

ABSTRACT

Munawang, Dedy Ary, 2015. The Use of Cooperative Learning in Teaching Speaking for The Students of MTsN Jogorogo in Academic Year 2015/2016. Thesis, English Department Faculty of Education State Islamic College of Ponorogo (STAIN) Ponorogo. Advisor :Dr. Harjali, M.Pd.

Key words: Teaching speaking, Cooperative Learning.

Speaking is described as the ability to express about someone or human life situation, thought and feeling in precise words, or the ability to converse or to express sequence of ideas. In reality tendency of students when got speaking class, they have many difficulties to speak, and have not spirit to study English. Method is the way to ménage learning process to help students in understanding the lesson like as cooperative learning method.

Cooperative learning is an instructional method in which small groups of students work together to accomplish a shared goal through changing or reconstructing their knowledge. By using cooperative learning, students can express and practice their speaking.

The problems statements on this research are (1) How can cooperative learning method improve the students to be active in teaching speaking for eighth grade students of MTsN Jogorogo? (2) What are the benefits of cooperative learning in teaching speaking for eighth grade students of MTsN Jogorogo?. The objective of the study are: to describe the guidance of cooperative learning in teaching speaking for eighth grade students of MTsN Jogorogo, to identify the benefit of cooperative learning in teaching speaking for eighth grade students of MTsN Jogorogo

This research used qualitative approach. The researcher used descriptive qualitative design to describe and explained the phenomenon. The instrument for collecting data, the researcher applied qualitative data, analysis covering data reduction, data display, and conclusion/verification. In the data reduction the researcher needed to select information based on research questions.

The result of the study showed that the use of cooperative learning method in teaching speaking for eighth grade students of MTsN Jogorogo are (1) Explain about the material of the study, (2) Divide the students into some groups and give to each group some tasks to do in team work to make dialogue in oral form. (3) Ask the students to tell the dialogue in front of the class based on the task which was given by the teacher.

The benefits of the cooperative learning method were: Make the students showed great interest to be actively involved practice in the teaching and learning process, influence the students' spirit and motivation in learning English and make the students more confidence when speak front of the class.

Based on the result above, the researcher suggest that English teacher better use cooperative learning method in their class in order to help the students improve their speaking ability.

CHAPTER I

INTRODUCTION

A. Background of Study

Language is central role in developing intellectual, social, and emotional students. And it is supporting a success in learning of subject matter. Language learning be hoped helping students introduce the cultures.¹

English is one of international language. English serves for many people as a bridge into the words of higher education, science, international trade, politics, tourism or any other venture which interest them.²

For Indonesian students, English is foreign language. English has four skills to be mastered by students. That is speaking, listening, writing, and reading. But speaking is one of language skill parts which very important in communication.

Speaking is one of central elements of communication.³ Speaking is one interactive process of constructing meaning that involves producing and receiving and processing information. In teaching speaking skill, it

¹ Kathleen M. Balley, *Practical English Language Teaching Speaking*, (America: The McGraw-Hill Companies. 2005)115

² Jilian Edge, *Essentials of Language Teaching*, (England: Longman Group UK, 2001) 25

³ Jack C. Richard & Willy A. Grenada, *Methodology in Language Teaching*, (Cambrigde: Cambridge Umniversity Press, tt) 210

focused on interacting with one learners at time, understanding information and be confident when the learners try to speak.

English teaching learning is very complex. It demands profession and particular skills. This means that teacher meets some obstacles or troubles in teaching. Even in teaching, there are many heterogeneous students that have different in character, skill, motivation. This needs competences of the teacher. As educator, teacher is one of factors that decide the success of education.⁴ That's why each education innovation especially in curriculum or the increasing of human resources is always at the hand of teacher. This shows that teacher has the main role to advance the education sector.

Thornbury said in his book; Old paradigm said that someone will exactly be able to teach, if he has knowledge and particular competence. He is not necessary to know about the appropriate teaching and learning process. He only needs to transfer what he knew to the empty box that is ready to receive.⁵

Most teachers still consider the old paradigm as one alternative only. They teach with tutorial method and hope the student keep on seat, silent, hearing, noting and memorizing as well as complaining each other.

⁴ Kathleen M. Bailey, *Practical English Language Teaching Speaking*, (America: The McGraw-Hill Companies. 2005) 30.

⁵ Thornbury, Scott. *How to Teach Speaking*.(London: Longmans, 2001)22.

The demand of education world has grown modern and rapidly. We cannot defend the old paradigm above. Theory, research and procedure of learning-teaching process proved that the teacher has to change the old paradigm. The teacher or educator must arrange and carry out the learning-teaching process based on the core considerations namely; Knowledge is found, constructed, developed by student, Students develop their knowledge actively, Teacher strives to expand the student's intake and competence, and Education is personal interaction between the students and teachers.⁶

The techniques developed for teaching English conversational are as varied as the English language itself. There are many techniques created by expert to improve the student in conversation competence.⁷

Students are basically hoped to be able to speak English fluently. But there are many students feel difficult to speak English. They actually have adequate vocabulary and master English grammar but their speaking mastery is still very low. It is caused that they never practice it at all in daily life.

In other side, a teacher sometimes gets difficulty to make the students speak up in the speaking class. Many factors influence it. Some are afraid of speaking although they can speak. In second language teaching, speaking activities are offered to compensate the

⁶ Anita, Lie. "*Cooperative Learning*" (Jakarta; Grasindo, PT Gramedia 2004)66

⁷ Ibid, 29.

lack of communicative opportunities in the student's environment. In this case a teacher are hoped to make classroom into joyful learning.

Actually, As Thornbury said in his book; all this time is still seen the lack of the student's speaking activity to follow the learning process well. This happens because in this learning and teaching process, the teacher often teaches English conventionally. For examples; The student doesn't have good attention the subject, the student feels sleepy in the classroom when teaching learning process, there is no response when subject given a question from teacher to the students, the student doesn't want to ask in teaching learning process, and the students do not very enthusiastic to follow the English lesson.⁸

That situation can exactly affect the fluency of learning process at the classroom. It also affects on boring class atmosphere furthermore affects low concept comprehension as well as less optimum learning achievement.

The lack of activity and the student's attention toward English subject has shown that Learning English is not interesting. This is caused by the reasons as; Teacher still applies conventional learning model, teacher's role is still dominant at the classroom rather than student, teacher doesn't make use of English learning media, and

⁸ Thornbury, Scott. *How to Teach Speaking.* (London: Longmans, 2001)36

also teacher doesn't understand the theory of language and theory of learning⁹

To overcome the problems above, teacher's creativity is needed to make the process of English learning more interesting and liked by the students. It also makes student's English speaking activity increases more.

Students differ in their ability, ways of learning and thinking, academic motivation levels and interests. Therefore, teacher has to choose the teaching method that enables the students to learn English easily. Linguist has criticized the teaching method in which the teacher lectures, because only hardworking students can take benefit from it. It encourages the students to study individually and learn in a competitive way and it doesn't contribute to the academic way and social development of the students in the class.

The increasing of student speaking skill on English can be done with strategies and technique of learning. One of them is by applying learning of Cooperative Learning method which can create joyful learning and students can increase their speaking skill. Cooperative learning is to give learning assignments that are carried out in small group of the students. The peer support and diversity of

⁹ Robert, Lido. *Language Teaching* (London: Longman Green and Co.Ltd, 1961).223

viewpoint, knowledge and skill help make cooperative learning a valuable part of your classroom learning climate.¹⁰

Cooperative learning makes the students work in group that will study more rather than their class managed traditionally. Cooperative learning is a method of learning in group where the students learn together and help each other to make the assignment or task by giving a support among members in group.¹¹ This learning characterized cooperative, not competitive. The success of learning is the success of group.¹²

In accordance with theory of motivation, the goal of cooperative creates a situation where their success can be reached if the other students also reach the same goal. However, each student is demanded to share idea, knowledge to another student until they can understand the material.

That is why, this research is hoped to be able to improve learning method to solve the student's speaking skill problem especially in MTsN Jogorogo. The result of observation in MTsN Jogorogo was found that almost students of MTsN Jogorogo get difficulty in learning English. It is necessary to use the new strategy in

¹⁰ Mel, Silberman,. *"Active Learning"* (Boston London: Temple University.2006)55

¹¹ Kagan, S. Salvin, R, *"Cooperative Learning"* (New York; Cambridge University,1999)87

¹² Anita, Lie. *"Cooperative Learning"* (Jakarta;Grasindo, PT Gramedia 2004)66

order to develop the student's speaking skill through cooperative learning method.

Based on the problem described above, the writer chooses one of innovative English learning method entitle "**The Use of Cooperative Learning in Teaching Speaking for the Eighth Grade Students of MTsN Jogorogoin Academic Year 2015 2016**".

B. Research Focus

The focus of qualitative research is The use of Cooperative Learning Method in Teaching speaking skill for the eighth grade students of MTsN Jogorogo in academic year 2015 / 2016".

By using cooperative learning method, hoped to the Eighth grade students to be more active in speaking skill. And it attracts the students' attention in their study, and then motivate them to participate in speaking activity.

C. Statements of the Study

1. How can cooperative learning method in guiding speaking ability for the eighth improve students of MTsN Jogorogo in academic year 2015 / 2016 ?
2. What are the benefits of cooperative learning method in teaching speaking for the eighth grade students of MTsN Jogorogo in academic year 2015 / 2016 ?

D. Objectives of the Study

Concerning with the statements of the problems, this study has come objectives describes as follows:

1. To describe the guidance cooperative learning method in speaking ability for the eighth grade students of MTsN Jogorogo in academic year 2015 / 2016
2. To identify the benefits of cooperative learning method in teaching speaking for the eighth grade students of MTsN Jogorogo in academic year 2015 / 2016 .

E. Significances of the Study

The result of the study is to be beneficial for:

1. Theoretically

The writer hopes the result of this method can contribute to development of speaking skill and also the writer hopes this method input concerning with learning method in teaching speaking. This study is conducted to obtain some information about cooperative method in teaching speaking skill.

2. Practically

- a. Teacher

- 1) To give the teacher, particularly English teacher, an input concerned by using cooperative learning in teaching speaking
- 2) To convince teacher in effective speaking teaching

3) Help the teacher in improving teaching speaking by using cooperative learning.

b. Students

This study is expected to give students particularly the eighth grade students of MtsN Jogorogo knowledge of increasing their speaking using cooperative learning.

c. For Institution

For the institution using cooperative learning can help the school in general to develop teaching English capabilities, so the school(the institution) gets the achievement and prestige among the education institution.

d. The Other Researcher

The researcher hopes to motivate other researcher to find new idea in educational research . and assist researcher in finding reference.

F. Research Methodology

The point present the research methodology used in this study. The existence of the research methodology has a goal of guiding the research is in order to work systematically. The research methodology covers a set of research activities conducted by researcher. It involves the research approach, the research's role, the research location, the data source, the technique of data collection, data analysis, research procedure, and organization of the thesis.

1. Research Approach

This research applies a qualitative research approach. Qualitative research is conducted through an intense or prolonged contact with the field or life situation. These situations are typically banal or normal ones, reflective of the everyday life of individuals, group, societies, and organization. The researcher attempts to capture on the perceptions of the local actors from the inside, through a process of deep attentiveness, of empathetic understanding and of suspending or bracketing preconceptions about the topics under discussion.¹³

Another point of view Syamsuddin and Damaianti argue, “With qualitative research, researcher involved in situations, phenomenon being studied...”¹⁴ based on statement, it can be stated that a qualitative has the natural setting, the research data are collected naturally by observing phenomenon while it happens and by conducting a verbal communication with the respondents. A qualitative research also promotes human (researcher) as the research instrument. A qualitative research also takes into account the process rather than the outcomes the product.

