

**THE EFFECT OF APPLYING COOPERATIVE LEARNING ON THE
STUDENTS' SPEAKING ACHIEVEMENT**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

JIHAN JIFANISAH
NPM. 1502050180



UMSU

Unggul | Cerdas | Terpercaya

**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2019**



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Webside : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Sabtu, 05 Oktober 2019, pada pukul 07.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa :

Nama Lengkap : Jihan Jifanisah
NPM : 1502050180
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Cooperative Learning on The Students' Speaking Achievement

Ditetapkan : (A) Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

Dengan diterimanya skripsi ini, sudah lulus dari ujian komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd.)

PANITIA PELAKSANA

Ketua,

Sekretaris,

Dr. H. Elfrianto Nasution, S.Pd., M.Pd. Dr. Hj. Svamsuyurnita, M.Pd.

ANGGOTA PENGUJI:

1. Dra. Diani Syahputri, M.Hum
2. Mandra Saragih, S.Pd, M.Hum
3. Dr. T. Winona Emelia, M.Hum

1.

2.

3.



UMSU
Unggul | Cerdas | Terpercaya

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Webside : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : Jihan Jifanisah

N.P.M : 1502050180

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Effect of Applying Cooperative Learning on The Students' Speaking Achievement

sudah layak disidangkan.

Medan, September 2019

Disetujui oleh:

Dosen Pembimbing


Dr. T. Winona Emelia, M.Hum

Diketahui oleh:



Dekan

Dr. H. Elfrianto Nasution, S.Pd, M.Pd.

Ketua Program Studi,


Mandra Saragih, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Jihan Jifanisah
N.P.M : 1502050180
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Cooperative Learning on The Students' Speaking Achievement

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
13 Sept 2019	- Abstract		
	- Acknowledgement		
	- Table of content		
	→ Chapter I		
	→ Chapter II		
17 Sept '2019	→ Data Analysis		
	Chapter IV		
	Data Analysis		
18 Sept '2019	→ Chapter V		
	- Conclusion		
	- Suggestion		
21 Sept '2019	- REFERENCES		

Medan, September 2019

Diketahui oleh :
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing

Dr. T. Winona Emelia, M.Hum

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Jihan Jifanisah
N.P.M : 1502050180
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Cooperative Learning on The Students' Speaking Achievement

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat ta npa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Mei 2019

Hormat saya

Yang membuat pernyataan,



Jihan Jifanisah

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris



Mandra Saragih, S.Pd, M.Hum

ABSTRACT

Jifanisah, Jihan : 1502050180 “*The Effect of Applying Cooperative Learning on The Students’ Speaking Achievement*” Skripsi : English Education Program, Faculty of Teachers Training and Education, University of Muhammadiyah Sumatera Utara. Medan 2019

The objective of this study was to find out the significant effect of Applying Cooperative Learning on The Students’ Speaking Achievement. The research was conducted in SMP Muhammadiyah 47 Sunggal at Jl.Sei Mencirim 60 Medan Krio Kecamatan Sunggal. The population of this study was 8th grade students at academic year 2019/2020. The populations were 65 students which distributed in three classes there are VIII T1, VIII T2, VIII T3. The sample of this study was VIII T1 and VIII T2 which was taken by simple random sampling technique and then was being as the experimental group, and being treated with Applying Cooperative Learning. The instrument in collecting the data was oral test about Asking and Giving Opinion. The data was analyzed by using t-test formula. The result of the data analysis showed that t-test was higher than t-table ($16.19 > 2.021$) with the level significant 0.05 and Degree of Freedom (DF) = 40. The finding showed that hypothesis of study is accepted. It means that with Applying Cooperative Learning gave a significant effect on students’ speaking achievement.

Keywords: *Speaking, Giving and Asking Opinion, Cooperative Learning*

ACKNOWLEDGEMENTS



Firstly, in the name of Allah SWT the most almighty and the most merciful, all of praise be to Allah for the health and ability given to her in finishing this thesis. Secondly, peace be upon to Prophet Muhammad SAW who had brought human being from the darkness to the brightness in our life.

Third, thanks to her beloved parents Muhammad Jamsah and Murniati Ningsih for their support morally and materially during her academic years in completing her study at Faculty of Teacher Training and Education, UMSU Medan. Her beloved brother and beloved boyfriend, Muhammad Fanji Fatwa, Ridho Mustaqim, Amd and all families. Thanks a lot of for the support and pray. This research intended to fulfill one of requirements in accomplishing S-1 degree at English Department of Faculty Teacher Training and Education Muhammadiyah University of Sumatera Utara. Furthermore in finishing the research entitle "*The Effect of Applying Cooperative Learning on The Students' Speaking Achievement*", the she faced a lot of difficulties and problems and without much help from the following people, it was impossible for her to finish it. She would like to thanks to:

1. Dr. Agussani, M.AP, the Rector of University of Muhammadiyah Sumatera Utara
2. Dr. Elfrianto Nasution, S.Pd, M.Pd as the Dekan of FKIP University of Muhammadiyah Sumatera Utara.
3. Dr. Hj. Dewi Kesuma Nasution, S.S, M.Hum as the third Vice Dean of Faculty of Teacher Training and Education.

4. Mandra Saragih, S.Pd, M.Hum and Pirman Ginting, S.Pd, M.Hum as the Head and Secretary of English Department in Faculty of Teacher Training and Education University Of Muhammadiyah Sumatera Utara for their encouragement in completing this research.
5. Dr. T. Winona Emelia, M.Hum as Supervisor who had given her a lot of suggestion, critic, guidance, idea, support and time in writing this study.
6. Mandra Saragih, S.Pd, M.Hum as reviewer who had given her suggestion, critics and advice in this study.
7. Saprimo Simanjuntak S.PdI as the headmaster of SMP Muhammadiyah 47 Sunggal, who had given permission for her to conduct the research at that school.
8. All of lectures of FKIP of University of Muhammadiyah Sumatera Utara, especially those English Department for their valuable thought and knowledge and English teaching for her during Academic year at UMSU.
9. All the classmates in VIII-A Afternoon English class, thank you for their prayer, help, and suggestion and support for the researcher.
10. Her beloved friends Helvyana Khairiasita Siregar, Lusi Handayani Putri, Khalida Ulfa, Razkiah Mahmud, Annisa Nurul Karimah, Wiranti Deviani Sembiring, Masturah Indriani, Zakiyah Thahir, Sri Mustika Delima, Adhinda Muthia, Cahya Irani, Syafira Rizky Utami who being the cruel people when the researcher were lazy to do this research and always accompany me to manage all the administrations for this research.

Finally, the researcher realized that this study was still far from being perfect. So, she expected suggestion and comments from all of the

readers, especially for the student of English Department who want to learn about this study. May Allah SWT the most almighty always bless all of us.

