**The Effectiveness of Cooperative Learning Strategy to Increase the Speaking Skill and Motivation of the Students of SMPN 1 Mattirosompe, Pinrang**

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**Abstract**

The objectives of this research are to describe: (1) whether or not the use of cooperative learning is effective to increase the speaking ability of the students of SMPN 1 Mattirosompe, and (2) whether or not the use of cooperative learning motivates the students of SMPN 1 Mattirosompe to learn speaking.

This research applied quasi experimental research and it applied census system in which all the members of population was taken as the sample of the research that consists of 30 students.the data were collected by using speaking test and questionnaire. The data of the students’ learning achievement on English speaking were collected by using monologue while the data on the students’ motivation were collected by using questionnaire. Those data were then analyzed descriptively and inferentially.

The result of data analysis indicated that: (1) the cooperative learning effective significantly the students speaking achievement after the treatment. Cooperative learning effective in increasing English speaking achievement of the students better than conventional activity as indicated by the t-test value 24.403 and the p-value(2-tailed).000 which was not greater than 0.5 level of significance; (2) the students were motivated in learning English speaking by using cooperative learning technique, as indicated by the mean score 85.97. It means that the students were classified very high motivation.

**INTRODUCTION**

English as a tool of communication, consists of four kinds of skills, namely listening, speaking, reading, and writing. Foreign language learners in Indonesia are expected to be able to master the four skills. In this research, the researcher emphasizes his attention to the speaking skill.

Speaking as a productive skill is also an important aspect in language learning. By speaking we can convey information and ideas, express opinion and feeling, share experience, negotiate, and maintain social relationship by communicating with others.

Many language learners regard speaking as the most difficult part when they learn a foreign language. There are many obstacles in mastering English. For people who want to be competent in communicating with English, they must change and expand identity as they learn culture, social, and even political factors of English. Besides changing and expanding the identity, they also need bravery and motivation to present their English well.

Speaking does not only involve linguistic factors such as vocabulary, pronunciation, and grammar, but also non linguistic factors such as motivation, anxiety, and self confidence. In order for teachers to communicate with their students, they must identify with their needs on an individual basis (Gawel, 1997). The condition which happens in class is the students feel afraid of English as one of their subjects. It is because they feel that English is very difficult to learn so that, most students do not have enough motivation to learn and to get involved in the activity of learning. Because of these adverse conditions, the students have to have extraordinary motivation in order to succeed at learning English.

In teaching and learning process, students’ motivation is very essential. Students’ motivation in learning English can be a good model for enhancing the teachers’ objectives in their class. Because of the importance of motivation, the teacher should be more creative to enhance students’ motivation in the class. It’ is necessary to apply an affective learning technique to remembering Learning technique is one of the important tools which bring the significant role in the learning process.

One way that can be applied in teaching English especially in teaching speaking is cooperative learning technique. It is a kind of learning in which the students work in a small groups. The students can work together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to themselves and beneficial to all other group members.

Based on the statement, the writer is interested to conduct the research under the tittle : The effectiveness of cooperative learning strategy to increase the motivation and speaking skill of the students of SMPN 1 Mattirosompe, Pinrang.

1. **Problem Statement**

Based on the background above, the researcher formulates research question as follows:

1. Is the use of Cooperative Learning effective to increase the speaking ability of the students of SMPN 1 Mattirosompe?
2. Does the use of Cooperative Learning motivate the students of SMPN 1 Mattirosompe to learn speaking?

**2.REVIEW OF RELATED LITERATURE**

1. **Previous Related Studies**

Many researchers had reported to expose identification of students’ speaking in learning English to make students more successful in speaking English.

Karim (1995) reported that the factors that affect the students in speaking English in classroom are; (a) if the students have positive attitude toward classroom activities, they will be stimulated to learn in the classroom, and (b) if the lectures using interesting material and various technique, the students will be encourage it learn in the classroom.

