who wants to learn English. They understand English, but they couldn't speak English. They also get into trouble and also make it difficult for the speakeraraan. In addition, According to Theriana et al (2018: 2), it is stated that students should learn critically and analytically if they really want to get as much material as possible through cooperative group discussion.

Definition of Cooperative group discussion

Cooperative Group Discussion was an activity carried out by students in cooperative groups consisting of 2 to 4 people to get an achievement in a way where each group member gets a problem about a material that will be discussed and resolved together (Hardiansyah, 2014).

In additional, Giri in (Rahmat 2017:20) revealed that "Group strategies in cooperative group discussions are very helpful and effective for students, because students could share knowledge and opinions in solving problems, so they could solve them by discussing them together. Moreover, this strategy was combined with using media in the form of images, by using these media students can be motivated in making several sentences.

Cooperative group discussion is as a more effective strategy to be carried out by a teacher to students in class. Because some students are not able to do their works individually at school. Therefore, students who are lazy to learn are created. For this reason, this activity is carried out so that tudents could help other students to exchange ideas with one

another and create an active and interactive learning atmosphere (Fauzi 2017).

3. METHODS

This research methodology was conducted by using qualitative research. Fraenkel, et al: 2012 defines that this research could be stated based on daily experience by observing and also interviewing other people as well as direct participant observation of the situation.

Techniques for Collecting Data

To collect the data for this research, the writer condut in interview and questionnaire with the eight grade students at Junior High School 2Palembang. Each student will be given a paper like a questionnaire. The statements in the questionnaire are made in Indonesian Language so that students could understand the meaning of the questions they will answer. That's make students feel more easier and comfortable to answers and improving their speaking skills.

a. Interview

Sugiyono : 2019 states that interviews are used as a technique data collection, if the researcher wants to know something more deeply, it is better than the respondents with a cooperativenumber of respondents. As is well known, there are four types of interviews, namely : structured interviews, semi-structured interviews, informal interviews and retrospective interviews.

b. Questionnaire Technique

Sukmadinata (2015:219) argues that questionnaire or also known as a questionnaire was an indirect data collection technique. That is, the writer

did not directly ask and answer the respondent, but the writer provides a questionnaire or questionnaire containing a question to the respondent whose purpose is to obtain primary data, namely data obtained directly from the data source. This technique is also used to obtain data from the method of watching short video conversations and learning speaking ability based on cooperativegroup discussions.

c. Documentation

Documentation was one of the methods used in searching for data through written relics such as books, or about other people's opinion journals, theories related to research problems. By using this method, the results of the interview activities will make the data more accurate and indeed proven. Documentation in this study can be obtained from books and journals obtained from the internet (Fitriyani 2021:37).

Technique of Analyzing Data

According to Stainback in Sugiono (2015:88) data analysis was very important in a qualitative research process, so that hypotheses could be developed and re-evaluated.

The data analysis technique used in this study uses the opinions of several experts, one of which is Miles and Huberman (Sugiyono:2019) which suggests three steps in a data analysis technique activity, namely data reduction, data display, conclusion drawing and verification. Conclusion drawing and analyze with percentage through the following formula :

$$P = \frac{F}{N} \times 100\%$$

Where : P = percentage

F = frequency being search percentage

1. Data Reduction

This data was obtained in this study which could include the results of observations, interviews with students and teachers, and also documentation. Then the data issummarizing, selecting, centralizing, abstracting, changing data, and summarizing the important things and discarding the unnecessary.

2. Data Display

It is a compressed collection of information data that allows drawing conclusions and actions. Which means, this research could be presented in several points from the results of observations, interviews and also documentation in sequence and briefly decomposed so that it could be understood more easily and described openly.

3. Conclusion Drawing and Verification

Data analysis can be carried out, namely in the form of conclusions or verification. At this stage a researcher can summarize the results of the answers that have been obtained in a study so that they could answer the formulation of the problem that has been formulated previously.