Medan September 2019

Jihan Jifanisah

1502050180

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS.....	v
LIST OF TABLE.....	viii
LIST OF APPENDICES	ix
CHAPTER I INTRODUCTION.....	1
A. The Background of The Study	1
B. The Identification of The problem.....	4
C. The Scope and Limitation	5
D. The Formulation of The Problem	5
E. The Objective of The Study	5
F. Significance of The Study	5
CHAPTER II THE REVIEW OF RELATED LITERATURE.....	7
A. Theoretical Framework	7
1. Description of Effect	7
2. Description of Speaking.....	7
2.1 Background to Teach Speaking	8
2.2 Principle for Teaching Speaking.....	9
2.3 Types of Classroom Speaking Performances	12
2.4 The Difficulties of Speaking	13
2.5 The Skill of Speaking	15
2.6 Classroom Speaking Activities	15

3. Description of Cooperative Learning	17
3.1 The Purpose of Cooperative Learning	18
3.2 The Advantages of Cooperative Learning Approach	19
3.3 The Disadvantages of Cooperative Learning Approach	20
3.4 Cooperative Learning Practice	21
3.5 Types of Cooperative Learning Groups	22
B. Conceptual Framework	23
C. Hypothesis	25
CHAPTER III METHOD OF RESEARCH.....	26
A. Location.....	26
B. Population and Sample.....	26
1. Population	26
2. Sample.....	27
C. Research Design	27
D. Instrument of Research	28
E. The Technique of Collecting Data.....	30
F. The Technique of Data Analysis	31
CHAPTER IV DATA AND DATA ANALYSIS.....	34
A. Data.....	34
B. Data Analysis.....	39
C. Testing Hypothesis	49
D. Research Findings.....	49
CHAPTER V CONCLUSION AND SUGGESTION.....	50
A. Conclusion.....	50

B. Suggestion	50
---------------------	----

REFERENCES

APPENDIXES

LIST OF TABLES

Table 3.1 Population of the Research	26
Table 3.2 Sample of the Research	27
Table 3.3 The Research Design.....	28
Table 3.4 The Indicators to Evaluate Speaking Skill	29
Table 4.1 The Students' Score of Pre-test and Post Test in Experimental Group	35
Table 4.2 The Students' Score of Pre-test and Post-Test in Control Group	36
Table 4.3 Differences Score between Pre-test and Post-test of the Experimental Group	37
Table 4.4 Differences Score between Pre-test and Post-test of the Control Group	39
Table 4.5 Calculating Correlation Product Moment between X1 and X2.....	41

LIST OF APPENDICES

- Appendix 1 Lesson Plan in Experimental Group
- Appendix 2 Lesson Plan in Control Group
- Appendix 3 Test Item of Pre-test and Post-test
- Appendix 4 Students' Answer Experimental Group
- Appendix 5 Attendance List of Experimental Group
- Appendix 6 Attendance List of Control Group
- Appendix 7 The Score of Pre-test in Experimental Group
- Appendix 8 The Score of Post-test in Experimental Group
- Appendix 9 The Score of Pre-test in Control Group
- Appendix 10 The Score of Post-test in Control Group
- Appendix 11 Documentation
- Appendix 12 Form K-1 Permohonan Persetujuan Judul Skripsi
- Appendix 13 Form K-2 Permohonan Persetujuan Dosen Pembimbing Skripsi
- Appendix 14 Permohonan Perubahan Judul Skripsi
- Appendix 15 Form K-3 Pengesahan Proyek Proposal dan Dosen Pembimbing
- Appendix 16 Surat Permohonan
- Appendix 17 Berita Acara Bimbingan Proposal
- Appendix 18 Lembar Pengesahan Proposal
- Appendix 19 Surat Keterangan Seminar
- Appendix 20 Berita Acara Seminar Proposal
- Appendix 21 Lembar Pengesahan Hasil Seminar Proposal
- Appendix 22 Surat Pernyataan

Appendix 23 Surat Mohon Izin Riset

Appendix 24 Surat Balasan Riset

Appendix 25 Berita Acara Bimbingan Skripsi

Appendix 26 Lembar Pengesahan Skripsi

Appendix 27 Curriculum Vitae

CHAPTER I

INTRODUCTION

A. The Background of The Study

Speaking is one of the most demanding skills in the daily life. Every person needs to communicate with others through speaking. Speaking plays an important role in making a social interaction with another people in order to gain information. Thus, it is necessary for every people to have a good speaking skill.

As the needs of English increase over the year, people do not only communicate with those who come from the same country, but also with those who come from different countries. In order to be able to convey meaning and talk to people around the world, they must be able to speak English since it is an international language. Due to its importance, it is very reasonable why English as a foreign language is taught as a compulsory subject from the elementary level to the university level. In the teaching and learning process, there are some components to make the instruction successful. They are teacher, students, material, media and the like. Those components are essential and should be inter-correlated. Media as one of the components in teaching and learning process are used by teacher as a source to explain the materials to students. Since the existence of technology has given us a big influence in the educational field, there are many schools adopting technology as the sources in the teaching and learning process. In fact, technology has affected positively to the language teaching, especially in attracting the student's motivation in learning a language.

One of the educational technologies that is easy to be applied as teaching aids is cooperative learning. Cooperative learning is group learning activity organized in such a way that learning is based on the socially structured change of information between learners in group in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (Miftahul Huda 2017:29).

In reference to the observation conducted by the researcher, many students of SMP Muhammadiyah 47 Sunggal still get difficulties in speaking English because of some causes. One of the causes is the ineffective media, particularly during the English speaking teaching and learning process. It could affect the students' competence to speak in English. Consequently, it is difficult to make a conductive speaking class and need higher effort to improve the students' willingness in learning English speaking. With regard to this condition, the researcher is interested in conducting an action research on improving the quality of teaching and learning process, especially in speaking class. In this action research, the researcher works in team involving all of the students.

There are some factors which determine the success of teaching and learning of speaking. The researcher interviewed the teacher and the students. The researcher also observed the English teaching and learning process at SMP Muhammadiyah 47 Sunggal. Based on the interview and observation, the researcher found some problems. They are as follows :

The first problem is related to the teacher. The English teacher did not use interesting method to conduct the teaching and learning process. She did not

optimize her method as the sources to help her to conduct the teaching. Consequently, the teaching and learning process seemed less interesting.

The second problem is related to the students. Students have many difficulties in learning English as a compulsory subject at school. They often make mistakes in speaking because they must adopt the structures or patterns that differ from those of their mother tongue. As a matter of fact, the students have a minimum chance in practicing English in the daily context. They neither practice nor communicate in English. Even, they tend to speak in Indonesian instead of English. Therefore, they are reluctant to speak in English.

The third problem is media. In SMP Muhammadiyah 47 Sunggal, the media for teaching and learning process were available, whereas the English teacher of SMP Muhammadiyah 47 Sunggal still got difficulties in applying those media in the teaching. In the teaching and learning process, the English teacher always used textbook and students' worksheet as the main media instead of using another interesting media. This condition made the students easily got bored to join the lesson.

The last problem comes from the activities during the speaking teaching and learning process. In fact, the activities during the English lesson seem to be boring and less interactive. This can be seen in the speaking activities, which consist of drilling materials in the textbook, practicing the material, and finally producing the task based on the text in the worksheet. There are no variations of learning English speaking which could engage students to be more involved to the speaking activities. In the classroom, the process of teaching and learning tends to

be monotonous. This makes the process of the learning speaking tend to be passive and uninteresting. It affects the students' motivation in learning English. Besides that, the activities implemented by the teacher are sometimes not interactive. The teacher mostly uses individual performance so that the interaction among the students is quite minimal.