Songsiri ( 2007) reported that students’ increase motivation in speaking English was influenced by teaching learning strategies, using authentic materials, and presenting the activity in threatening terms. student centered approaches including pair and group work, cooperative learning, give the opportunity to practice, time rehearse, and promote positive attitudes towards language learning also contributed to improve.

Similar with this research, the researcher applied cooperative learning to improve student’s motivation in speaking English and students’ speaking ability through cooperative learning. This research also discussed about the psychological factors that affect student’s speaking ability but it restricted to the motivation. According to the previous related studies findings above the writer concluded that the students’ motivation and their participation / achievement in English speaking are closely related.

1. **Cooperative Learning**

 A. Definition of Cooperative Learning

Cooperative learning is defined as a system of concrete teaching and learning techniques, rather than an approach, in which students are active agents in the process of learning through small group structures so that students work together to maximize their own and each other’s learning (Kagan, 1995). Richards, Platt & Platt (1992) stated that cooperative learning is a system of teaching and learning techniques in which students were active agents in the process of learning instead of passive receivers of the product of any given knowledge. They also pointed out that cooperative learning activities were often used in communicative language teaching.

B. The Elements of Cooperative Learning

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

According to Johnson, Johnson and Smith (1991) CL has five essential components:

1. Positive Interdependence. Students must believe they are linked with other students in such a way that one cannot succeed unless the other group member also succeeds. If the success of every group member depends on the success of every member the interdependence is created under optimal conditions, it necessitates the sharing of resources, the provision of mutual support and encouragement, and acknowledgement of joint successes.

2. Face-to-Face Promotive Interaction*.* It occurs when individuals encourage and facilitate each group member’s efforts to achieve group goals. Students are expected to explain to each other how to solve problems, discuss with each other the material being explained, and provide each other with help, support, and encouragement.

3. Individual Accountability. The overall objective of cooperative learning group is to help each member become a stronger individual. To ensure that the performance of each student has to be evaluated, feedback to be given both to the individual and to the group. According to Johnson (1991), individual accountability can be promoted by: keeping the size of the group small; giving an individual test to each student; calling on students in the class randomly and asking them to present the group work to the entire class; observing how members of each group interact with other group members to explain new material to the rest of the group; requiring that each student teaches what he or she learned to a fellow group member or to someone from another group.

4. Social Skills.That element involves appropriate use of small-group and interpersonal skills. Instructors should not assume that every student has the necessary social skills to work effectively with other group members. They should teach their students leadership, trust-building, decision- making, communication, and conflict-solving skills just as thoroughly as they would teach academic skills.

5. Group Processing*.* It is a vital aspect of CL. It requires group members to evaluate their functions and contributions, to the group. GP increases learning dramatically and builds a sense of responsibility as well as helps groups work more effectively.

When these components are incorporated into small groups work, the activities become cooperative learning structures and can make a difference in the students’ academic and social skills development.

**2. Speaking**

A. Definition of Speaking

Speaking from Wikipedia is the processes associated with the production and perception of sound used in spoken language, where in linguistic, speech production is manner of articulation describes how, the tongue, lips and other speech organs are involved in making a sound make contact. While speech perception refers to the processes by which human are able to interpret and understand the sounds used in language. Clark and Clark in Radiah (2009) stated that speaking is fundamentally an instrumental act. Speakers talk in order to have some effect on their listener.

1. Components of speaking

Horn in Syakur (2009) implies speaking means to use a language in ordinary, not in singing. Above theories emphasize that speaking in an effort to use language freely, being able to speak which puts more emphasis on interaction, communication and understanding each other. if it related to particular language, such as English, according to Ratih (2002), speaking is the form of oral language that is inevitably use to communicate ideas and feelings, no matter what the language is.

Speaking skill deals with two aspects, namely linguistic and non linguistic aspect.

1. Linguistic aspect is the main requirement that the English learner should posses in order to speak it well it involves comprehension, pronunciation, grammar and word order, vocabulary, and general speed of speech, sentence length and etc.
2. Non- linguistic aspect is an aspect to support learners to achieve a success in acquiring speaking skill. This aspect involves personality dimension, such as self esteem and extroversion.