The research also uses a descriptive research. For this case, Syamsuddin and Damaianti argue, “Basic aim this research is depict, studying, and explains the phenomenon ...” thus, descriptive research does not examine a hypothesis. The purpose this research is describe study and to explain phenomenon.

¹³Matthew B Miles and Michael Huberman, *an Expanded Sourcebook Qualitative Data Analysis* (California: Sage Publication, 1994), 6.

¹⁴SyamsyudinAr, dan Vismaia Damaianti, *Metodologi Penelitian Pendidikan Bahasa*, (Bandung: PT. RemajaRosdakarya, 2006), 74.

In this research, the data are collected naturally by observing The use of Cooperative Learning Method in Teaching speaking skill for the eighth grade students of MTsN Jogorogo in academic year 2014 / 2015 and by conducting an interview with the English teacher of the school. The researcher plays a role as an observer and interviewer. Then, the data are analyzed and presented in a form of description.

G. Researchers' Role

Qualitative research is not separable from observation participate, but the role that determines the overall scenario.¹⁵ For researcher in research, researcher acts as a key instrument, full participant at the same time collecting data, other than as a supporting instrument.

H. Research Location

a. Place of the Research

This research takes place at MTsN Jogorogo the reasons of selecting the school are:

¹⁵Lexy J Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT RemajaRosdakarya, 2000), 3.

- 1) The school is reachable. It enables the researcher to conduct the research effectively
- 2) Cooperative method is applied in the school, particularly in teaching English
- 3) It has not been conducted researcher concerning with teaching speaking in the school. Particularly concerning with the use of Cooperative method

b. Time of the Research

This research is conducted from 4th agustus to 12th 2015

I. Data Source

Sources of data in qualitative research can obtain from the words, action, and the additional data such as documentation and others.¹⁶ The source of data in the study as follows:

- 1) Human, which includes principal, English teacher, and eighth grade students.
- 2) Non – human, which includes documents and all relevant books.

J. Technique of Data Collection

The research applies a qualitative approach. Syamsuddin and Damaianti point out, “For researcher qualitative phenomenon is properly understandable if conducted through interaction with subject through interviews. Besides, effort can do through observation on backlight place,

¹⁶*ibid*, 112.

phenomenon underway.¹⁷ Based on the statement, the research applies interview and observation as the techniques of collecting data.

And then the researcher adds documentation as the techniques of collecting data, it hopes the data is perfect:

1) Observation

Syamsuddin and Damaianti said observation is “...disposable in research qualitative is observation participative. The focus essential from qualitative research are understanding abilities of researchers in making meaning top events or phenomenon on situation looked.”

Collecting of data and value are from observation. Observation has a goal of obtaining information by seeing and hear phenomenon while it is happening. The technique is to clarify, check, and classify the phenomena.

In this research, observation is applied to figure out in the use of Cooperative Learning Method in Teaching speaking skill for the eighth grade students of MTsN Jogorogo in academic year 2015 / 2016.

2) Interview

Lincoln and Guba, in Syamsuddin and Damaianti’s book argue: “Interview is conversation with purpose. The main purpose is

¹⁷Syamsuddin AR, dan Vismaia Damai anti, *Metodologi Penelitian Pendidikan Bahasa* (Bandung: PT. RemajaRosdakarya, 2006), 100.

to get information of people, events, activities, feeling, motivation, etc. interview can also defined as an activity of gathering information that is conducted through conversation.

In this research, interview is conducted to acquire information about the use of Cooperative Learning Method in Teaching speaking skill for the eighth grade students of MTsN Jogorogo in academic year 2015 / 2016. The respondent of interview is the English teacher and the students of the school.

3) Documentation

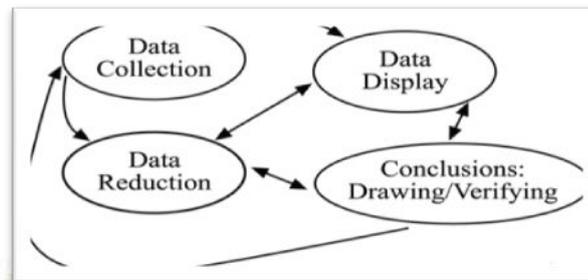
The method is to find documentation on the subject or variable data in the form of notes, transcripts, books, newspapers, magazines, inscription, meeting minutes, legger, and others.¹⁸ Agenda the result and data collection through the documentation are recorded in transcript format documentation.

With this method, the researchers wanted to obtain data on the history, organizational, structure, geographic setting, and the state of teacher, students, and others.

K. Data Analysis

¹⁸SuharsimiArikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT: RinekaCipta, 1998), 236

Data analysis is the process systematically searching and arranging the interview transcript. The technique has three analysis components; data reduction, data presentation, and verifications of conclusions.



Each of the stages is presented in the following

1) Data Reduction

Data reduction is a stage of summarizing, classifying, and focusing on essentials things. In this stage, the researcher needs to separate the accurate data from the inaccurate ones. Through the data reduction, the researcher may focus on the data will be analyzed.¹⁹

2) Data Presentation (Data Display)

Data display is a stage of organizing the data into patterns of relationship. The data display can makes a conclusion. The conclusion can be in a form thick description.

3) Verification or Conclusion

¹⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 1996), 234.

Validity of the data is updated concept of the concept validity. In this study the writers uses diligent observation techniques and triangulation.

Persistence observations have mean discover the characteristic and elements of the elements in a situation that is very relevant to the issue or issues being characteristic and then concentrate on those thing in detail. While the technique of triangulation is a technique that utilizes data the examination of the validity of something else outside of that data for checking purposes as a comparison that data.

L. Checking of Data Validity

Validity of the data is updated concept of the concept validity. In this study the writer uses diligent observation techniques and triangulation.

Persistence observation have mean discover the characteristic and elements of the elements in a situation that is very relevant to the issue or issues being characteristics and then concentrate on those thing in detail. In the other hand, triangulation assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.²⁰

M. Research Procedure

²⁰Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2008), 91

The research activities are presented in the following:

a. Preparation

The researcher prepares the title or research, reviews references relate to research problems, observes the place, and arranges the research instrument.

b. Application

Collecting of data; the researcher collects data, codes, and analyses of collected data and then makes conclusions of the data analysis.

c. Reporting

Reporting the result of the research is in a form of thesis.

N. Organization of the Thesis

The discussion in this study consists of five chapters and each chapter is closely related to each other which is a unified whole with systematic as follow:

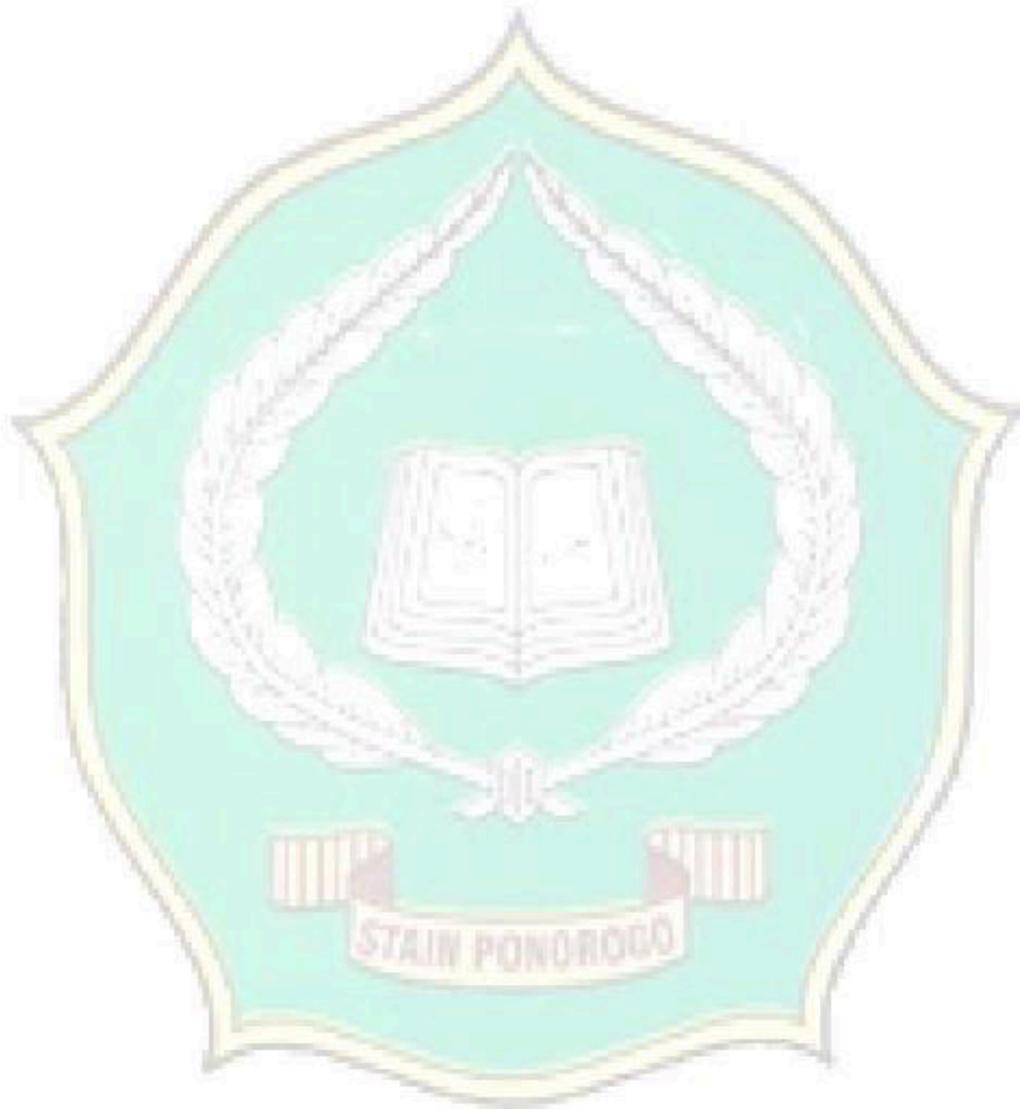
CHAPTER I : Introduction which contain of background of the study, statements of the problems, objectives of the study, and significances of the study.

CHAPTER II : Explanation about some theory about teaching, speaking, Cooperative learning

CHAPTER III : Explanation of research methodology include: research approach, sources of data, technique of collection data, data analysis, and place and time of the study.

CHAPTER IV : Explanation about the result of the study. The implementation and the advantages using of cooperative learning in teaching speaking.

CHAPTER V : Conclusion and recommendation.



CHAPTER II

THEORITICAL BACKGROUND

This chapter presents reviews of related literature used in this study. It has a goal of providing previous studies and information concerned with the research problems which including an overviews of teaching English at Junior High School, methot and coopertive. They are also used as a guide of presenting this research.