In reference to the above discussion, there are some problems concerned with the quality of speaking teaching and learning in SMP Muhammadiyah 47 Sunggal. The crucial problems are the lack of student's motivation in joining English teaching and learning, ineffective teaching methods, and limited media. Those problems are believed to provide a big impact on the quality of English speaking teaching and learning process.

Based on the reasons above, the researcher here come up to make a research which entitles, "*The Effect of Applying Cooperative Learning on The Students' Speaking Achievement*".

B. The Identification of The Problem

1. The English teacher did not use interesting media to conduct the teaching and learning process.
2. The English teacher of SMP Muhammadiyah 47 Sunggal still got difficulties in applying those media in the teaching and learning process.

C. The Scope and Limitation

This study is focused on the teaching speaking of 8th grade students of SMP Muhammadiyah 47 Sunggal at academic year 2019/2020 and is limited on the expression of asking and giving opinion.

D. The Formulation of The Problem

The formulation of the problem in this research is formulated as follows: “Is there any significant effect of applying cooperative learning on the student’s speaking achievement”.

E. The Objective of The Study

To find out the significant effect of applying cooperative learning on the student’s speaking achievement.

F. Significance of The Study

The findings of this research are expected to offer theoretical and practical of significance.

1. Theoretically, this research hope will give some contributions as well as information for the readers. And this study can be references for the readers to hold a further research. It is also given to fulfill the requirement in the teaching English. The study will give valuable information to develop the speaking by using easier and interesting of Student.

2. Practically, the study consider to be practical in its nature that is to provide the educational feedback.
 - a. Students, to help the students more understand the material given by the teacher. This finding also hoped can increasing student's motivation and more confidence in speaking.
 - b. Teachers, to help teacher in determining the learning models of teaching as the way to create new atmosphere and new habit which can improve student's motivation and confidence in teaching English especially teaching speaking skill.
 - c. For the other researcher, it helps the next research get prior information who are interested in forming study in order fields of research.

CHAPTER II

THE REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The meaning of effect

The effect is language teaching strategy to Richard and Plat, 1992: 133 (in Ulfa Husna 2018:6) said, “Effect is defined to changes of ability that students have after being treated by using certain technique of teaching”. It is usually in experimental method in which an idea or hypothesis is viewed by setting up situation in which the relationship between different subject or variable can be determined.

2. Speaking

According to Henry Guntur Tarigan (2008: 3) in the book *Speaking as a language skill* explains, speaking is a language skill that develops in the life of a child that is only preceded by listening skills, and at that time the ability to speak or say is learned.

Speaking is the productive oral skill in addition Nunan says that it consist of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people without training to teach conversation. Although speaking is totally natural, speaking in language other than our own is anything but simple.

But, sometimes the real fact is many students feel speaking instead of nothing in their mind. Speaking is sometimes difficult to learn. They are difficult to understand what the teacher said in English. They do not know what they have to speak. So the teachers must have responsibility make interesting by using learning model or strategy when teaching process.

Speaking is productive skill in the oral mode. It like other skill is more complicated that it seems at first and in values more than just pronouncing words. Speaking skill should be practiced by speaking and expression drills or stated by thinking and feeling orally where lexical and semantic system is orderly use by intonation.

The definition above told us that speaking skill should be habitually practiced in order that students can speak well. "Speaking is the ability of language skill such develops in the childhood beginning with the listening skill". Speaking and vocabulary has relationship, which a child required though reading and listening activities the conclude statement above, to increase students' speaking ability they should be habitually practiced in their daily life.

2.1 Background to Teach Speaking

For many years people taught speaking by having students repeat sentences and recite memorized textbook dialogues. Audio lingual repetition drills were designed to familiarize students with the sounds and structural

patterns of the target language. People supposedly learned to speak by practicing grammatical structures and then later using them in conversation.

The concept of habit formation, of behaviorism, is the theoretical basis of the audio lingual method. Since learners needed to form good habits, lessons involved a great deal of repetition. Students were not supposed to form bad habits, so teachers treated spoken errors quickly. Teachers worried that if errors were left untreated, the students might learn those erroneous forms.

For many years, teaching speaking involved providing students with the components of the language, in hopes that they would eventually put them all together and speak. So, students might spend several semesters repeating after the teacher studying grammar rules, reciting dialogues, and learning vocabulary. (Nunan 2003)

2.2 Principle for teaching speaking

There are some of principles for teaching speaking (Kathleen M. Bailey, 2003 in Nunan chapter 3).

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

A foreign language (FL) context is one where the target language is not the language of communication in the society. Learning speaking skills is very challenging for students in FL contexts, because they have very few opportunities to use the target language outside the classroom. Sometimes

foreign language learners traveling in countries where their target languages are spoken find that they can neither understand native speakers nor be understood.

A second language (SL) context is one where the target language is the language of communication in the society. Second language learner includes refugees, international students, and immigrants. Some second language learners achieve notable speaking skills, but many others progress to certain proficiency level and then go no further. Their speech seems to stop developing at a point where it still contains noticeable, patterns errors. These can be errors in grammar vocabulary, pronunciation, or may combination of problem that effect the learners' ability to communicate by speaking.

b. Give students practice with both fluency and accuracy

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

In language lesson especially at the beginning and intermediate levels learner 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. Teacher must provide students with fluency building practice and realize that making mistakes is a natural part of learning a new language.

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

Research has repeatedly demonstrated that teachers do approximately 50 to 80 percent of the talking in classrooms. It is important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time the students could be talking.

Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. One further interesting point is that when the teacher is removed from the conversation, the learners take on diverse speaking roles that are normally filled by the teacher.

d. Plan speaking tasks that involve negotiation for meaning.

Research suggest that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood thus process is called negotiating meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning. By asking for clarification, repetition or explanations during conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand.

2.3 Types of Classroom Speaking Performances

According to Brown (2001: 271-274), there are six categories of speaking. There are imitative, intensive, responsive, transactional, interpersonal, and extensive.

a. Imitative

The imitative speaking performance, the students imitate a word or a sentence. The learners practice intonation contour or try to pinpoint a certain vowel. The purpose of imitation is not for meaningful interactions but focusing on some particular element or language form. The example of imitative speaking performance is during.

b. Intensive

The intensive performance is to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

c. Responsive

Short replies are the example of speaking performances which does not extend into dialogues, for example standard greeting, simple requests and comments etc.

d. Transactional

The transactional language is an extend form of responsive language. The purpose of transactional is to convey or to exchange specific information. A conversation is an example of transactional.

e. Interpersonal

The interpersonal (dialogue) tends to maintain social relationship better than exchange information. Some elements may involve in a dialogue such as a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm etc.

f. Extensive

Extensive oral production can be in the form of reports, summaries, and speeches. It can be planned or impromptu.

2.4 The Difficulties of Speaking

According to Brown (2001:270-271), the eight following characteristic of spoken language include:

a. Clustering

Fluent speech is phrasal not word by words, learners can organize their output both cognitively and physically through clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language.

c. Reduced Forms

Contraction, elisions, reduced vowels, and etc are special problem in teaching spoken English. Learners who never learn colloquial contraction speak too formal in casual context. They become bookish and unnatural.

d. Performances Variable

In spoken language, there is a process of thinking that allow manifesting a certain number of hesitation, pauses, backtracking, and correction.

e. Colloquial Language

Make sure your students are reasonably acquainted with the words, idioms, and phrase of colloquial language and that they get practice in producing these forms.

f. Rate of Delivery

It is another salient characteristic of fluency. Teachers should help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, rhythm, and intonation

The stress timed rhythm of spoken language and its intonation patterns convey message in any communication forms.

h. Interaction

Having no will rob the speaking skill components; one of them is creativity of conversational negotiation.