To be success in English speaking, learners should master the linguistic aspect and posses the non linguistic aspect. They both correlate each other. So, English speaking ability here not only their focuses on the knowledge of language that the learners have, but also focuses on the personality dimension that will affect them in presenting their knowledge of English and they know how and when to present it.

According to Syakur (1987 : 5) there are five component of speaking skill namely: grammar, vocabulary, pronunciation, fluency and comprehension for oral communication in the classroom context. The speaking component in a language class should encourage acquisition of communication in and out the classroom. Those components will be used as measurements description in order to check the correctness in terms of non-using the score.

1. Pronunciation

The way of speaking the language is called pronunciation. Hornby (1984) explain that, ‘’pronunciation is a way in which a language is spoken, person’s way of speaking a language or words of language’’. Whereas, Longman dictionary of contemporary English stated pronunciation as the way in which a particular language is pronounced, a particular persons way of pronouncing a language, the way in which a word is usually pronounced.

The writer concluded that pronunciation refers to the way of person in speaking a word that is pronounced.

1. Vocabulary

in oxford advanced learners’ dictionary (Hornby, 1984) ‘’ vocabulary is defined as the total number of words in a language, the words known to a person and a list of words with their meanings, specially at the back of a book used for teaching a foreign language’’.

1. Grammar

The Longman dictionary of contemporary English defines ‘’ grammar as (the study and practice of) the rules by which words change their forms and combined into sentences.

Structure in this study covers the apppriatness of using words correctly in sentences orally. The writer concluded that grammar i the way of language work through words in speaking or writing so a language will be understood clearly.

1. Fluency

Fluency can be defined as the ability to speak fluently and accurately. fluency in speaking is the aim of many language learners. Longman dictionary defines fluency as ‘’mode expressing thought in a language, whether or oral written, especially such use of a language in the expression of thought as exhibits the spirit and faculty of an artist, choice or arrangement of words in discourse, rhetorical expression.

**3. Motivation**

A. The Definition of Motivation

Motivation is an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction (Kleinginna, 1981). Motivation is the energizer of [behavior](http://www.businessdictionary.com/definition/behavior.html)and mother of all action (Business Dictionary, 2002). Motivation is the internal condition that activates behavior and gives it direction; energizes and directs goal-oriented behavior (Wikipedia). The term is generally used for human motivation but, theoretically, it can be used to describe the causes for animal behavior as well. This article refers to human motivation. according to various theories, motivation may be rooted in the basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, hobby, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, morality, or avoiding mortality.

1. **Methodology**

This research, employ quasi- experimental design, involving two group that is experimental group and control group (gay et al.2006:254) pre-test and post-test design,

1. **Population And Sample**

The population of this research was the second grade students of SMP 1 Mattirosompe Pinrang Academic Year 2013 – 2014. There are 30 students. So, the total numbers of population were 30 students.

This research applied census system in which all the members of population was taken as the sample of the research that consists of 30 students.

1. **Instrument of the Research**

There were two instruments that used in this research. The instruments were: speaking test was used to measure the students’ speaking skill, particularly and questionnaire was used to know the students’ motivation in speaking English. The questionnaire consist 20 items or questions that measure students’ motivation in speaking English. Questionnaire was given twice to students, that in pre-treatment and post-treatment. The items of questionnaire in pre treatment are given before learning through cooperative learning to know the students’ motivation in speaking skill and the items of questionnaire in post treatment are given after learning through cooperative learning. And in addition, researcher will observe students’ motivation by using video recorder, while speaking test was used to measure students’ English speaking ability before and after treatment. The speaking test is monologue form in which students were required to speak or give their comment / opinion about the theme that were chosen by students based on given theme by the teacher.

1. **Procedure Of Collecting Data**

To collect the data, the writer use some steps. The steps are as followed:

1. **Pretest**
2. **Treatment**
3. **Posttest**
4. **Techniques of Analyzing Data**
5. **Speaking Test**

The speaking data was analyzed by using the folowing steps : Scoring the result of students pre-test and post test using the criteria level introduced by Heaton (1988). The students’ scores are described separately into components of speaking accuracy, fluency and comprehensibility. The table of rating score for the speaking skill as Heaton formulated is follows :

Table 3.1. The Scoring Classification for Accuracy

 Criteria Score Classification

1. Pronunciation is only very slightly influenced by 6 Excellent mother tongue,two or three minor

grammatical and lexical error.