A. Teaching

1. Definition of Teaching

Teaching is one of essential part of learning process. A good teaching is going to give huge contribution of successfulness of students learning. Many students are bored during the class because of uninterested teaching. Thus, teaching is very important to motivate the students to acquiring what they are learning in class. Teaching cannot be separated from learning because how good teaching process will determine the student's motivation to learn. Teaching is showing people how to do something so that they will be able to do them and encouraging them to accept something as a fact or principle.²¹

²¹ H. Douglas Brown. Principle Language Learning and Teaching. (New York: Addison Wesley Longman, Inc:2000)200

Teaching English is designed to encourage practical skill of teaching, with the other participating as fully as possible.²² Thus, teaching is an activity to helping students to learn the subject matter and guiding them, to understand new knowledge. For this case, the teacher has to give students opportunity to construct new knowledge's, students must be involved in the teaching process. Another opinion teaching is a process of helping students to understand new knowledge that they have never experiences and to achieve the better understanding of it.²³

Based on these statements, teaching cannot be separated from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. So, teaching can be called a set of components in improving learning knowledge, positive behavior to get maximal result in transferring information to the learners.

2. Definition of Speaking

Speaking is a form of language skill as communicative competence that can be developed when it is really used in real life as means of communication. It is used as important means in expressing meanings. Speaking ability is described as the ability to express one's in life situation, or the ability to report acts and situation in precise

²² Richard, A Course in Language Teaching Practice and Theory. (ED. Penny:Ur.1995)5

²³ Sauvignon, S.J. Communicative Language Teaching: The State of the Art. TESOL Quarterly.25(2):261

words, or the ability to converse or to express sequence of ideas that should be something interest to them.²⁴

Speaking is ability to express the articulation sound or word. Expressing and giving an idea and opinion. Speaking can be called as a symbol that can be listened, visible exploits' some muscles to reach a goal of opinion combined. Speaking is human's behavior that exploits factors of physical, psychology, neurology, semantic and linguistic extensive, it until can be regarded human's instrument is important for social control. Thus, speaking is interactive process of constructing means that involves producing, receiving and processing information.

From definition of speaking above, we can conclude that speaking skill is a skill express articulation sounds or words used expresses and give opinion to listeners. Listeners receive the information through intonation into nation pressure and juncture. By speaking skill we can communicate to other person. In the word of education, a teacher must have a speaking skill. If he explains a subject matter can be understood. His word is clear and he doesn't repeat more an explanation or subject explained. So, he can call a person who has speaking ability.

3. Types of Speaking

²⁴ Robert Lido, Language Teaching (London, Longman Green and Co.Ltd.1961)240

In line with the natural link between listening and speaking, there are six similar categories of oral production to be carried out by students in the classroom as follows:

a. Imitative

Imitation of this kind is usually done not for the purpose of the meaningful interaction, but for focusing on some particular elements of language form. Input sources are commonly from cassettes or CDs.

b. Intensive

This kind of speaking activity goes one step beyond the imitative one to practice some phonological or grammatical aspect of language.

c. Responsive

Mostly students' speech in the classroom refers to this type like short replies to teacher or students-initiated questions/comments.

d. Transactional Dialogue

This kind of actually is conducted for the purpose of conveying or exchanging specific information. In order words, it is for transmission of facts and information.

e. Interpersonal Dialogue

This kind of activity is conducted for the purpose of maintaining social relationship. It usually involves such factors as casual register, colloquial language, slang, and ellipsis.

f. Extensive Monologue

This type of speaking activity is commonly intended for students and intermediate to advanced levels. They are required to give extensive monologues in the forms of summarize, oral report, or short speech-planned.²⁵

4. Aspects of Speaking

Speaking has many different aspects, as follows:

a. Accuracy

Accuracy in this context refers to the ability to speak properly. That is, selecting the correct words, and expression to convey the intended meaning, as well as using the grammatical patterns of English.²⁶ Accuracy involves the current use of vocabulary, grammar, and pronunciation.²⁷

Accuracy in speaking consists of the correct using the vocabulary, grammar, and pronunciation. It will be explain as follows:

1) Vocabulary

²⁵ Gunadi H Sulistiyo, Sri Rahmajanti, Bahasa Inggris Madrasah Aliyah, (Departemen Pendidikan Nasional, Universitas Malang, Panitia Sertifikasi Guru (PSG) rayon 15), 12 – 13 .

²⁶ Kathleen M. Balley, Practicing English Language Teaching, (America: Mc. Graw Hill, 2005), 5.

²⁷ Roger Gower, et.al, Teaching Practice Handbook, (Thailand: Mc Millan Heinemann, 1995), 99.

In *A Course in Language Teaching* book, Penny stated that “vocabulary can be defined, roughly, as the words we teach in the foreign language.”²⁸ Vocabulary is very important in speaking.

Because people who have many vocabularies in their mind, they will be able to convey information in the different words.

2) Grammar

Grammar is sometimes defined as the way words are put together to make correct sentence. A specific instance of grammar is usually called a “structure.” Grammar does not only affect how units of language are combined in order to “look right”; it also affects their meaning.²⁹ For examples of grammar are noun, verb, adjectives, tenses, and so on.

3) Pronunciation

The concept of “pronunciation” may be said to include: The sounds of language or Phonology, stress and rhythm, intonation.³⁰

Pronunciation can be said as the way to read of the symbols in language in certain sounds. For example, the letter C in English is pronounced /k/ or /s/. To read the symbols,

²⁸ Penny Ur, *A course in Language Teaching (Practice and Theory)*, (Cambridge: Cambridge University Press, 1996), 60.

²⁹ *Ibid*, 75 – 76.

³⁰ *Ibid*, 47.

people also understand about their stress, rhythm, and intonation.³¹

From the explanation above, accuracy is one of aspects in speaking that related with the correct use of vocabulary, pronunciation, and grammar pattern. Accuracy in speaking process also important, because it is needed in order to make information can be understood by listener. So, there is no miscommunication or misunderstanding in speaking process.

b. Fluency

Fluency is the simply ability to speak fast. In line with this idea, Bailey stated that:

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word search, etc.³²

From the definition above, researcher makes conclusion that fluency is the important thing that must be improve in order to get successful and feel confident in speaking.

5. Function of Speaking

Numerous attempts have been made to classify the function of speaking in human interaction. Brown and Yule made a useful distinction between interaction function of speaking, in which it serves to establish and maintain social relations, and the transactional

³¹ Ibid, 50.

³² Kathleen M. Bailey, *Practical English Language Teaching Speaking* (Singapore: The McGraw-Hill Company, 2003), 47.

functions, which focus on the exchange of information.³³ The three-part versions of talk are:

a. Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. Speaking not only for communication with other people, but it has specific function, when people meet, they exchange greetings, engage in small talk, recount experience, and so on because they wish to be friendly and to establish a comfortable zone of interaction with other. The focus is more on the speakers and how they wish to present themselves to each other than on the message.³⁴

b. Talk as transaction

Talk as transaction refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

Talk as transaction mean giving message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. These

³³ H. Douglas Brown. Principle Language Learning and Teaching. (New York: Addison Wesley Longman, Inc:2000)200

³⁴ Anne Burns, Teaching Speaking: Annual Review of applied Linguistics. 1998, 102.

focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.³⁵

c. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

Talk as performance tends to be in the front of monolog rather than dialog, often follows a recognizable format, and is closer written language than conversational language. Similarly, it is often evaluation according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.³⁶

6. Teaching Speaking Skill

The goal of teaching speaking skill is communicate efficient. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should avoid confusion in the message due to faulty pronunciations, grammar and vocabulary.³⁷

³⁵ Ibid, 120.

³⁶ Ibid, 123.

³⁷ Kay hayride, Teaching Speaking, Activities to promote Speaking in a Second Language. (Cambridge: University Press. 2000) 203.

To help students develop communication efficiency in speaking, teacher can use a balanced activities approach that combines his language.

Teaching speaking is to teach English Foreign Language learners to:

- a. Produce the English speech sound and sound pattern
- b. Use the word and sentence stress, intonation pattern and the rhythm of the second language
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter
- d. Organize their thoughts in meaningful and logical sequence
- e. Use language as a means of expressing values and judgments
- f. Use the language quickly and confidently with few unnatural pauses, which are called fluency.³⁸

7. Principle of Teaching Speaking

- a. Be aware of the differences between second language and foreign language learning contexts.

A foreign language (FL) context is one where the target language is not the language of communication in the society (e.g., learning English in Japan or studying French in Australia).

Meanwhile, a second language (SL) context is one where the target

³⁸ Ibid, 203.

language is the language of communication in the society (such as English in the UK or Spanish in Mexico).³⁹

- b. Give students practice both fluency and accuracy.

In language lessons—especially at the beginning and intermediate levels—learners must be given opportunities to develop both their fluency and their accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.⁴⁰

- c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Pair group and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. The learners take on diverse speaking roles that are normally filled by the teacher (such as posing questions or offering clarification).⁴¹

- d. Plan speaking tasks that involve negotiation for meaning.

Negotiation for meaning involves checking, clarifying, and confirming understanding.⁴²

³⁹ Kathleen M. Bailey, *Practical English Language Teaching Speaking*, (Singapore: The McGraw-Hill Company, 2003) 54

⁴⁰ *Ibid.*, 55.

⁴¹ *Ibid.*

⁴² *Ibid.*

- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Interactional speech is communicating with someone for social purpose. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and/or service.⁴³

B. Cooperative Learning

3. Definition of Cooperative Learning

Cooperative learning is defined differently by different researchers and theorists. Vygotsky, for example, views cooperative learning as part of a process leading to the social construction of knowledge. Other scholars consider cooperative learning to be a form of critical pedagogy that moves classrooms and societies closer toward the ideal of social justice. Characterize cooperative learning as a process in which “knowledge is not transferred from expert to student, but created and located in the learning environment”.⁴⁴ Others such as Burrion and Ossont see cooperative learning as a strategy to help students improving intellectual and social skills.⁴⁵

⁴³ Ibid, 56.

⁴⁴ Richards C. Jack and Thomas S.C Farrel, Professional Development for language Teacher, (New York: Cambridge University Press.2005)143

⁴⁵ Ibrohim, M Ali, Pembelajaran Kooperatif, (Jakarta; PT Gelora Aksara Pratama.2003)32

Although there seems to be some differences between the definitions of cooperative learning, there is common agreement that cooperative learning is an instructional method in which small groups of students work together to accomplish a shared goal through changing or reconstructing their knowledge. The aim of this cooperation is for students to maximize their own and each other's learning, with members striving for joint benefit.

Cooperative learning depends on small group for learner. Even though the content and procedure given by teacher characterized part of teaching, however cooperative learning carefully combines small group in order that the members can cooperate each other to maximize their learning and learning in group. Each member of group has a responsibility to learn what is presented and help their friend to study. When this teamwork starts, team of the group creates the atmosphere of achievement and the next the learning can be increased more.⁴⁶

The Characteristic of cooperative learning is the students are placed in cooperative group and stay together in one group for some weeks or months. At first the students are given a brief explanation or training how to be able to cooperate well in aspect;

- a. how to become the good listener

⁴⁶KarenL.Medsker and Kristina M. Holdsworth, "Cooperative learning in higher education" (Arizona State University.2001)287

- b. how to give the good explanation
- c. how to present the questions well and the others⁴⁷

Activity of cooperative learning method can be applied in all subjects. In particular subject, cooperative learning has three different goals namely: the student as a member of group tries to find something, then after class is over, the student can cooperate as discussion group and after that the student will get chance in taking part to make sure that all members of group have mastered on what are learned to prepare quiz, cooperate in the form of group learning.