2.5 The skill of Speaking

According to Rebecca Hughes (2010:6-8) there are five skill of speaking:

- a. Speaking is not a discrete skill
- b. Teaching speaking is not easily separated from other objectives
- c. Teaching speaking versus using speaking to teach
- d. Insights from speech corpora
- e. Bringing the facts of speaking together

2.6 Classroom Speaking Activities

The following activities are some classroom speaking activities suggested by Harmer (2009:271-275). They are most widely used by English teachers.

a. Acting from a Script

It is an activity than can ask our students act from plays and their course book sometimes filming the result. The students will often fact out dialogues they have written themselves. This frequently involves them in coming out the front of the class.

b. Communication Games

Games which are designed to provoke communication between students frequently depends on an information gap, so that one students has to talk to partner in order to solve a puzzle, draw a picture, put thing in the right order, or similarities and differences between pictures.

c. Discussion

One of reason that discussions fail is that students are reluctant to give an opinion in front of the class. Many students feel extremely exposed in discussion situations.

d. Prepared Talk

A popular kind of activity is the prepared talk where a student makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation because they are prepared, they are more 'writing like' than this.

e. Questionnaires

Questionnaires are useful because by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Students can design process, the result obtained from questionnaires can then from the basis for written work, discussions, or prepared talks.

f. Simulation and Role-Plays

Simulation and role play encourage thinking and creativity. They also let students develop and practice the target language and behavioral skills in a relatively unthreatening setting. In addition to these, they can motivate students in learning the target language.

3. Cooperative Learning

Teaching practices that provide opportunities to students to learn together in small group are known as *Cooperative Learning*. Cooperative learning is children learning together in groups, which are structured so that group members have to cooperate to succeed. Students work together to learn and are responsible for their team-mates learning as well as their own. Teachers are rethinking whether it makes sense to encourage students to work by themselves, often hiding what they know from other students in order to prevent cheating. They are discovering that cooperative learning allows more students to be actively engaged in learning.

Classrooms are very social places but often when teachers think about learning the focus is on individual learning and the social aspects are often viewed as a distraction and/or a nuisance. If, however teachers are able to make positive use of this social aspect and the social arrangement of the classroom then more learning would take place. Cooperative learning improves students' communication skills and enhances their ability to be successful in the world of work and to live in the society. (Kong Sonthara 2009)

3.1 The purpose of cooperative learning

a. More children actively learning

Cooperative learning helps to actively engage more children in learning than do teacher centered or lecture oriented methodologies. In using the latter, it is usually only possible to actively engage at most one or two students in active learning at the same time. By using more cooperative methodologies in which students work together in groups, all students are actively engaged on learning tasks.

b. Children learn to help one another

Cooperative learning encourages students to support their classmates in a group rather than to compete against one another. In this way, students can combine their talents and help one another.

c. Child to child learning support

Cooperative learning provides the opportunity for higher achieving students to help students who are slower learners. These higher achieving students can probably communicate more easily with their peers than can the teacher. The help of these students also increases the amount of explanation that occurs in the classroom overall.

d. Improved motivation through success

Cooperative learning helps to improve the motivation of many students by offering the opportunity to more students to experience the joy of winning (in the case of cooperative activities that require games) and academic success. In classrooms where students are only allowed to compete individually, only the few high achieving students will likely have this experience. In classrooms where the students are divided into cooperative teams, each with its high and low achieving students, the opportunity to succeed is more evenly distributed.

3.2 The Advantages of Cooperative Learning Approach

- a. Groups can help the students develop communication skill, leadership skill, and cooperation skill.
- b. Groups motivate the students who are bored.
- c. Groups allow the students to work and interact independently without necessary guided of teacher, thus promoting the students independence.

- d. It recognize the old maximum that two heads are better than one and in promoting cooperation helps the classroom to become a more relaxed and friendly place.
- e. It is relatively quick and easy to organize.
- f. Group can improve student achievement.

Based on the above explanation, it can be concluded that the advantages of cooperative learning activity are that the students are easy to take part in a discussion. It helps the students to express their idea, enjoy the discussion and share the knowledge.

3.3 The Disadvantages of Cooperative Learning Approach

- a. Time consuming to organize a group work.
- b. The teacher has less control over what students are doing in group work than in a normal class.
- c. Group work in a large class will be noise.
- d. Not all students enjoy it since they would prefer to be focus on the teacher's attention rather than working in their group.
- e. During the group activity, the teacher can't control the language used by the students.
- f. The actual choice of pair group or group work can be problematic, especially if students frequently find themselves working with some they are not keen on.

However, these disadvantages can be overcome both by teacher and the students. For example, the teacher gives an interesting topic to the students, in order to motivate to enjoy the discussion in teaching learning process. Therefore, the teacher and the student can anticipate the problems during the teaching learning process.

3.4 Cooperative Learning Practice

In order to construct a lesson in cooperative learning model, the following 5 principles and elements should be included.

a. Positive Interdependence

Each student in the same groups has a unique contribution to make to the joint effort. Team members depend and rely on one another to achieve the goal. Each group member's effort is required and indispensable for success.

b. Individual Accountability

All students in a group must be accountable for contributing their own share of the work and mastering all of the material to be learned to the group's success.

c. Face to face promotive interaction

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, helping, supporting, applauding and encouraging one another in order to reach the group's goals.

d. Appropriate use of social, interpersonal, collaborative and small group skills.

Students are encouraged and helped to develop and practice trust building, leadership, decision making, communication, and conflict management skills.

e. Group Processing

Team members set group goals, describe what member actions are helpful or not, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

3.5 Types of Cooperative Learning Groups

There are three basic types of cooperative learning groups. There are base groups, formal cooperative learning groups and informal cooperative learning groups.

a. Base or Home Groups

Base groups are long term cooperative learning groups with stable membership. Learners are chosen for base groups in a manner that will

guarantee a good mix of academic levels in the group. These groups are set up so that members provide support to each other so that all can succeed academically.

b. Formal Cooperative Learning Groups

These groups may last from several minutes to several class sessions to complete a specific task or assignment. The members are carefully chosen for heterogeneity to maximize learning and minimize group think.

c. Informal Cooperative Learning Groups

These groups are temporary, ad hoc groups that last for a few minutes, one discussion or class period. The members are often chosen randomly and will rotate on regular basis. Their purposes are to focus learner attention on the material to be learned, create an expectation set and mood conducive to learning, as well as help organize in advance the material to be covered in a class session.

B. Conceptual Framework

Speaking is the skill that we apply by oral. Method Cooperative Learning can help students learn simply to get on speaking. It is not like the other skill, it is more complicated that it seems at first and involves more than pronouncing words. In speaking, there is approval of communication, which conveys message from a speaker to listener. Then, a speaker has to deliver the

message and listener has to get or interpret the message which consist the information.

Speaking helps a person to express about something about their self, so explore and explain ideas, and finding the right words to present them. Many students find difficulties in speaking. Most of them think it is difficult, and they have no ideas to speak well.