1. Pronunciation is only slightly influenced by 5 Very Good

the mother tongue, a few minor grammatical

 and lexical errors but utterances are correct.

1. Pronunciation is still moderately influenced by 4 Good

the mother tongue but no serious phonological

errors. A few grammatical and lexical errors but

 only one or two major’s errors causing confusing.

1. Pronunciation is influenced by the mother tongue 3 Average

but only a few serious phonological errors. Several

grammatical and lexical errors. Some of which

 cause confusing.

1. Pronunciation seriously influenced by the mother 2 Poor

tongue but with errors causing a breakdown in

communication many ‘basic’ grammatical and l

exical errors.

1. Serious pronunciation errors as well as many basic 1 Very Poor

grammatical and lexical errors. No evidence of have

mastered any language skills and areas practiced in the

course

Table 3.2. The Scoring Classification for Fluency

 Criteria Score Classification

1. Speak without too great an effort with a fairly 6 Excellent

wide range of expression. searches for words

occasionaly but only one or two unnatural pauses.

1. Has to make an effort at time to search of word. 5 Very Good
2. Nevertheless, smooth delivery on the whole and 4 Good

 only a few unnatural pauses

1. Although he has to make an effort at time to 3 Average

 search of word. there are not too many

unnatural pauses.Fairly smooth delivery mostly.

Occasionaly fragmentary but succees in conveying

the general meaning. Fair range of expression.

1. Has to make an effort for much of the time 2 Poor

often has to search for the desired meaning. Rather

halting delivery and fragmentary. Range of expression

often limited.

1. Long pauses while he searched for the desire meaning. 1 Very Poor

frequently fragmentary and halting delivery. Almost

gives up making the effort of times. Limited range of expression

Table 3.3. The Scoring Classification for Comprehension

 Criteria Score Classification

1. Easy to the listener to understand the speaker’ 6 Excellent

 intention and general meaning. very few

interruptions or classification required.

1. The speaker intention and general meaning 5 Very Good

are fairly clear. a few interruptions by the

listener for the sake of clarification are necessary.

1. Most of what the speaker say is easy to follow. 4 Good

his intention is always clear but several interruptions

are necessary to help him to convey the message or to

seek clarrification.

1. The listener can understand a lot what is said but he 3 Average

 must costantly seek clarrification. cannot understand

 many of the speaker more complex or longer sentence

1. Only small bits (usually short sentence and phrases ) 2 Poor

 can be understood and then with considerable

effort by someone who is used to listening to the speaker.

1. Hardly anything of what is said can be understood. Even 1 Very Poor

 when the listener makes a great effort interrupts,

 the speaker is unable to clarify anything

 he seems to have said.

 Heaton, (1988)

1. Tabulating Students’ Score

The students’ score on pre-test and post- test of speaking are tabulated by using the Heaton’s rating scale. It is aimed to measuring the students ability.

1. The score is converted using the following formula :

score = $\frac{the gain score}{the maximum score} x 100$

1. Classifying The Students’ Score

The score of the students are classified into five levels as folows :

Table 3.4. Classification of Students’ Score

NO SCORES CLASSIFICATION

1. 81 – 100 Very Good
2. 66 – 80 Good
3. 56 – 65 Average
4. 41 – 55 Poor
5. 0 – 40 Very Poor

(Adapted from Panduan Ujian Praktek Bahasa Inggris Balitbang Depdiknas,

2005 : 20)

1. Calculating the Rate Percentage of the Students’ Score

The percentage of the students’ score on speaking test both of pre-test and post-test will be calculated by using spss 17.0 version.