4. Types of Cooperative Learning

a. Informal Learning Groups

These groups are short term and not very structured. They typically involve activities where classmates turn to a neighbour to discuss a problem or concept for a few minutes. Informal groups are generally small, usually two but no more than three people. It's most convenient to use informal learning groups for quick activities such as checking for understanding, brainstorming, quick problem solving, summarizing, or review. These groups are a great

⁴⁷Rogeret, Gower Rogeret.al., Teaching Practice Handbook.(Thailand:McMillan Heinemann, 1995) 57

way to change up a lecture format by giving students a few minutes to discuss a concept with a peer.⁴⁸

b. Formal Learning Groups

Formal learning groups are assigned a task or project and stay together until it is complete. There is a clear structure to these groups set by the teacher that includes task and behavior expectations. Formal learning groups can be heterogeneous or homogeneous, depending on the assignment. Most groups perform well with three to four people, any more than five can become unproductive. Doing a project, solving a series of problems, reviewing for a test, or writing a report are all examples of how formal learning groups can be used in a classroom.⁴⁹

C. Cooperative Base Groups

These groups are different from the previous two in that they are long term support groups. Base groups should last for a minimum of a semester but can be anywhere up to several years. Since they are long term commitments, typically these groups become more than just academic problem solving groups. Members in base groups often become a personal support system for each other, building

⁴⁸ Anita, Lie. "*Cooperative Learning*" (Jakarta;Grasindo, PT Gramedia 2004)66

⁴⁹ Ibid, 67.

relationships and trust during the duration of their cooperative learning process. The goal of cooperative base groups is that the members develop peer accountability and support each other while learning together.⁵⁰

5. The kinds of strategies using cooperative method

a. Round Robin

Present a category (such as "Names of Mammals") for discussion. Have students take turns going around the group and naming items that fit the category.⁵¹

b. Roundtable

Present a category (such as words that begin with "b"). Have students take turns writing one word at a time.⁵²

c. Writearound

For creative writing or summarization, give a sentence starter (for example: If you give an elephant a cookie, he's going to ask for...). Ask all students in each team to finish that sentence. Then, they pass their paper to the right, read the one they received, and add a sentence to that one. After a few rounds, four great stories

⁵⁰ Kagan, S. Salvin, R, "Cooperative Learning" (New York; Cambridge University,1999)89

⁵¹ Ibid, 101.

⁵² Ibid, 102.

or summaries emerge. Give children time to add a conclusion and/or edit their favorite one to share with the class.⁵³

d. Numbered Heads Together

Ask students to number off in their teams from one to four. Announce a question and a time limit. Students put their heads together to come up with an answer. Call a number and ask all students with that number to stand and answer the question. Recognize correct responses and elaborate through rich discussions.⁵⁴

e. Team Jigsaw

Assign each student in a team one fourth of a page to read from any text (for example, a social studies text), or one fourth of a topic to investigate or memorize. Each student completes his or her assignment and then teaches the others or helps to put together a team product by contributing a piece of the puzzle.⁵⁵

f. Tea Party

Students from two concentric circles or two lines facing each other. You ask a question (on any content) and students discuss the answer with the student facing them. After one minute, the outside circle or one line moves to the right so that students have new partners. Then pose a second question for them to discuss. Continue with five or more questions. For a little variation,

⁵³ Ibid, 105.

⁵⁴ Anita, Lie. "*Cooperative Learning*" (Jakarta;Grasindo, PT Gramedia 2004)77.

⁵⁵ Ibid, 78.

students can write questions on cards to review for a test through this "Tea Party" method.⁵⁶

6. The Procedure of Using Cooperative Method in the Classroom

a. Pre- Activity

1) Develop a positive classroom environment. Devise ways for students to become acquainted early in the year. Have them work on a mural, newsletter, play or other project. Model and encourage polite, respectful behavior toward others. Reward students for such social skills as helping others, giving and accepting praise, compromise, etc.

2) Previous to organizing collaborative groups and assigning academic tasks, develop a cooperative climate and esprit de corp. in the classroom. This can be accomplished by engaging students in fun team-building activities in which they support each other in a team effort to achieve non-academic or easily achieved academic goals. These activities might take the form of non-competitive, active games such as those described in the books like the one titled Play Fair.

3) Consider upcoming academic tasks and determine the number of students who will be assigned to each group.

⁵⁶ Kagan, S. Salvin, R, "Cooperative Learning" (New York; Cambridge University,1999)105

The size of the group will depend on the students' ability to interact well with others. Two to six students usually comprise a group.

- 4) If students are new to cooperative learning, assign two or three individuals to a group. Increase the size of teams as the students become familiar with the procedures and practices. Although homogeneous grouping or random assignment to groups is sometimes used, the students should usually be on a range of levels, mixed by intellectual ability or achievement level. One novel way to form groups is to have students pick a puzzle piece out of a hat/box. Inside that container are several 3 or 4 piece puzzles. Students match up their pieces to see who will be in the group with them. Too random? Hand out sheets of paper with directions/material on it, and a puzzle piece attached. While appearing to be a random selection to the students, you have determined which kids will come together into a particular group.
- 5) The teacher may also choose to consider interests or abilities in certain subject areas, personality, race, gender, or other factors when teaming students with

each other. Perhaps the groups will choose names for them or decide to be referred to merely by number.

- 6) Decide how long the groups will work together. It may range from one task, to one curriculum unit, to one semester, to a whole year. Most often the teacher will vary the composition of groups every month or two so that each student has a chance to work with a large number of classmates during the term or year.
- 7) Determine the academic and behavioral/interpersonal objectives for the task.
- 8) Plan the arrangement of the room for the upcoming group-oriented tasks. Arrange group seating so that students will be close enough to each other to share materials and ideas. Be sure to leave yourself a clear access lane to each group.
- 9) Prepare materials for distribution to the group. Indicate on the materials that students are to work together. Avoid work activities that don't really encourage (or require) students to actively collaborate in a group. When student are working on independent tasks, simply clustered at tables, a revision is necessary.
- 10) Determine roles for group members. In addition to cooperating and "brainstorming" with others, each

group member should be assigned a duty to perform during the project. For example, the positions of "starter" (first person to use the materials; supervises any assembly of materials), "encourager/taskmaster" (motivates others to work their hardest and contribute to the discussion), "reader" (responsible for seeing that all members begin with the same information and understand the nature of the task; reads print instructions and reviews record sheets aloud to the group), "praiser" (reinforces the responses of others), "researcher/getter" (locates and obtains needed materials and information; returns materials after use; in charge of inventory), "summarizer/reporter" (periodically explains what has occurred and later presents group find.⁵⁷

b. Activity

- i. Explain what will occur. Explain the rules which include; contributing to the team effort; listening to teammates; helping other team members; and asking the teacher for help only if it is a question of everyone in the group. Previous to this, you should have devised a way to eliminate groans and complaints from high

⁵⁷ Kagan, S. Salvin, R, "Cooperative Learning" (New York; Cambridge University,1999)137

achievers and socially popular students who may not approve of the composition of their group. Arrange students into teams at tables or where desks have been pushed together.

- ii. Present and clearly explain the assignment that will probably take several class periods to complete. (e.g., Make a collage of items that start with the letter "M"; Plan and act out a play demonstrating how Thomas Jefferson might react if he were to be brought through time to see the United States as it exists today; Using an unabridged dictionary, make a list of words which can't be rhymed with other words etc.) Emphasize that positive interaction and cooperation will result in a group reward, and that meeting a set standard of performance beyond expectations will result in bonus points. Perhaps those points can be awarded frequently during the activity to motivate further cooperation. Cooperative interaction can be more fully assured by giving only one copy of materials to each group, or by assigning each student one part of the materials with each part being needed for completion. Consider allowing groups that finish early to assist slower groups. This helpful support of other teams can be

promoted through the understanding that if all groups reach a preset level, more bonus points will be given. The evaluation standard should be criterion referenced (judged against a certain standard reflecting degree of learning).

- iii. Avoid the temptation to "lead" the groups. Your role has changed from transmitter of knowledge to mediator of thinking. Praising and encouraging the less academically skilled team members is still indicated however.
- iv. Monitor and assist as needed. Move among the groups to assure that they are actively engaged in their roles and following designated procedures (unless free-form creativity is desired). Do not answer student questions unless the group members are unable to resolve the issue by themselves. Intervene as necessary to promote positive interdependence among group members. Frequently reinforce positive group interaction.
- v. Evaluate each group's performance/product. Grades might be assigned based upon the average performance of the group (thus promoting positive interdependence) or the effort/quality of performance of individual members in the execution of their duties. In many

cases, each group decides how it will demonstrate what has been learned. Each group's work is judged on its own merit rather than in comparison with the outcomes of other groups. If inter-group competition is involved, perhaps the winning and most improved teams will receive a prize. Recognition might also be given to groups that were the quietest, quickest, neatest, most creative, etc.⁵⁸

c. Post-Activity

- i. Have the learning groups assess how well they worked together and discuss how they can improve their functioning and performance.⁵⁹

7. Benefits of Cooperative Learning

- a. Provides opportunities for higher order thinking as opposed to passive listening. Reinforces listening to others and gives opportunity for immediate feedback and adjustment of thought.

⁵⁸ Ibid, 149

⁵⁹ Ibid, 155.

Students talking together provide for input and listening. Students often have to assess the thoughts/ideas of peers, determine whether they “fit” their own, whether they disagree, or partially agree. Students have an opportunity to speak their ideas/thoughts for better formulation. Some often say, “I didn’t think of that” or “That’s a different slant.”⁶⁰

- b. Promotes greater student-faculty and student-student interaction.

Students assist each other in understanding material/content. This may even help students broaden their perspectives on issues or problems. Professors have an opportunity to move from group to group, listen and if appropriate add comments. For some students this is the only personalization with a professor that ever occurs. Professors may answer questions that might never be asked without the closer interaction. Problems or misunderstandings can quickly and quietly be handled.⁶¹

- c. Increases student retention and limits anxiety. Students are not overloaded with information. Students actually get time to think about, to talk about, and process information.

⁶⁰ Anita, Lie. “*Cooperative Learning*” (Jakarta;Grasindo, PT Gramedia 2004)140.

⁶¹ Ibid, 144.

Improves interaction and “talk” (Vygotskian Constructivism) and provides opportunities for students to think about and process the information. Time for “talking” and/or “writing” is needed to help students make sense of what they hear before attempting to “take in” even more information.

- d. Permits opportunities to connect the content to real life.

Students are often hesitant to speak up and offer opinions, especially in very large classes. Students can provide real life examples of the content being discussed, thus increasing the relevancy of the learning.⁶²

- e. Builds self-esteem in students.

Students help each other as discussion occurs. Students are more likely to respond to the whole class after discussing thoughts with a partner or small group. Responses may be more carefully conceived as they try responses with each other. Students may even discover that they understand the information because they must articulate the content to another. Greater satisfaction with the learning experience occurs. Students make personal connections to the content. Enjoyment of learning often

⁶² Ibid, 156.

leads to greater retention. Interaction often promotes a more positive attitude toward the subject matter or course.⁶³

- f. Provides for improvement of social interaction skills, greater acceptance of others, and a greater sense of “community” in the class - in part by addressing learning style differences.