To solve those problems the teacher can use some techniques in teaching. One of them is lecturing method by Using Cooperative Learning. Using this method, the student's ability in speaking will increase.

Based on the observation which conduct by the researcher in SMP Muhammadiyah 47 Medan Krio, they still some problems in studying speaking, they are: They do not understand when the teachers speaks in front of the class, they are not interest to learn English. Based on the students problems and theoretical review of speaking above the researcher believes by Using Method Cooperative Learning on the students' achievement in speaking will increase, because Method Cooperative Learning is supposed very effective.

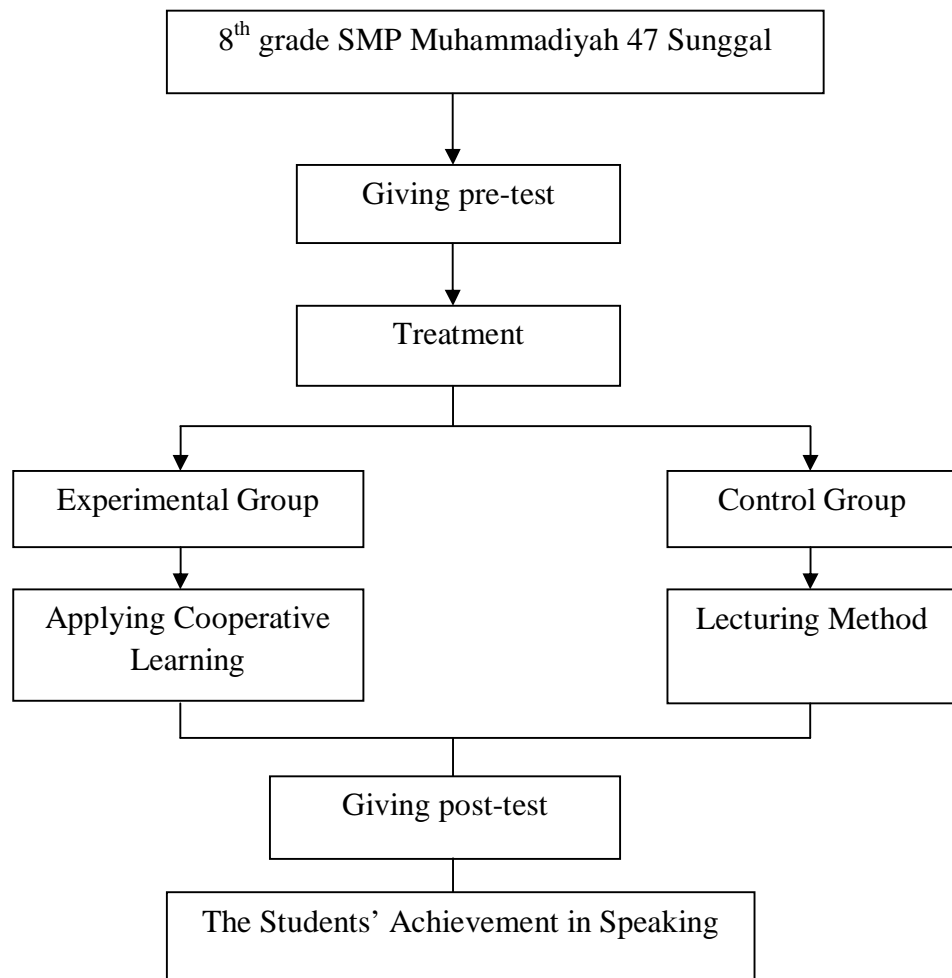


Figure 2.1 Conceptual Framework

C. Hypothesis

Based on the explanation of both theoretical and conceptual framework, the hypothesis is formulated as follow:

Ha : There is a significant Effect of Applying Cooperative Learning on The Students' Speaking Achievement.

Ho : There is no significant Effect of Applying Cooperative Learning on The Students' Speaking Achievement.

CHAPTER III
METHOD OF RESEARCH

A. Location Research

This research was conducted at SMP Muhammadiyah 47 Sunggal. It was located on Jalan Jl. Sei Mencirim 60 Medan Krio Kecamatan Sunggal. The reason for choosing this school because the researcher found the problem of the students SMP Muhammadiyah 47 Sunggal. The students always feel bored when they learn and try to speak English and similar research has never been conducted in this school.

B. Population and Sample

1. Population

The population of this research was conducted take from 8th grade students of SMP Muhammadiyah 47 Sunggal of the academic year 2019/2020, which consist of two parallel classes.

Table 3.1
The Population of Research

Class	Population
VIII-T1	21
VIII-T2	21
VIII-T3	23
Total	65

2. Sample

The researcher use simple random sampling of taking the data. Said to be simple because taking sample members from the population is done randomly without regard to strata that exist in that population. Simple random sampling was the method respondent determining to get sample based on the certain which VIII-T1 class (21 students), VIII-T2 class (21 students). The total numbers of students are 42 students.

Table 3.2
The Sample of Research

Class	Sample
VIII-T1	21
VIII-T2	21
Total	42

C. Research Design

The study was conducted by using experimental quantitative research that is a research to test and prove a hypothesis by giving treatment to the samples. This experimental design is to show whether applying by using cooperative learning was better approach for the students in learning speaking than lecturing method. The samples of this study consist of two groups; Experimental (VIII-T1) was taught by using cooperative learning and control group (VIII-T2) was taught by using lecturing method. It can be seen from the following table:

Table 3.3
The Research Design

No.	Group	Pre-test	Treatment	Post-test
1	Experimental (x) (VIII-T1)	√	Cooperative Learning	√
2	Control group (y) (VIII-T2)	√	Lecturing Method	√

Based on the table 3.3, experimental (X) is the class which received by applying cooperative learning in speaking, and control (Y) is the class which received by using lecturing method in teaching speaking.

D. Instrument of Research

For collecting the data, the researcher was made a test which was suite to the level of the eighth grade students. The data of this research was collected by using oral test in which student was tested individually after discussing about the topic that was about asking giving and opinion.

According Brown (2001:406-407) in scoring students' achievement, there are five indicators to evaluate speaking achievement namely vocabulary, comprehension, pronunciation, fluency, and grammar. It can be seen in the following table:

Table 3.4
The Indicators to Evaluate Speaking Skill

1. Vocabulary (20)

Level	Explanation
16-20	Very Good: rarely has trouble
11-15	Good: sometimes user inappropriate term about language.
6-10	Fair: frequent user wrong words speech limited to simply vocabulary.
1-5	Unsatisfactory: very limited vocabulary and make the comprehension quite difficult.

2. Comprehension (20)

Level	Explanation
16-20	Very Good: few noticeable errors
11-15	Good: occasionally grammatical errors which do not observe meaning.
6-10	Fair: errors of the basic structure, meaning occasionally obscure by grammatical errors.
1-5	Unsatisfactory: usage definitely unsatisfactory frequently needs to rephrase construction or restrict himself to basic structure.