4. RESULTS AND DISCUSSION

Result

The author will discuss the results of the research that has been done, namely using the cooperative group discussion technique in learning speaking skills of students in the eighth grade. The author discusses the results of the study using interviews and questionnaires.

a. The Result of Close Ended Interview

Before the author gave the questionnaire, I did an interview with one of the teachers who teaches English at the junior high school 2of Palembang. Based on the results of interviews with one of the teachers who teach English at the junior high school 2of Palembang, the authors can conclude that in general students have several weaknesses in English subjects at school. Included in their speaking skills both in learning English and in daily activities.

However, when applying the cooperativegroup discussion technique, students can socialize with their peers, and they could also exchange opinions about the material discussed, as well as improve students' speaking skills in learning English. This is a positive response because students play an active role in the discussion even though there are still many students who do not understand. It still takes a process for students to understand or speak English. It is different if this is applied to students who are in senior high school.

b. The Result of Close Ended Questionnaire

Before the author gave the questionnaire, I had searched for information about the students at the junior high school 2of Palembang about the sample and population. Then, I gave a questionnaire to 16 students especially for class VIII 3. The author gave 40 items of questionnaire to 16 students in class VIII 3 at the junior high school 2 of Palembang.

Based on the results of data processing that has been obtained, in general students have an agreeable opinion on students speaking ability through cooperative group discussion. It could be seen from the percentage level

of students who answered the questionnaire which was found in students' perceptions of cooperative group discussions to improve and support their speaking abilities in learning English at the junior high school 2of Palembang.

Pie Graph

13% 3% 49% 35%

Full Agree
Agree
Disagree
Highly Disagree
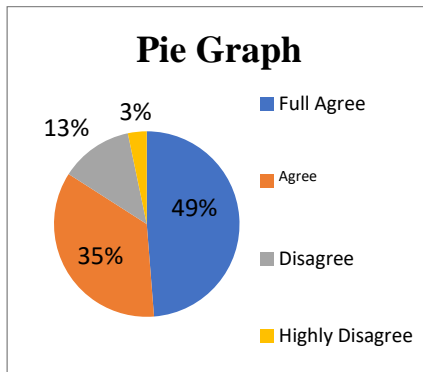
Based on the questionnaire, it could be seen that there are 16 students, and most of the students gave positive perception of cooperative group discussion to improve students' speaking ability in learning English. It could be concluded that students in class VIII 3 at junior high school 2of Palembang have a positive perception of cooperative group discussion techniques to improve their speaking abilities.

Discussion

Based on the data that has been taken, when the researcher explained the learning process and distributed questionnaires, the students answered with their respective opinions honestly. Here, researchers could see from the results of processing the questionnaire data with the statement item no. 32 "Method of cooperative group discussion technique can improve students' speaking ability". Most of the students chose 8 (50%) of the 16 respondents answered fully agree, while the rest chose 8 (50%) of the 16 respondents answered agree. Then the dominant result is balanced.

So it could be concluded, some students like to use the cooperative group discussion technique method, which was applied in learning English, namely speaking ability. Although there are still many students who are not confident enough to speak in front of the class, there are still many who did not understand English especially in terms of speaking ability, there are still many students who think English was not important in everyday life, as well as many students who cannot read. English vocabulary correctly, and so on.

However, there is also a positive side, namely students could help each other to learn together without laughing or mocking their friends when they are wrong in speaking English. Therefore, we as teachers must motivate students to be more active in learning, especially in learning English. And teachers could also choose good and correct learning methods so that students are more interested and enthusiastic to learn, especially in terms of speaking English.

5. CONCLUSION

Based on the finding and discussion in the previous chapter, the research drew the conclusion :

The teachers who teach English at junior high school 2 of Palembang, rarely use the cooperative group discussion technique when conducting the teaching and learning process during the Covid-19 pandemic in Indonesia. And often have group discussions with no more than 2 or 3 friends at my desk. Because the school apply the health protocol that has been recommended by the government. Then, asking students to have discussions with their classmates at random, meaning that they are not picky when they are smart and paired with smart ones and vice versa.

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Therefore, make the group fairly in order to create an active and fun learning atmosphere.

From the results of the questionnaire data processing, it could be seen from the statement item no.32 "Cooperative group discussion techniques can improve students' speaking skills". Most of the students chose 8 (50%) of the 16 respondents answered fully agree, while the rest chose 8 (50%) of the 16 respondents answered agree. Then the dominant result is balanced.

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