Students may even begin to create study groups for greater learning. Students who teach or tutor each other learn more about each other and how to better communicate information to others. Students benefit from building group skills by working together. Not everyone will agree; students may learn to cope with those who have differing viewpoints, OR recognize that some problems can be very complex and not easily solved with simple responses.⁶⁴

- g. Encourages alternative forms of assessment.

Professors have greater opportunities to observe actual processing of information, seeing the results of group projects or field experiences. The applied projects indicate true knowledge.⁶⁵

⁶³ Kagan, S. Salvin, R, “*Cooperative Learning*” (New York; Cambridge University,1999)287

⁶⁴ Ibid, 147.

⁶⁵ Anita, Lie.“*Cooperative Learning*” (Jakarta;Grasindo, PT Gramedia 2004)123

- h. Promotes higher levels of achievement, greater depth of thought and improved attendance.

Enjoyment of interaction and relevancy of content tend to encourage students to master the content. When students are responsible for reading a chapter, then use or discuss the content to create a product find that retention is greater. This often leads to improved attendance.⁶⁶

- i. Encourages innovation in both teaching and student involvement.

Technology is easily incorporated by students and/or professors. Students may e-mail each other, join chat rooms, and collaborate on group projects effectively using the technology, rather than meeting face-to-face. Students may present projects, activities, etc. using a variety of approaches rather than the typical paper. They have more freedom to use their own strengths in the final product. Students may determine the form of projects and often work well beyond initial expectations.⁶⁷

8. Previous Research Finding

There is previous related study, which is related to the writer's present study: Evi Dyna WS, the student of English

⁶⁶ Ibid 125.

⁶⁷ Kagan, S. Salvin, R, "*Cooperative Learning*" (New York; Cambridge University,1999)187

Education Department faculty language and arts state university of Yogyakarta, conducted the research entitled “Using Jigsaw Technique to Improve Speaking Skill for the Science Students of grade XI-1 at SMAN 2 Yogyakarta in the Academic Year of 2011/2012.”

The focus of it was the use of the Jigsaw technique to improve the students’ speaking skill at nine grade of SMAN 2 Yogyakarta in the Academic Year of 2011/2012.

The formulation of the problem is “How can Jigsaw be implemented to improve the Science X1-1 students’ speaking skill at SMA N 2 Yogyakarta?” The research was done by qualitative research.

The implementation of Jigsaw technique in teaching speaking skill, they are;1) It was an improvement on students’ motivation to learn and practice in English, 2)Jigsaw made students interact more with their friends in English. Not only that, the students’ interview showed that, 3) Jigsaw gave students more opportunity to practice speaking as well as solve problems. They become more confident in speaking in English. 4) Implementing Jigsaw gave students more time to prepare before practicing their English.

Based on the result of the study it can be concluded that the use of Jigsaw is effective to increase students’ speaking skill. It is suggested for teacher to use the cooperative method as the alternative method in teaching speaking in order to develop and increase students’ motivation on speaking.



CHAPTER III

DATA DESCRIPTION

This chapter presents data description and research findings that have been collected. The technique or data collection used in this research are: documentation. Observation and interview. The documentation is conducted to obtain the data profiles of the location MTsN JOGOROGO. The observation is conducted by observing the use of cooperative learning method in teaching speaking skill for the eighth grade students of MTsN JOGOROGO in academic year 2015/2016. The interview is conducted to the English teacher of the eighth grade students of MTsN JOGOROGO. The following are the research location and data description that have been collected.

A. General Data

1- The History of establishment of MTsN Jogorogo

State MTs Jogorogo is an education institution located in a village not far from the City District Jogorogo. Madrasah precisely located in the hamlet village Genggong Jogorogo Jogorogo District of Ngawi.

Madrasah Tsanawiyah Jogorogo stand on November 25, 1967. Madrasah originally named MTs Sudirman. Name Sudirman was taken because it was in the Sudirman. That name lasted until 1982.

The founders of General Sudirman MTs are: Mr. Kyai Zainal Abidin, Mr. Abdul Rohman, Mr. Pardani, Mr. Personal Sikun Mr. and Mrs. Umi Abdullah Sujadi Wasithoh 48 together support the community around Jogorogo. Everything is Jogorogo students who lived not far from Madrasah

Along with the development of education, in 1982 joined the State MTs Paron 1 with the name of the State MTs Paron Filial Jogorogo since become partners. Madrasah State Tsanawiyah Paron 1. The merger was based on the consent of the founders and board of existing teachers. The trip became Madrasah filial not just stop, but the teachers and the entire component, MTs Negeri Paron Filial Jogorogo only run for 13 years, and in 1995 precisely on 25 November 1995 MTs of State Paron Filial Jogorogo, turned into MTs Negeri Jogorogo with fundamental religious ministerial decree No. 515A 25th November 1995. With a capacity of parallel class 3. Then with the publication of the ministerial decree Religion MTs grow lush and growing rapidly with the public interest that still thick with religious life. Until now MTs Negeri Jogorogo still exist in society and increasingly recognized its existence in the competition in the world of education. Jogorogo State MTs now no longer Madrasah small, but the State MTs Madrasah Jogorogo is compatible with the complete facilities that can support education and learning process of the students.

In the academic year 2013-2014 State Madrasah Tanawiyah Jogorogo has developed into 17 parallel classes, which amounted VII grade 6 class with a capacity of about 33 students each room. VIII grade 6 class in parallel

with a capacity of as many as 36 children per class and grade 5 class IX parallel with the capacity of each space amounted to 38 children.

Traveling for more than 43 years from 1967 until 2013 it has changed its Madrasah Madrasah head six times that Mrs. Umi Washithoh, S.Ag, Drs. Abdul Hamid, Mrs. Umi Washithoh (second period) Mr Zarkasi, S.Pd, Dra. Endang Purwani, M.Pd.I. and Drs. Mustafid, M.Pd.I start of the school year 2010/2011 until now.

2. The Geographical Location of MTSN Jogorogo

This research takes PLACE AT MTsN Jogorogo. It is located at St. place at GENGGONG, JOGOROGO. sub district of Ngawi No. 11 regency by post code 63262. This school is located in strategic area because is located near with public institutions. They are MII GENGGONG, TK PERWANIDA and other important public institutions of Ngawi regency.

The limitation area of MTsN Jogorogo can be seen as following below:

North ; Bangunsari Village

East ; TK PERWANIDA

South ;St. GENGGONG

west ;MII GENGGONG⁶⁸

⁶⁸ School profile of MTsN Jogorogo 2015/2016

3. Vision:

- a. Comfortable Faith
- b. Smart competent
- c. Advanced Quality
- d. Polite Behavior

4. Mission:

- a. Implementing Learning and familiarization in practicing Islam kaffah
- b. Madrasah makes as an institution able to combine IMTAQ with science and art appreciation
- c. Foster competitiveness in performing
- d. Governance, powerful, effective, open and reliable
- e. Creating a school environment that Smart (clean, healthy, orderly, peaceful, neat, beautiful)

5. Teachers' Condition

Teacher is figure to be Uswatun Khasanah (precedent) for students. The teacher has to act as advisor for the students in developing creativity and potential as motivator that help students raising their goal and aspiration.

The numbers of staffs' educators in MTsN Jogorogo in academic year 2105/2016 are;⁶⁹

a. According to staff status

No	Staff status	Quality
1	Man	15
2	Woman	32
Total number of staffing status		42

b. According to the background of the study

No	background of the study	Quality
1	Post graduate/Magister	4
2	Under Graduate/S1	30
3	D4	8

The numbers of staffs' administration in academic year 2015/2016 are;⁷⁰

No	Staff administration	Quality
1	Settled employee	4
2	Unsettled employee	8
Total number of staff administration		3

⁶⁹ Documentation conducted by resecher on Friday, 26 August 2015 at 08.00 am. For detail looks transcript of documentation number :03/D/26-VIII/2015.

⁷⁰ Documentation conducted by resecher on Wednesday, 04 September 2015 at 08.00 am. For detail looks transcript of documentation number :04/D/04-IX/2015.

6. Student Conditions

Student is the one of important components in education. Situation of students in MTsN Jogorogo in academic year 2015/2016 as whole reach 559 students consist of 210 students class VII. 190 students class VIII and 159 students class IX. For the situation of students of MTsN Jogorogo according to division of class can be seen in appendix.⁷¹

7. Facilities

MTsN Jogorogo builds on 7760 m² areas. To support the quality of education in MTsN Jogorogo the existence of education facilities are needed.

Facilities in MTsN Jogorogo ented in the form of table as foloow;⁷²

Infrastructures Madrasah	Extracurricular Activities
<ul style="list-style-type: none"> - Learning 17 class - Space language laboratory - Space TU 	<ul style="list-style-type: none"> - Scout - Drum band - PMR

⁷¹ Documentation conducted by resecher on Sunday, 28 August 2015 at 02.00 am. For detail looks transcript of documentation number :05/D/28-VIII/2015.

⁷² Documentation conducted by resecher on Sunday, 28 August 2015 at 10.00 am. For detail looks transcript of documentation number :06/D/28-VIII/2015.

- The operator's station computer
- Space headmaster
- UKS room
- Space OSIS
- Space scout
- Space drumband
- Building a library
- Multimedia Laboratory

- Koran
- Music and tambourine
- Badminton
- Table tennis
- Volley ball
- Mukhadhoroh

8. The Structure of organization

To create good cooperation and target of education in MTsN Jogorogo, it is required an organization structure. It will be easier to Ngawi, achieve the target education. The organization structure of school can be the scene in appendix.⁷³

3. MTsN Jogorogo

Based on the data about MTsN Jogorogo above we can know, that; MTsN Jogorogo is the one of Islamic senior high school in Jogorogo, Ngawi. Based on the Historical of MTsN Jogorogo, it can conclude that this school has been built as the educational department so MTsN Jogorogo has many experiences as school.

The basic of MTsN Jogorogo itself is Islamic school, so this school is not only teach the students to get the knowledge and be better person, but also

⁷³ School structure of MTsN Jogorogo 2014/2015

teach the students based on Islamic a way and more teach the students about Islamic lesson

The facilities on MTsN Jorogoro itself are almost complete as Laboratory, Library, Field, Computer Laboratory etc. and the extracurricular for the students in this school is have many variety as scout, drum band, PMR, Music, Sport, Muhadhoroh. So the students can increase their talent on only in education but in others talent.

B. Data Description

1. The Guidance of cooperative method in Teaching speaking skill at the Eighth Grade Students of MTsN Jorogoro

The English teacher at the eighth grade "A" students of MTsN Jorogoro is Mrs. Wachidatul Fajrin Muawanah, S.Pd. She made preparation by formulating the lesson plan before she taught and applied cooperative method in teaching speaking.⁷⁴ She used a lesson plan to keep the lesson well and can be implemented in the class for the application of cooperative learning in teaching speaking skill for approximately 2 x 45 minutes in each meeting. When the researcher interviewed Mrs. Wachidatul Fajrin Muawanah, S.Pd. About the preparation lesson plan of English using method by cooperative learning, she commented as follow:

"The first thing I do in teaching and learning process using cooperative learning, I prepare lesson plan before I enter the class

⁷⁴ Documentation conducted by resecher on Sunday, 28 August 2015 at 08.00 am. For detail looks transcript of documentation number :01/D/28-VIII/2015.

for teaching. I usually design the lesson plan to make easier the process and organized the teaching and learning in my class.”⁷⁵

There is the outline of the data description of the interview. The following steps are:

1. Pre-teaching

Based on lesson plan, pre-teaching is the first step in activity in learning process. Pre-teaching needed before an activity in order to teach effectively. The result about pre-teaching speaking of interview with Mrs. Wachidatul Fajrin Muawanah, S.Pd. As English teacher, she said that:

“In pre-teaching, I usually greet the students, review the previous lesson, and inform the objective of learning. Then, I give apperception to stimulate students by asking some questions related to the material.”⁷⁶

In pre-teaching, the teacher motivated the students to learn English by conveying the purpose of learning. Then, the teacher informed the objective of the learning to the students. After checking their presence, teacher asked several questions to check their readiness, starting with “did you study last night?”, “What did you study?”. The students tried to answer it in English. To check the background knowledge of the students, the teacher asked them some questions

⁷⁵ Interview conducted by resecher on Monday, 30 November 2015at 10.00-11.00 am. For detail looks transcript of documentation number : 09W30-1II/2015.