3. Pronunciation (20)

Level	Explanation
16-20	Very Good: understand able
11-15	Good: few noticeable errors
6-10	Fair: errors of basic pronunciation
1-5	Unsatisfactory: hard to understand because of sound, accent, pitch, difficulties, and incomprehensible

4. Fluency (20)

Level	Explanation
16-20	Very Good: understand able
11-15	Good: speech is generally natural
6-10	Fair: some definite stumbling but manager to rephrase and continue
1-5	Unsatisfactory: errors in grammar frequent to speak language

5. Grammar (20)

Level	Explanation
16-20	Very Good: errors in grammar are quite rare
11-15	Good: control of grammar is good
6-10	Fair: construction quite accurately but does not have thought or confident control of the grammar
1-5	Unsatisfactory: errors in grammar frequent to speak language

E. The Technique of Collecting Data

The data was collected by giving the test to the students. Several steps were used to collect the data:

1. Giving Pre-test to Experimental and Control Group

Pre-test was given to the sample before conducting the treatment. Pre-test was given to experimental and control group. It was used to measure students' ability in speaking before applying the treatment. Pre-test consisted of an oral test, in which the students were commanded to make a conversation dialog about asking and giving an opinion.

2. Giving Post-test to Experimental and Control Group

After having the treatment, the post-test was given to the students. The post-test was the same as the pre-test. The post-test was the final test in this research, especially in measuring the treatment, whether it was significant or not, it means to know whether the treatment gave the effect or not on the students' achievement in speaking. Also, in the experimental and control group, a post-test was given.

The administrating of the post-test was mean to find out the differences scores of both experimental and control group before and after the treatment.

F. The Technique of Data Analysis

After collecting the data from the test, the dataanalysis by using the following procedure:

1. Scoring the students' answer for value of the test.
2. Listing the scores into two tables, first for the experimental group scores and second for the control group scores.
3. Calculating the total score Pre-test and Post-test in experimental group and control group. Calculating was conducted by using t-test as show below, according to Sugiyono (2017):
4. Calculating Mean Score:

$$\bar{x} = \frac{\sum xi}{n} \text{ (Sugiyono, 2017)}$$

Note :

\bar{x} = Mean

$\sum xi$ = The total of students' value

n = The number of students

5. Standar Deviation by Formula

$$SD_1 = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{(n)(n-1)}} \text{ (Sugiyono, 2017)}$$

6. Calculating correlation Product Moment between X1 and X2

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \quad (\text{Sugiyono, 2017 : 255})$$

7. Determining the percentage of X variable toward Y variable

$$D = r^2 \times 100\%$$

$$x = 100\% - D$$

8. Hypothesis test (t-test)

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left(\frac{s_1}{\sqrt{n_1}} \right) \left(\frac{s_2}{n_2} \right)}} \quad (\text{Sugiyono, 2017 : 275})$$

In which :

t = t-test

x_1 = Mean of variable 1 (experimental group)

x_2 = Mean of variable 2 (control group)

s_1 = Standard deviation of sample 1 (experimental group)

s_2 = Standard deviation of sample 2 (control group)

s_1^2 = Standard deviation squared (variants) of sample 1 (experimental group)

s_2^2 = Standard deviation squared (variants) of sample 2 (control group)

n = Total of sample

n_1 = Number of cases for variable 1 (experimental group)

n_2 = Number of cases for variable 2 (control group)

r = Correlation of product moment between and .

BAB IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data were collected by giving oral test. The sample in this research is 42. The sample was divided into two classes, the experimental group and control group. Each group was given pre-test and post-test of the same test. In experimental group, the students' total score of pre-test was 1422 with the lowest score of pre-test was 50 and the highest one was 85 (see appendix 1). In experimental group, the students' total score of post-test was 1857 with the lowest score of post-test was 80 and the highest one was 95 (see appendix 2). Meanwhile, in control group the students' total score of pre-test was 1291 with the lowest score was 50 and the highest score was 85 (see appendix 3). In control group the students' total score of post-test was 1663 with the lowest score was 70 and the highest score of post-test test was 85 (see appendix 4).

After getting the students' score in pre-test and post-test of both classes, it was known that there was a difference of students' ability in speaking after receiving the treatment.

Table 4.1
The Students' Score of Pre-test and Post-test in Experimental Group

No	Students' Initial	Pre-test	Post-Test	Score
1	ASR	55	80	135
2	AFS	65	85	150
3	AL	59	88	147
4	APM	65	80	145
5	D	70	89	159
6	DPS	75	85	160
7	DAM	70	81	151
8	FR	69	92	161
9	IP	60	95	155
10	JA	60	83	143
11	JLA	65	92	157
12	MIM	80	87	167
13	MIR	71	85	156
14	NK	72	85	157
15	NA	75	92	167
16	PN	85	90	175
17	RG	50	91	141
18	RA	69	95	164
19	RPR	60	95	155
20	VO	67	95	162
21	YAW	80	92	172
Total		1422	1857	3279

Based on table 4.1 above it can be seen that there was differences between pre-test and post-test of experimental group. After calculated the data for the experimental group above score pre-test was 1422 and total score post-test was 1857. It means the score for post-test was higher than pre-test.

Table 4.2
The Students' Score of Pre-test and Post-test in Control Group

No	Students' Initial	Pre-test	Post-test	Score
1	AR	50	75	125
2	ADR	55	79	134
3	AFA	55	80	135
4	AP	60	70	130
5	DHR	62	82	144
6	DHM	62	75	137
7	FIA	65	75	140
8	FR	62	80	142
9	HP	55	80	135
10	IA	55	72	127
11	KZF	57	84	141
12	MRS	80	80	160
13	MMR	67	77	144
14	MRZ	64	79	143
15	NHN	64	85	149
16	PAS	85	78	163
17	RFS	50	82	132
18	RHH	60	85	145
19	RKA	50	80	130
20	SH	60	80	140
21	ZAP	73	85	158
Total		1291	1663	2954

Based on table 4.2 above it can be seen that there was differences between pre-test and post-test of control group. After calculated the data for the control group above score pre-test was 1291 and total score post-test was 1633. It means the score for post-test was higher than pre-test.

B. Data Analysis

The data were analyzed by computing reliability and t-observed which was related to examine the hypothesis in order to answer the research problem. The data of this study was the score of pre-test used find out the mean and standard derivation of experimental and control group. The score of pre-test and post-test as follow:

Table 4.3
Differences Score between Pre-test and Post-test of the Experimental Group

No	Students' Initial	Pre-test (X ₁)	Post-test (X ₂)	(X ₁) ²	(X ₂) ²
1	ASR	55	80	3025	6400
2	AFS	65	85	4225	7225
3	AL	59	88	3481	7744
4	APM	65	80	4225	6400
5	D	70	89	4900	7921
6	DPS	75	85	5625	7225
7	DAM	70	81	4900	6561
8	FR	69	92	4761	8464
9	IP	60	95	3600	9025
10	JA	60	83	3600	6889
11	JLA	65	92	4225	8464
12	MIM	80	87	6400	7569
13	MIR	71	85	5041	7225
14	NK	72	85	5184	7225
15	NA	75	92	5625	8464

16	PN	85	90	7225	8100
17	RG	50	91	2500	8281
18	RA	69	95	4761	9025
19	RPR	60	95	3600	9025
20	VO	67	95	4489	9025
21	YAW	80	92	6400	8464
TOTAL		$\sum x_1$ =1422	$\sum x_2$ =1857	$\sum x_1^2$ 97792	$\sum x_2^2$ 164721