1. Calculating the t-test Value

The calculating of mean score and the value of t-test are aimed to find out the significant difference between pre-test and post-test of the students’ speaking test. In this case, in calculating the mean score and the t-test value the reseacher used 17.0 version

1. **Motivation**

The data from questionnaire were analyzed Likert Scale and then analyzed in percentage to see the students’ interest toward experience – based debate technique (EBDT) in speaking. In this case, the students’ attitudes were categorized into positive and the negative statements scores as shown in the following table :

**Positive Statement Score**  **Negative Statement Score**

5 strongly agree 1

4 agree 2

3 undecided 3

2 disagree 4

1 strongly disagree 5

 (Sugiyono, 2008 : 135)

Data were collected through questionnaire processed and analyzed by giving scores on each item in accordance with the Likert scale question and calculating the frequency responses of each respondent to the question.

From the score percentage above, the data were interpreted into score criteria in five categories as in the following table:

|  |  |
| --- | --- |
| Range | Category |
| 1. Very high motivation
2. High motivation
3. Medium motivation
4. Low motivation
5. Very low motivation
 | 85 - 10069 – 8452 – 6836 – 5121 – 37 |

Source : (Sugiono 2003:65)

To see the students’ motivation the researcher also used spss program version 17.00

By looking at the scores presented in the table above, the researcher score the questionnaire by using certain classification and categories. There were two classification of questionnaire given, namely positive and negative statements by using the category of strongly agree, agree undecided, disagree and strongly disagree. Out of 20 items of questionnaire, the students is asked to select one of five options provided in each items, namely (1) strongly agree, (2) agree, (3) undecided, (4) disagree and (5) strongly disagree.

**FINDINGS**

The findings of the research deal with the students achievements in speaking with covers accuracy, fluency and comprehensibility and the students’ motivation. The instruments of collecting data in this research were test and questionnaire. The findings are quantitatively described as follows :

1. **Students’ Speaking Skill**

 ilustrates that most of the students in experimental and control group were in low achiever category.

illustrate that the students’ achievement in experimental and control group were increasing after the treatment. The aggregate percentage of students both of the groups generally tend to spread in high achiever category..

1. **The Students’ Motivation**

The questionnaires were distributed to the students to know their motivation toward cooperative learning to SMPN 1 Mattirosompe, Pinrang. The students’ score interval of questionnaires can be shown in table 4.13.

Table 4.13 the percentage of the students motivation

 Pre- Post-

 No Classification Interval Treatment Treatment

Score

F % F %

1. Very high motivation 80 - 100 2 0.67 25 83.3
2. High motivation 60 – 79 7 23 5 16.7
3. Fair motivation 40 – 59 6 20 0 0
4. Low motivation 20 – 39 12 40 0 0
5. Very low motivation 0 – 19 17 1 0 0

Total 30 100 30 100

The data of the students’ interval score based on the questionnaire in table 4.13 indicates that the use cooperative learning in speaking skill was very high motivation, it shows that 83.3 % (25 students) felt strongly positive, and 16,7% (5 students ) of the students felt positive, and none of the students felt neutral negative and strongly negative.

**CONCLUSION AND SUGGESTION**

1. **Conclusion**

Based on the result of findings in the previous chapter, it is concluded that the use of cooperative learning significantly increase the students’ speaking achievement of SMPN 1 Mattriosompe Pinrang than conventional method. In fact, the students were motivated in the use of coopertaive learning to develop their speaking skill. The statement was proven by the level of mean score of the students motivation. The mean score of students motivation was 85.97 and it was classified as very high motivation.

1. **Suggestion**

Based on the conclusion above, the reseacher adresses the following suggestion as follows :

1. It is suggested to the english teacher to apply the new of teaching especially in teaching speaking by presenting or applying some strategies or techniques or methods such as cooperative learning in order to increase students speaking ability and catch students motivation in learning English.
2. It is suggested to the English teacher not only pay attention to the linguistic factors of students in learning English especially in speaking, but also to the non linguistic factors such as students’ motivation bacause this factors also influence the students speaking ability. Both linguistic factors and non-linguistic factor influence each other in students’ speaking ability.