⁷⁶ Interview conducted by resecher on Monday, 30 November 2015at 10.00-11.00 am. For detail looks transcript of documentation number : 13/I/30-X/2015

which were related to the topic. They answered enthusiastically. The following extract shows the situation.

Based on the result of interview above, the researcher can conclude that the detail of the activities, such as greeting the students, checking attendance list of students to know who was absents that day and asking to the students about the previous lesson. After that, the teacher gave apperception to stimulate the students' prior knowledge by asking them some questions related with the new materials

2. Presenting the material

The teacher then started the lesson. She started from playing a record which was related to the topic with a tape to grab the students' attention.

The teacher asked the student to listen to the recording and ask difficult words if they found it. Then, the student asked the difficult words. After that she gave handout that was related to the material. She asked them to pay attention to the pronunciation and the correct intonation how the speaker asked expressions of asking for and giving opinions. Then, she asked them to read aloud the handout to check the pronunciation. Next, she gave correction by drilling to the students.

The teacher played the cooperative learning method related the lesson plan. At the meeting the teacher use the one kind of

cooperative learning, it is think pair and share. The duration was around 5-8 minutes.⁷⁷ Based on interview with Mrs. Wachidatul Fajrin Muawanah, S.Pdas the English teacher at the Eighth grade students of MTsN Jogorogo, she stated:

"There are many preparations before teaching: I prepare lesson plan and also materials. The materials based on curriculum in school. Then I present materials before applied the method. The material given to the students are based on syllabus and lesson plan"⁷⁸

She also added as follow:

"I usually prepare the lesson, materials from books and suitable sources materials. I also prepare the text to design the materials and the dialog to conduct the activity, select the suitable method as cooperative learning to manage the teaching learning process."⁷⁹

Based on the interview above, it can be concluded that the teacher always did preparation before starting the lesson. The teacher explained that speaking materials based on lesson plan that use cooperative leaning method to manage teaching learning process. The students were interested and enjoy it. The teacher also prepared to make the class running smoothly

3. Giving task to the students.

The teacher gave the students a big paper containing the tasks. Then, she divided the students into six groups. After grouping the

⁷⁷Documentation conducted by resecher on wednesday, 26 August 2015 at 08.00 am. For detail looks transcript of documentation number :11/D/26-VIII/2015.

⁷⁸Interview conducted by resecher on on Monday, 30 November 2015at 10.00-11.00 am. For detail looks transcript of documentation number : 13/I/30-X/2015

⁷⁹ Interview conducted by resecher on thurshday, 25 August 2015 at 08.00 am. For detail looks transcript of documentation number :11/I/25-VIII/2015.

students, she asked them to look at Task 2. She told them to find the equivalent words. She gave them five minutes to do the task. Then, she asked the students to show the result of their discussion in front of the class. After 5 minutes, the teacher and the students discussed the answer together. She did drilling in the vocabulary practice to make it long term memory.

4. Practice the speaking ability by using cooperative learning.

This activity was identifying some expressions of asking for opinions or giving opinions in pairs. The Think-Pair-Share (TPS) technique the one of kind's cooperative learning was used in this study. Since it was the first meeting some students were still confused with the technique. After explaining about the technique, the teacher asked the students to do the task. She gave each student papers containing some expressions. She asked the students to put those expressions in a table of asking for or giving opinions. Next, they discussed and practiced it in pairs. They looked enthusiastic when they were practicing the expression with their pair. After that the teacher and the students discussed it together. She did drilling and feedback in the task⁸⁰.

To practice the students' speaking ability, the teacher gave Task 4. Task 4 was practicing a dialogue that contained the expressions. She used the TPS technique in identifying and practicing the dialogue.

⁸⁰Interview conducted by resecher on sunday, 30 August 2015 at 08.00 am. For detail looks transcript of documentation number :11/I/30-VIII/2015.

She asked the volunteer to share it in front of the class and many students wanted to share it but only some of them wanted to perform their speaking. The situation can be seen in the following extract.

The teacher managed class by using cooperative learning method to make the conducive situation and make the students more sprite in teaching learning process. Based on interview with Mrs. Wachidatul Fajrin Muawanah, S.Pd as the English teacher at the Eighth grade students of MTsN Jogorogo, she stated:

“There are many steps in using cooperative learning method in the classroom. First was presenting the material. The material was given to the students is based on the syllabus and lesson plan. Then, I give some task related to the material. After that I ask the students to speaking in front of class. It means that the students can practice the speaking. After that I will ask students to rearrange sentence.”⁸¹

The result of interview above can be concluded that the teacher use cooperative learning to manage class related with the lesson plan. At those times, the teacher that had divided the students into some groups to do the task with team work and ask the students practices the speaking in front of class. By doing the process, it can increase student' speaking ability and learn to work by team work.

5. Rearrange sentence

Post activity was rearranging jumbled sentences into a good dialogue. The students were asked to discuss the jumbled sentences and rearrange them with their partner.

⁸¹ Interview conducted by resecher on wednesday, 24 August 2015 at 08.00 am. For detail looks transcript of documentation number :03/I/24-VIII/2015.

The teacher asked the students to practice it with their partner but first she asked them to read aloud the dialogue together in order to know the wrong pronunciations so that she could fix them. She gave 10 minutes to let the students practice their speaking ability. The researcher gave a chance to their students to show it in front of the class.

Teaching learning process needed to be evaluated, evaluation conduct to determine the result of learning process.⁸² In the evaluation phase the teacher gave the evaluation in form speaking practice in front of class. Every student was given evaluation on speaking ability and scored from that result. According to Mrs. Wachidatul Fajrin Muawanah, S.Pd as the English teacher at the Eighth grade students of MTsN Jogorogo, she stated:

“ I conduct evaluation in the last activity of teaching speaking by using cooperative learning method. The evaluations are both written and oral test, in written test. I ask them to rearrange sentence and speaking in front of class orally, because with his way, it can encourage the students’ speaking ability. I also give the score for the students who are active to ask and answer during teaching learning process.”⁸³

In teaching speaking used cooperative learning method, the evaluation was given both oral and written test. Based on data collective above, teaching speaking used cooperative learning

⁸² documentation conducted by resecher on monday, 20 August 2015 at 08.00 am. For detail looks transcript of documentation number :13/D/20-VIII/2015.

⁸³ Interview conducted by resecher on sunday, 30 August 2015 at 08.00 am. For detail looks transcript of documentation number :04/I/30-VIII/2015.

method was done by giving exercise, monitoring the attitude of the students while the teaching learning process. Oral test was conducted by showing students' performance in the class and the written conducted by doing exercise.

That interview supported is approved by researcher on 22nd August 2015.

Generally, before entering the class, the teacher prepares lesson plans well. Either of the strategies, material, tasks, and so on, the teacher also makes the subject material related to the curriculum. After that, the students pray together. Before going the lesson, the teacher ask the students condition. As usual, teacher explains the learning objective of the material. For this case, the teacher uses one of kind cooperative learning method, teacher use think pair and share. In the first meeting, the students still seen confused, because they are not familiar about this strategy that is used. They are not accustomed to expressing their ideas. They are less creative in exploring their ability in speaking, but by this method the students must be active and try to practice, so the teacher try to handle teaching learning activity by this method and students can be active and exploring their ability.⁸⁴

To determine how far level of the students' development and understanding of using cooperative learning in teaching speaking, in the second meeting, the teacher tries to provide other kind technique which included in cooperative learning. The teacher chose to use jigsaw to handle class. This observation conducted on 29th August 2015.

⁸⁴ Observation conducted by resecher on sunday, 30 August 2015 at 08.00 am. For detail looks transcript of documentation number :01/O/30-VIII/2015.

In second meeting, the teacher uses different technique to overcome the problem in previous. The teacher uses jigsaw to manage the class. The students were divided into some groups. In this case the teacher uses cooperative learning method more attractive and more interesting than previous. The students are already familiar learning with cooperative learning, they feel enjoy and more pay attention to the material. They can explore their ability in speaking and catch the point of the material. But, there are some students who do no pay attention to the material. So they can't answer some students who do not pay attention to the material, so they can't answer some questions from the teacher.

From the observation above, it can be concluded that cooperative learning method can influence the students' motivation and condition in studying English. it also make the students enjoy in studying, beside that teach about team work and help each other so students be more interesting and not sleepy in the class. They also have to practice their speaking ability in front of class. It is the way to know how far their competent on speaking ability. At the first not confidence to speak, but the teacher gives reward to the students although they make some mistakes. Because, the goal of this teaching are students practice and tell the task that they do in front of the class.

2. The Benefit of Cooperative Learning Method in Teaching Speaking at the Eighth grade Students of MtsN Jogorogo

Method is very important to manage the process of teaching learning. The teacher will achieve good result in learning with suitable method.⁸⁵ A good teacher always improves an effective method that used in process teaching learning.

Based on the result of interview with English teacher and the result of observation the eighth grade students of MtsN Jogorogo above showed that be use of cooperative learning method in teaching speaking had the improve roles. This method could be compatible to be used at the eighth grade students because the eighth students were consider lack of spirit , vocabulary, pronunciation and speaking.

Mrs. Wachidatul Fajrin Muawanah, S.Pd as the English teacher at the Eighth grade students of MTsN Jogorogo, she stated:

“ Method that is used in eighth grade students of Mtsn Jogorogo must be attractive, because at the eighth grade student’s English ability is not so good. So I have to use the method that makes students achieve and joyful. By choosing a good method, I can obtain the goals of study easier. In this occasion, I use the cooperative learning method.”⁸⁶

This reason was approved by observation conducted by the researcher on 19th August 2015 and Mrs. Wachidatul Fajrin Muawanah, S.Pd also stated that: “Cooperative learning method can

⁸⁵ Interview conducted by resecher on sunday, 30 August 2015 at 08.00 am. For detail looks transcript of documentation number :14/I/30-VIII/2015.

⁸⁶ Interview conducted by resecher on sunday, 19 August 2015 at 08.00 am. For detail looks transcript of documentation number :09/I/19-VIII/2015.

influence the students' motivation and condition in studying English. it also makes students enjoy in studying.”