Based on the table 4.1 above it can be seen that there was differences between pre-test and post-test experimental class. After calculated the data for the experimental group above score for pre-test was 1422 and the total score post-test was 1857. It means the score for post-test is higher than pre-test. The mean score was calculated as follows:

a. The Average (Mean)

$$x = \frac{\sum x_2}{n}$$

$$= \frac{1857}{21}$$

$$= 88,42$$

b. Standard Derivation of X Variabel

$$\begin{aligned}
 SD_1 &= \sqrt{\frac{n \sum x^2 - (\sum x)^2}{(n)(n-1)}} \\
 &= \sqrt{\frac{21(164721) - (1857)^2}{(21)(21-1)}} \\
 &= \sqrt{\frac{3459141 - 3448449}{420}} \\
 &= \sqrt{\frac{10692}{420}} \\
 &= \sqrt{25,457} \\
 &= 5,04
 \end{aligned}$$

Table 4.4
Differences Score between Pre-test and Post-test in Control Group

No	Students' Initial	Pre-test (X ₁)	Post-test (X ₂)	(X ₁) ²	(X ₂) ²
1	AR	50	75	2500	5625
2	ADR	55	79	3025	6241
3	AFA	55	80	3025	6400
4	AP	60	70	3600	4900
5	DHR	62	82	3844	6724
6	DHM	62	75	3844	5625
7	FIA	65	75	4225	5625
8	FR	62	80	3844	6400
9	HP	55	80	3025	6400
10	IA	55	72	3025	5184
11	KZF	57	84	3249	7056

12	MRS	80	80	6400	6400
13	MMR	67	77	4489	5929
14	MRZ	64	79	4096	6241
15	NHN	64	85	4096	7225
16	PAS	85	78	7225	6084
17	RFS	50	82	2500	6724
18	RHH	60	85	3600	7225
19	RKA	50	80	2500	6400
20	SH	60	80	3600	6400
21	ZAP	73	85	5329	7225
TOTAL		$\sum x_1$ =1291	$\sum x_2$ =1663	$\sum x_1^2$ 81041	$\sum x_2^2$ 132033

Based on table 4.2 above it can be seen that there was differences between pre-test and post-test score of control class. After calculated the data for the control group above the score for pre-test was 1291 and the total score for post-test was 1663. It means the score for the post-test is higher than pre-test. The mean score was calculated as follows:

a. The Average(Mean)

$$\begin{aligned}
 y &= \frac{\sum y_2}{n} \\
 &= \frac{1663}{21} \\
 &= 79,2
 \end{aligned}$$

b. Standard Derivation of Y Variable

$$\begin{aligned}
 SD_2 &= \sqrt{\frac{n(\sum y_2^2) - (\sum y_2)^2}{(n)(n-1)}} \\
 &= \sqrt{\frac{21(132033) - (1663)^2}{(21)(21-1)}} \\
 &= \sqrt{\frac{(2772693) - (2765569)}{420}} \\
 &= \sqrt{\frac{7124}{420}} \\
 &= \sqrt{17} \\
 &= 4,1
 \end{aligned}$$

Based on the previous data, after the mean was obtained, then the correlation determined with the formula:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}}$$

It was concluded in the following table:

Table 4.5
Calculating Correlation Product Moment between X1 and X2

No	Students' Initial	Pre-test (X ₁)	Post-test (X ₂)	(X ₁) ²	(X ₂) ²	(X ₁)(X ₂)
1	ASR	55	80	3025	6400	4400
2	AFS	59	85	3481	7225	5015
3	AL	59	88	3481	7744	5192

4	APM	65	80	4225	6400	5200
5	D	68	89	4624	7921	6052
6	DPS	68	85	4624	7225	5780
7	DAM	70	81	4900	6561	5670
8	FR	69	92	4761	8464	6348
9	IP	60	95	3600	9025	5700
10	JA	60	83	3600	6889	4980
11	JLA	65	92	4225	8464	5980
12	MIM	80	87	6400	7569	6960
13	MIR	71	85	5041	7225	6035
14	NK	72	84	5184	7056	6048
15	NA	75	90	5625	8100	6750
16	PN	85	90	7225	8100	7650
17	RG	50	91	2500	8281	4550
18	RA	69	95	4761	9025	6555
19	RPR	55	95	3025	9025	5225
20	VO	67	92	4489	8464	6164
21	YAW	80	92	6400	8464	7360
TOTAL		$\sum x_1$ =1402	$\sum x_2$ =1851	$\sum x_1^2$ =95196	$\sum x_2^2$ =163627	$\sum x_1 x_2$ =123614

a. Correlation Product Moment between X1 and X2

$$\begin{aligned}
 r_{xy} &= \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \\
 &= \frac{21(125795) - (1422)(1857)}{\sqrt{\{21(97792) - (1422)^2\} \{21(164721) - (1857)^2\}}} \\
 &= \frac{2641695 - 2640654}{\sqrt{\{2053632 - 2022084\} \{3459141 - 3448449\}}} \\
 &= \frac{1041}{\sqrt{\{31548\} \{10692\}}} \\
 &= \frac{1041}{\sqrt{337311216}} \\
 &= \frac{1041}{18366,034} \\
 &= 0,056
 \end{aligned}$$

b. Coefficient

$$\begin{aligned}
 r_{xy} &= \frac{n \sum x_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \\
 &= \frac{42(125795) - (1857)(1663)}{\sqrt{42\{164721 - (1857)^2\} \{42(132033) - (1663)^2\}}} \\
 &= \frac{5283390 - 3088191}{\sqrt{\{6918282 - 3448449\} \{5545386 - 2765569\}}} \\
 &= \frac{2195199}{\sqrt{(3469833)(2779817)}} \\
 &= \frac{2195199}{\sqrt{9645500760561}} \\
 &= \frac{2195199}{3105720} \\
 &= 0,70
 \end{aligned}$$

c. Determining the value of t-test with formula:

After the correlation value was obtained, furthermore specified t-test with the formula:

$$\begin{aligned}
t &= \frac{x_1 - x_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}} \\
&= \frac{88,42 - 79,19}{\frac{5,04}{21} + \frac{4,1}{21} - 2(0,056)\left(\frac{5,04}{\sqrt{21}}\right)\left(\frac{4,1}{\sqrt{21}}\right)} \\
&= \frac{9,23}{0,24 + 0,19 - (0,112)(1,09)(0,89)} \\
&= \frac{9,23}{\sqrt{0,43 - 0,10}} \\
&= \frac{9,23}{\sqrt{0,33}} \\
&= \frac{9,23}{0,57} \\
&= 16,19
\end{aligned}$$

After measuring the data above, by using t-test formula it showed that t-test value was 16.19. After seeking the table of the distribution of t-test as the accounting in certain degree of freedom (df). The calculation showed that:

d. Determining the Percentage of the Effect of X Variable toward Y

Variable

$$Df = 2n - 2$$

$$= 2(21) - 2$$

$$= 42 - 2$$

$$= 40$$

In determining, the percentage of the effect of Applying Cooperative Learning on The Students' Speaking Achievement, the formula was:

$$D = r^2 \times 100\%$$

$$= 0,70 \times 100\%$$

$$= 70\%$$

$$x = 100\% - D$$

$$= 100\% - 70\%$$

$$= 30\%$$

It means that the percentage of the effect of x toward y or the Effect of Applying Cooperative Learning on The Students' Speaking Achievement was 70% and 30% was influence by others factors 2.021.

C. Testing Hypothesis

After accounting the data previously by using t-test formula that critical value then after seeking the table of distribution of valuate Speaking Skill as basic of counting Degree of Freedom (DF), the calculation shows that DF was $(2n-2=42-2=40)$ in line 40 that t-table is 2.021 for 0.05. It could concluded t-test > t-table or $16.19 > 2.021$. So H_0 was rejected and H_a was accepted or there was the effect of Applying Cooperative Learning on The Students' Speaking Achievement through asking and giving opinion at eighth grade in SMP Muhammadiyah 47 Sunggal.

D. Research Finding

Based on the data analysis above, the findings of this research were described that the students who were taught with Applying Cooperative Learning got higher score than the students who were taught by using Lecturing Method. Total of significant effect was 70%. It was proved by the result of t-test which was 16.19 and t-table which was 2.021 (t-test > t-table, $16.19 > 2.021$). It means that the students' Speaking Achievement with Applying Cooperative Learning was significant than using Lecturing Method.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the findings and data analysis, the researcher could make the conclusion as follow: There was significant effect of Applying Cooperative Learning on The Students' Speaking Achievement is proven by the result of the test $t\text{-test} > t\text{-table}$ or $16.19 > 2.021$. It means that the result of analysis showed that $t\text{-test}$ was higher than $t\text{-table}$ with the level significant 0.05 and the Degree of Freedom (DF) = 40. Cooperative Learning gives stimulus for the students to become active learning and accept the lesson that the teacher gave. The students be active to giving opinion and speak up in front of the class.

B. Suggestion

In this case the researcher, would like to give the suggestion, the suggestion were put forward as follows:

1. The English teachers, the teacher were suitable applying cooperative learning on the learning process. The teacher should stimulus students to interact with other in English. The teacher should make the students interest and enjoy in learning proses.
2. The students, they should improve their speaking skills by increasing vocabulary. Practice speaking with someone is very important. The

students should practice their speaking in daily conversation, so that will make them competent in English.

3. The reader, were encouraged to have a lot of information about teaching learning experience for them.
4. The other researchers, it is suggested to conduct further research related to the topic of the study.

REFERENCES

- Arikunto, S. 2017. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta. Rineka Cipta
- Bailey, M. K. 2003. *Speaking : Practical English Language Teaching Ed David Nunan*. New York : Monterey Institute of International Studies
- Brown, H. D. 2001. *Teaching by Principle : An Interactive Approach to Language Pedagogy*. Second Edition. San Fransisco : Longman
- Chamisah. 2013. *An Analysis On The Advantages of Cooperative Learning Approach in Teaching Writing*. Banda Aceh. State Islamic University Ar-Raniry
- Harmer, J. 2001. *The Practice of English Language Teaching*. Third Edition. Pearson : Longman
- Huda, M. 2017. *Cooperative Learning : Metode, Teknik, Struktur, dan Model Penerapan*. Yogyakarta. Pustaka Belajar
- Hughes, R. 2010. *Teaching and Researching Speaking*. United Kingdom. Pearson Education
- Husna, U. 2018. *The effect of Applying Guided Writing Technique on The Students' Achievement in Writing Analytical Exposition Text*. Medan. UMSU
- Macpherson, A. 2015. *Cooperative Learning Group Activities for College Courses*. Surrey, BC Canada : Kwantlen Polytechnic University
- Nunan, D. 2003. *Practical English Language Teaching*. Singapore : International Edition
- Tarigan, G. 2008. "*Berbicara Sebagai Suatu Keterampilan Berbahasa*". Bandung: Percetakan Angkasa
- Sugiyono. 2017. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta
- Sonthara, Kong. 2009. *Cooperative Learning : Theory & Practice*. Cambodia. World Education

Curriculum Vitae

Name : Jihan Jifanisah

Address : Jalan Abdul Hamid no.73

Telephone : 082370816730

Place Date of Birth : Medan, June, 10th 1997

Name of Parents : M.Jamsah and Murniati Ningsih

Gender : Female

Nationally : Indonesian

Religion : Islam

Marital Status : Single

Email : jifanisahjihan@gmail.com

Hobbies : Traveling, Watching, and Reading.

Education

The year of 2009 : Elementary School of SD Negeri 064014 Medan

The year of 2012 : Junior High School of SMP Negeri 19 Medan

The year of 2015 : Senior High School of SMA Darussalam Medan

The year 2019 : University of Muhammadiyah Sumatera Utara



ORIGINALITY REPORT

21%

SIMILARITY INDEX

18%

INTERNET SOURCES

10%

PUBLICATIONS

11%

STUDENT PAPERS

PRIMARY SOURCES

1	eprints.uny.ac.id Internet Source	5%
2	repository.uinsu.ac.id Internet Source	5%
3	Submitted to Higher Education Commission Pakistan Student Paper	2%
4	Submitted to Universitas Sang Bumi Ruwa Jurai Student Paper	1%
5	www.mhhe.com Internet Source	1%
6	repository.uinjkt.ac.id Internet Source	1%
7	eprints.umpo.ac.id Internet Source	1%
8	Submitted to Vaal University of Technology Student Paper	1%
9	www.zyyjzx.net	

Internet Source

<1%

10

Submitted to De La Salle University - Manila

Student Paper

<1%

11

core.ac.uk

Internet Source

<1%

12

media.neliti.com

Internet Source

<1%

13

edoc.pub

Internet Source

<1%

14

repositori.uin-alauddin.ac.id

Internet Source

<1%

15

www.int-e.net

Internet Source

<1%

16

eprints.iain-surakarta.ac.id

Internet Source

<1%

17

Submitted to HHL - Handelshochschule Leipzig

Student Paper

<1%

18

Submitted to University of Southampton

Student Paper

<1%

19

Submitted to Universitas Negeri Makassar

Student Paper

<1%

20

ymayowan.lecture.ub.ac.id

Internet Source

<1%

21	perpus.iainsalatiga.ac.id Internet Source	<1%
22	Submitted to University of Glasgow Student Paper	<1%
23	wnietha68.blogspot.com Internet Source	<1%
24	anzdoc.com Internet Source	<1%
25	Submitted to Universitas Muria Kudus Student Paper	<1%
26	Submitted to University of San Francisco Student Paper	<1%
27	Submitted to Universitas Pendidikan Indonesia Student Paper	<1%
28	Abu Khater , Fatima Hussein. "The Effect of Cooperative Learning on Palestinian English as a Foreign Language Freshmen's Reading Comprehension and Their Anxiety toward EFL Learning", Amman Arab University for Graduate Studies Publication	<1%
29	Submitted to Western Governors University Student Paper	<1%
30	Submitted to 66174	

Student Paper <1%

31 www.authorstream.com <1%
Internet Source

32 Submitted to University of Mosul <1%
Student Paper

33 Submitted to Grand Canyon University <1%
Student Paper

34 Submitted to Bradford College, West Yorkshire <1%
Student Paper

35 Md Iqbal Hosain. "Teaching - Learning Situation of Speaking in English at the University Level: A Case Study", IIUC Studies, 2012 <1%
Publication

36 Hanoi University <1%
Publication

Exclude quotes On

Exclude matches Off

Exclude bibliography On