On 19th August 2015 after she entered the class at 09.00 She also said:

“When using cooperative learning, the students work together, it makes the students more fun and enjoy in process teaching learning to makes they are more motive in learning English. I hope that by using cooperative learning, they can more active in practice speaking.”⁸⁷

In the qualified and learning, both of teacher and students got the benefits that will be manifested in their daily life. There were some advantages of the teaching speaking using cooperative learning method at eighth grade students of MtsN Jogorogo. Both of teacher and students could get benefit from it.

a. The benefit for teacher

Based on interview with Mrs. Wachidatul Fajrin Muawanah, S.Pd as the English teacher at eighth grade students of Mtsn Jogorogo:

“There are many benefits from this method such as: cooperative learning is fun, so students enjoy it and are more motivated. By using cooperative learning method the students are engaged, active participants in the learning. Cooperative learning also requires students to learn work together, which it can make

⁸⁷ Interview conducted by resecher on sunday, 19 August 2015 at 08.00 am. For detail looks transcript of documentation number :10/I/19-VIII/2015.

students more interest and spirit in teaching learning process.”⁸⁸

From the statement above it could be know that the benefit for teacher from the use of cooperative learning method in teaching speaking for the eighth grade of MtsN Jogorogo in academic year 2014/2015 were the students felt enjoyable and interest in learning process. They had good interaction and confident. While for teacher, cooperative learning is very helpful in achieving the goal n teaching process.

b. The benefit for students.

Some students have been interviewed and they get some benefits from cooperative learning method too. The some benefits that they had ideas, learning new vocabulary and training to focus, Nur Jailani (the student of eighth grade "D" of MTsN Jogorogo⁸⁹ stated, "Benefits from this learning are I can get new vocabulary, more enjoy in learning and I work together with my friends, so that know more the meaning of new words. so, I'm interested in expressing my ideas in speaking.”⁹⁰

⁸⁸ Interview conducted by resecher on sunday, 19 August 2015 at 08.00 am. For detail looks transcript of documentation number :07/I/19-VIII/2015.

⁸⁹ Documentation conducted by resecher on sunday, 26 August 2015 at 08.00 am. For detail looks transcript of documentation number :09/I/26-VIII/2015.

⁹⁰ Interview conducted by resecher on sunday, 30 August 2015 at 09.00 am. For detail looks transcript of documentation number :06/I/30-VIII/2015.

Langgeng Cahaya Buana also said, "The use of cooperative learning method gives me ideas to practice speaking and I have motivation to study English. And it helps me to be more confident when I practice speaking."⁹¹

In addition, the other students mentioned the advantages of cartoon media they had got when used cooperative learning method were: he didn't feel bored in English lessons, and made him more active in the classroom. Ahmad Nasir Ibnu Sahlan said:

"There are some advantages from the use of cooperative learning; I feel that I cooperative learning method: I feel that I can understand the purpose and essence of the lesson from teacher easier. Not feel bored in English lesson, because we are work together with other friend in group and help each other. After in work together I feel confident when practice speaking in front of the class"⁹²

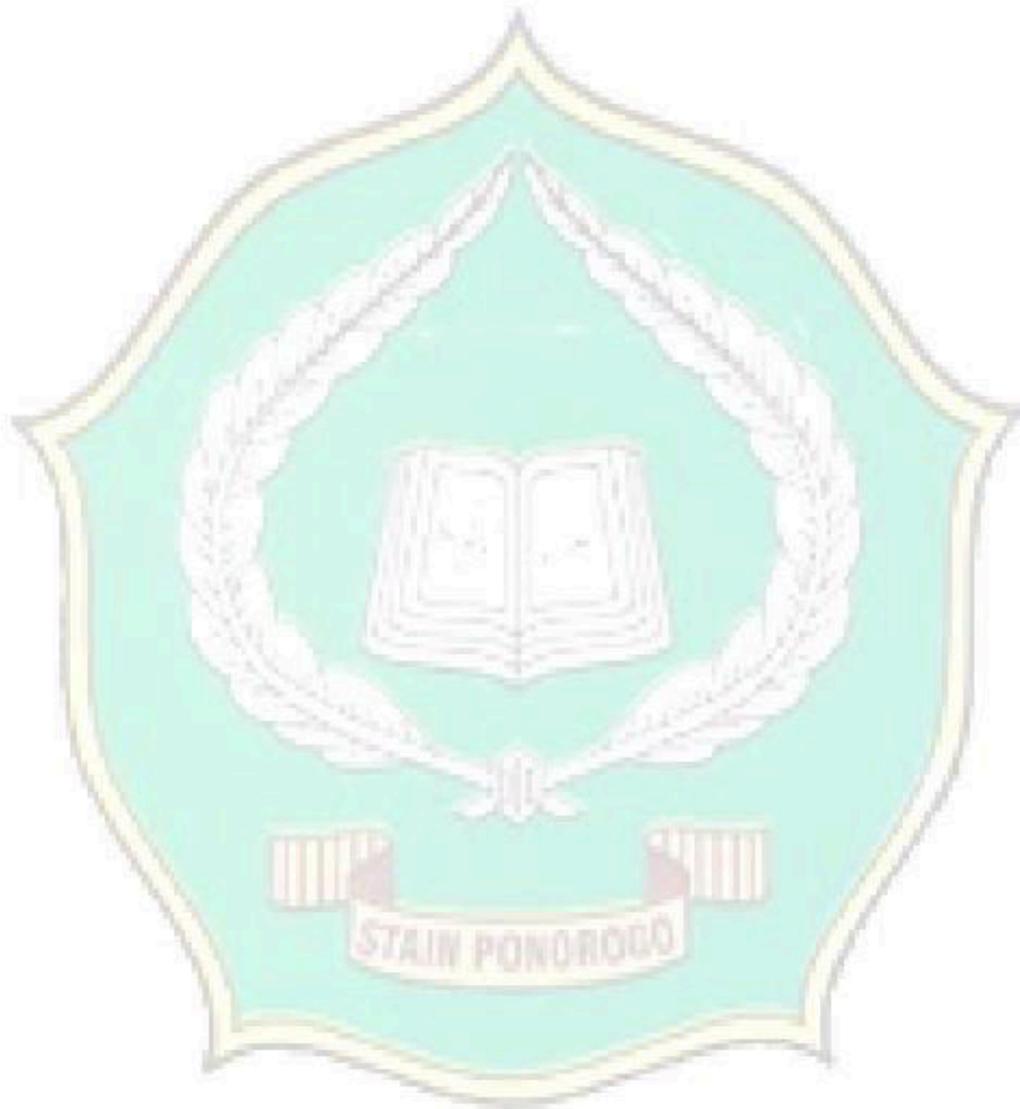
Moreover, as the observation conducted by the researcher at the eighth grade students of MTsN Jogorogo it could be known that the students enjoyed learning English. Besides that, by this method they learned English especially speaking easier and fun. The students could the new vocabulary and had high motivations to learn English.

Based on all data above, the researcher concluded that the benefits of using cooperative learning in teaching

⁹¹ Interview conducted by resecher on sunday, 30 August 2015 at 09.30 am. For detail looks transcript of documentation number :07/I/30-VIII/2015.

⁹² Interview conducted by resecher on sunday, 30 August 2015 at 08.00 am. For detail looks transcript of documentation number :08/I/30-VIII/2015.

speaking for the eighth grade students of MTsN Jogorogo that they could get interested in this lesson assisted them in developing their language skills, especially on speaking So they enjoyed in lesson and motivation active in classroom.



CHAPTER IV

DISCUSSION

In this chapter researcher discusses the result of the research which done in eighth students of MtsN Jogorogo in academic year 2014/2015. The discussion give explanation for the research problem which has been stated n chapter I follow:

1. Use of Cooperative Learning in Teaching Speaking for the Eighth Grade Students of MtsN Jogorogo.

Teaching ability is the other meaning of talent. It may also be expertise that can be learned. So basically everyone can be teacher. To become a teacher need to know and understand how to make the teaching and learning process proceeds smoothly.

In teaching learning, a teacher must have principles in teaching. For example in presenting the lesson, the teacher should be able to create a variety of relationship in terms of lesson that students know the context of the material being studied. In discussing a particular subject, the teachers need to determine the point of discussion. So the teachers already have mastered the material. Therefore, teaching materials should be arranged in logic and systematic. So it is easy for students to learn. One of the important principles in the teaching is all learning activities should be evaluate to determine the extent to which the level of success that has been achieved.

Good quality education certainly due to a good education system as well. Teachers are expected to select and implement appropriate method in teaching and learning in class. Method selected and applied are should be appropriate to learning objective, learning materials such as the state of students' abilities, interest, and environment. Method also must be varied so it can attract students to learn and easier to operate and does not require complicated equipment. Therefore, method is very important in teaching and learning. Cooperative learning is one of appropriate method in teaching speaking at Eighth grade students of MtsN Jogorogo.

The reasons of teacher using cooperative learning in teaching speaking are it suitable with the material that will be learns. By using this method, the students are easier to understand and record the material. Cooperative learning that have been chosen by the teacher must be selected with the considerations, were: the cooperative learning must be interesting. As we said on the theory that: cooperative learning as a process in which “knowledge is not transferred from expert to student, but created and located in the learning environment”.⁹³ According to Burrton and Ossont, see cooperative learning as a strategy to help students improving intellectual and social skills.⁹⁴ As the result, when using cooperative learning in the teaching learning process, the students were not sleepy and boring, because they are work together and help each other. In the fact they enjoyed and enthusiasm in learning process.

⁹³ Richards C. Jack and Thomas S.C Farrel, Professional Development for language Teacher, (New York: Cambridge University Press.2005)143

⁹⁴Ibrohim, M Ali,Pembelajaran Kooperatif,(Jakarta; PT Gelora Aksara Pratama.2003)32

In using cooperative learning method in the classroom, there are some procedures of using cooperative learning in the class as follow: 1) teacher preparing the lesson plan and class 2) divide the students into some group work, 3) give the tasks to do by group work. And the result could be identified that the use of cooperative learning method in teaching speaking before starting the lesson, the teacher made some outline include: 1) standard competence and basic competence that was determined by the government, 2) indicator of the teaching and learning process: in this indicator, the teacher would explain the basic skill that would be achieved, 3) the activities appropriate with teaching and learning process by using cooperative learning method.

The use of cooperative learning method in teaching speaking consist there steps; they are preparation, application and evaluation.

a. Preparation

In preparation, it consists of many steps. The first step of preparation in using cooperative learning teaching speaking for eighth grade students of MTsN Jogorogo preparing the lesson plan to describe the process teaching and learning. The result could be identified the use of cooperative learning in teaching speaking: 1) the teacher entered the class, 2) the teacher made such outline including standard competence and basic competence that was determined by the government, 3) the teacher made indicators for teaching and learning process; in this indicator, the teacher would explain the basic skill that

would be achieved, and 4) the teacher made activities that was appropriate with teaching and learning process through cooperative learning method.

The second one of preparation is material. The material designed to support the teacher in developing students' ability based on school curriculum in order to create learning process more organized. In teaching and learning process, the teachers must prepare all of the materials before teach the students. The materials can be taken from books or non-text book. The teacher needed to be focus in designing material in order to make students became more interested and easier to understand the lesson.

The third one of preparation is preparing method that related with the material. As the researcher said before, to deliver the material, the teacher used cooperative learning method in teaching speaking. When the teacher entered the class, she had to prepare the media before 45 minutes. She must select the how to manage the class by using cooperative learning that use duration not too long.

Cooperative learning depends on small group for learner. Even though the content and procedure given by teacher characterized part of teaching, however cooperative learning carefully combines small group in order that the members can cooperate each other to maximize their learning and learning in group. Each member of group has a responsibility to learn what is presented and help their friend to study.

When this teamwork starts, team of the group creates the atmosphere of achievement and the next the learning can be increased more.⁹⁵

Then cooperative learning must be appropriated with the lesson plan.

b. Application

Teaching speaking using cooperative learning method for eighth grade students of MTsN Jogorogo is started by 1) the teacher enters the class, 2) the teacher say greeting to the students, 3) the teacher check students attendance list; it is to know who was absent that day, 4) the teacher ask to the students about the previous lesson, and 5) the teacher give appreciation to stimulate the students' prior knowledge by asking some questions that related with the new material.

As explained before there are some procedure of using cooperative learning method in the class as follow; the teacher prepare the lesson and class, then the teacher divide the students in the class into some group, give task to each group to do together, and practice the task. These activities were not relevant; the students do not do the task together and help each other with the member of the group.

The main activity of teaching speaking used cooperative learning for the Eighth grade of MTsN Jogorogo is the students give the task about "asking for and giving opinion" after the teacher explained the material, the teacher asked the student to listen to the recording and

⁹⁵KarenL.Medsker and Kristina M. Holdsworth, "Cooperative learning in higher education" (Arizona State University.2001)287

ask difficult words if they found it. Then, the student asked the difficult words. After that the teacher gave handout that was related to the material. Teacher asked them to pay attention to the pronunciation and the correct intonation how the speaker asked expressions of asking for and giving opinions. Then, she asked them to read aloud the handout to check the pronunciation. Next, the teacher gave correction by drilling to the students.

After the activity above the teacher gave the students a big paper containing the tasks. Then, the teacher divided the students into six groups. After grouping the students, the teacher asked them to look at task. The teacher told students to find the equivalent words. The teacher gave the students five minutes to do the task. Then, the teacher asked the students to show the result of their discussion in front of the class. After 5 minutes, the teacher and the students discussed the answer together. The teacher did drilling in the vocabulary practice to make it long term memory.

The Next activities in the application of using cooperative learning are; identifying some expressions of asking for opinions or giving opinions in pairs. The Think-Pair-Share (TPS) technique the one of kind's cooperative learning was used in this study. Since it was the first meeting some students were still confused with the technique. After explaining about the technique, the teacher asked the students to do the task. The teacher gave each student papers containing some

expressions. She asked the students to put those expressions in a table of asking for or giving opinions. Next, they discussed and practiced it in pairs. They looked enthusiastic when they were practicing the expression with their pair. After that the teacher and the students discussed it together. The teacher did drilling and feedback in the task.

To practice the students' speaking ability, the teacher gave other task. This task was practicing a dialogue that contained the expressions. Then the teacher asked the volunteer to share it in front of the class and many students wanted to share it but only some of them wanted to perform their speaking. The situation can be seen in the following extract.

The next activity, the teacher asked the students to practice it with their partner but first she asked them to read aloud the dialogue together in order to know the wrong pronunciations so that she could fix them. She gave 10 minutes to let the students practice their speaking ability. The researcher gave a chance to their students to show it in front of the class. By doing so some activity in the application of using cooperative learning above the teacher make the teaching learning process more effective and can increase the students' speaking ability.

c. Evaluation

The next activity is the teacher gives evaluation and feedback from the performance the students. The purpose of giving feedback to the students is to provide a judgment performance; it means that feedback can give a good contribution to the students. Feedback can be oral or written.

In the last time, the teacher gave conclusion and motivation in order to support students to review the lesson and instructed students to study hard at home. All of activities using cooperative learning method, beside improving the speaking abilities, the students also learn about social skill by work together in group.

Evaluation is a process to get information about the data of the students' ability mastering the goal of the study. The teacher conducted evaluation in teaching and learning process is to know the result of using cooperative learning method in teaching and learning process, especially cooperative learning method in teaching speaking.

From the data above the researcher analyzed that the teaching speaking used cooperative learning method in MTsN Jogorogo was implemented in class VIII "D" consist of 36 students. The implementation of this method was using cooperative learning and this method still need the better improvement from teacher to help students condition and motivation always in good state, and help the students to develop their speaking skill capability.

The researcher could analyze that the teacher used cooperative learning as one of the instruments in employing students' ability in English language. It could be seen from procedure in cooperative learning. Besides that, the analysis the use of cooperative learning method in teaching speaking was supported with the result of evaluation that showed students' ability in mastering speaking using cooperative learning method.

2. Analysis of the Benefit of Cooperative Learning in Teaching Speaking for Eighth Grade Students of MtsN Jogorogo.

In selection and using method must consider relevant aspect, it would be effective in teaching and learning process. One of way was using cooperative learning method. Method is the general principles, pedagogy and management strategies used for classroom instruction.⁹⁶ It means that method was using to ménage the process of teaching learning to make students understand the material easily.

Actually, teaching is process of helping students to understand new knowledge that they have never experienced. The goals of the teaching are to achieve the better understanding and help the students to understand more about the material. So, it needs method and strategies that could be support teaching and learning process. One of the method that was used by English teacher in MTsN Jogorogo was cooperative learning.

⁹⁶ Mel, Silberman,., "Active Learning" (Boston London: Temple University.2006)80

Basically, the method in teaching speaking is important, but at the same time, the success of the teaching and learning process depends on the method and strategies used. Using cooperative learning in the class did not give burden to the students. For the first time when the teacher applied the method, the students show the positive attitudes. However, these achievements were not meant that the actions which were done by the teacher were already perfect and final, there were many things still needed to be improved. The use of cooperative learning was not the only one of the ways to improve the students' speaking skill. It was improved by the teacher as long as she is willing to do better on her teaching. Where there is a will there is a way. She could use any method appropriate to the teaching speaking skill.

Cooperative learning was one of interesting English method which help students improve the skill including speaking skill through work together in group. One of main advantages of the cooperative learning method is the students do not just Students taught with cooperative learning have a more enjoyable

Basically, the method in teaching speaking is very important, but at the same time, the success of the teaching and learning process depends on the method and strategies used. Using cooperative learning method in the class did not give burden to the students. For the first time when the teacher practices this method, the students showed the positive attitude towards cooperative learning method. However, these achievements were

not meant that the actions which were done by teacher were already perfect and final, there were many things still needed to be improved. The use of cooperative learning method was not only one of the ways to improve speaking skill. It was improve by the teacher willing to do better on her his teaching, especially in teaching speaking. Where there is a will there is a way, she could use any method appropriate to teaching speaking skill.

Cooperative learning method ménage the students to do the work in group work so it can formed positive-interdependence. Positive-interdependence requires that students have to believe, and act, as if they are in it together, and must care about learning. This is encouraged with reward structures and sustained learning group. The structures are built up in such a way that the students in a team need each other's output if they are to solve the task they have been given. The contribution of each student is a piece of the total work.⁹⁷ In addition, the positive-interdependence is interaction through activity. It means learners help, assist, encourage, and support each others' efforts to learn.

Cooperative learning as we know that this method manages the students to work in group, automatically in this method influences the social skill. Social skill are promoted and enhanced in the task oriented group environment, since students must exercise their leadership,

⁹⁷ Thornbury, *Scott*. *How to Teach Speaking*. (London: Longmans, 2001)68

communication, trust-building and conflict resolution skills so they can function efficiently and effectively.

By using cooperative learning students are active in the learning process by explaining, arguing, elaborating and linking the new learning material to previously learned facts and concepts. Learners believe that they are linked together; they cannot succeed unless the other members of the group succeed. Although some of the group work may be parceled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.

By using group work, cooperative learning method makes all students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned. The structures give each student an important role in the interactional pattern. Everyone likes to feel that they know something others can use, and everyone gets the chance of showing this precisely via the structures. Even each person in the group contribution to their work, they will be score individually depending on each person's ability.

Actually by using cooperative learning, Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills. On the other hand, the teacher ensures that each group contains members with various

attributes to strengthen problem-solving and social skill building of all group members.

In short, the result showed that there were some benefits after doing an action. The benefit were not only the improve students speaking ability, but also the students' attitude toward speaking itself.

Here the benefits of using cooperative learning method as follow

- a. Formed the students' positive-interdependence, the positive-interdependence is interaction through activity. It means learners help, assist, encourage, and support each others' efforts to learn.
- b. This method influences the social skill. Social skill are promoted and enhanced in the task oriented group environment, since students must exercise their leadership, communication, trust-building and conflict resolution skills so they can function efficiently and effectively
- c. Using cooperative learning make the students more active in the learning process by explaining, arguing, elaborating and linking the new learning material to previously learned facts and concepts.
- d. By using cooperative learning, Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

By considering improvements above, the researcher concluded that cooperative learning method could improve the students' speaking skill. But it need to work hard and need the struggle from the teacher to achieve it.

In implementing cooperative learning method for eighth students of MTsN Jogorogo need much time to use in teaching learning process, the use this method need some preparation that must be prepare as worksheet, suitable material and must know the abilities of each students so the teacher can divide group fairly. So, the teacher prepare all before. The teacher needed more attentions and high motivations to guide the students in order to focus on speaking practice, because the students were noisy and did not pay attention. They annoyed their friends, so the class became not focus in learning process.

From here, it can be concluded that the teacher had to prepare the suitable material and also everything that was needed. So, teaching nd learning process can run well and became effective, the teacher had to give motivation to the students and build enthusiasm in learning English especially teaching speaking. Some students felt enjoy and fun during the learning process.

CHAPTER V

CLOSING

1. Conclusion

Having finished explaining the result of the study, the researcher drew two conclusions:

1. Cooperative learning implemented in few activities. These are; first, the teacher asked valuable question to make the subjects willing to speak up. It was important action because pre activity was intended to activate the subjects prior knowledge related to the topic. Second, the teacher explains about the material of the study, after that divides the students into some group and gives the each group some task to do in team work and help each other. The task asks the students to make dialogue in oral form. The member of team work must work together and help each other to be success in doing the task. Third, the teacher asks the students to tell the dialogue in front of the class based on the task which was given by the teacher. Fourth, the teacher gives evaluation and feedback from the students' performance.
2. The benefit of cooperative learning method in teaching speaking at MTsN Jogorogo in academic year 2015/2016 cooperative learning method has improved the students' motivation and enthusiasm in learning speaking. It could be seen from their positive attitude towards active participation in

speaking lesson which was conducted by the teacher. The students can work together and help each other with their friends in group; this is that make the students more spirit.

A. Recommendation

1. For the English Teacher

The English teachers in MTsN Jogorogo are suggested to keep on motivating their students to improve their English. As the cooperative learning method contributed significant improvement to the subjects' competency in speaking skill, then it is suggested also to be applied by the teacher in the class. Along with the effort of improving students' ability in speaking, the teacher is also expected to enhance students' skills in expressing their idea orally.

2. For the Students

The students are expected to be able to maintain what they have already reached now. It is also suggested that the students have a lot of practice in improving speaking skill by applying cooperative learning method in order to be skillful on it. Furthermore, the students are suggested to have a lot of reading in order to have a lot of vocabularies. By having a lot of vocabularies in mind, it will make them easy to express and explore their idea in speaking.

3. For the Other Researcher

Since the cooperative learning method is implemented in improving speaking skill in this research, then it is recommended for

other researchers to undergo further research in studying the effectiveness of cooperative learning method in improving speaking skill.

