

**A STUDY OF COOPERATIVE LEARNING STRATEGY  
IN TEACHING SPEAKING AT THE EIGHTH GRADE OF  
MTs NEGERI 5 JEMBER**

**THESIS**

Presented to State Institute of Islamic Studies of Jember  
In partial fulfillment of the requirements for Bachelor Degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Department



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R  
By:  
**DEWIDIANA SARI**  
SRN. T20166077

**STATE ISLAMIC UNIVERSITY  
KIAI HAJI ACHMAD SIDDIQ OF JEMBER  
TEACHER TRAINING AND EDUCATION FACULTY  
OCTOBER 2022**

**A STUDY OF COOPERATIVE LEARNING STRATEGY  
IN TEACHING SPEAKING AT THE EIGHTH GRADE OF  
MTs NEGERI 5 JEMBER**

**UNDERGRADUATE THESIS**

Presented to  
State Institute of Islamic Studies of Jember  
In partial fulfillment of the requirements for Bachelor Degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Department



By:

**DEWI DIANA SARI**

SRN. T20166077

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

Approved by the Advisor



**Nina Hayuningtyas, M.Pd.**  
**NIP. 198108142014112003**

**A STUDY OF COOPERATIVE LEARNING STRATEGY IN TEACHING  
SPEAKING AT THE EIGHTH GRADE OF MTs NEGERI 5 JEMBER**

**THESIS**


Has been examined and approved as the requirements for Bachelor  
Degree (S.Pd) Education and Teacher Training Faculty  
English Education Department


Day: Friday  
Date: 21 October 2022

**The Board of Examiners**

Chairman

Secretary

  
As'ari, M.Pd. I.  
NIP.197609152005011004

  
Mega Fariziva NurHumairoh, M.Pd  
NIP.1990003202019032010

Members:

1. Dr. Suparwoto Supto Wahono, M. Pd.

2. Nina Hayunigtyas, M. Pd.

Approved by  
The Dean Faculty Of Tarbiyah And Teacher Training

  
  
Prof. Dr. H. Mukni'ah, M. Pd. I  
NIP.196405111999032001

## DEDICATION

This undergraduate thesis is honorably dedicated to:

1. My beloved parents, my father Moh Halim and my mom Siti Aminah who always be my side and pray for me.
2. My beloved brother and sister, my brother Arman Fuad and sister Ani Rufaidah
3. My beloved advisor, Nina Hayuningtyas, M.Pd, thank you for your support, spirit, and your patience in helping me so much in finishing this thesis
4. My beloved husband Muhammad Rifki who supports me and always gives me motivation also help me in this thesis anytime to finish this thesis
5. My beloved friends of English Department 2 ( Doni, Miftah, Hany, Abdul, Jeky ) who always help me and give support each other.

Thus, I would be grateful for all people and my relatives who cannot be mentioned one by one. Thank you for giving support during my hard times, so I can finish this undergraduate thesis completely. I would like to say thank you very much for all the affection they gave

## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*Alhamdulillah*, all praises be to Allah, Lord of the world, The Most Graceful, and The Most Merciful, who blesses the writer and gives guidance until finishing this thesis with the entitled “A Study Cooperative Learning Strategy in Teaching Speaking at eight Grade in MTs Negeri 5 Jember”. Peace may always be granted to Prophet Muhammad SAW, his family and companion who become the best figure of human life.

The writer is aware that this thesis has never finished without any helps and supports from others during the process. Therefore in, this opportunity, the author would like to thankful to:

1. Prof. Dr. Babun Soeharto, S.E., MM. as the Rector of State Islamic University Kiai Haji Achmad Siddiq of Jember who has supported and facilitated the researcher during learning in this campus.
2. Prof. Dr. Hj. Mukni'ah, M.Pd.I. as The Dean of the Faculty of Tarbiyah and Teacher Training, State Islamic University of Kiai Haji Achmad Siddiq of Jember. Thanks for giving permission for the researcher's research.
3. Dr. Rif'an Khumaidi, M.Pd.I as the Head of Islamic Study and Language Education Program
4. As'ari, M.Pd.I. as the Head of English Education Department. Thanks for giving permission for the researcher's research.
5. Nina Hayuningtyas, M.Pd as the Advisor who has given her time to guide the researcher until thesis finished. Thanks for the advice, suggestions, and guidance.
6. Irnawati S.Pd as the English Teacher and the eighth grade students of MTSN Jember who help me to conduct this research.

I wish Allah SWT gives blessing to all of you. Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

## ABSTRACT

**Dewi Diana Sari, 2022.** *A Study of Cooperative Learning in Teaching Speaking at The Eighth Grade of MTs Negeri 5 Jember*

**Keywords:** Teaching speaking, Cooperative learning

Speaking is one of English skills that should be mastered by students. However, some problems with speaking were practiced by students, one of them felt shy to speak English and they were low in English learning, because they were afraid to make some mistakes while they were speaking by using the English language. Therefore, the English teacher used cooperative learning alternative strategy in teaching speaking as an effort to students speak English. Cooperative learning is a teaching strategy that requires small student groups to work interdependently on learning activities in order to achieve and receive group rewards or recognition.

The research questions of this research are: 1) What are the strengths of cooperative learning strategy in teaching speaking at the eighth grade of MTs Negeri 5 Jember.. 2) What are the weaknesses of cooperative learning strategy in teaching speaking at the eighth of MTs Negeri 5 Jember,

To again the data, the researcher conducted field research at MTs Negeri 5 Jember. The researcher implied at A class Students consist of 38 students divided into 9 groups consisting of 3 people, each group discusses the task given by the teacher, namely animal pictures to be described in front of the class. The teacher by applying qualitative research; descriptive qualitative research. While analyzing the data, the researcher used Miles and Hurbeman's theory, which consists of three steps, namely data condensation, data display, and conclusion drawing. Then, in data collection techniques, the researcher used observation, interview, and document review. Last, for data validity, the researcher used source triangulation and technical triangulation.

The resulted of the research are 1) Analyze the strength of cooperative learning strategy in teaching speaking at the eighth grade of MTs Negeri 5 Jember was as followed: first, encouraged students' motivation in learning to speak English. Second, trained to the students work together. Third, improved ability to speak English. 2) Analyze the weaknesses of cooperative learning in teaching speaking at the eighth grade of MTs Negeri 5 Jember was as followed: first, crowded situation in teaching speaking. Second, need more time to implement. Third, tendency to depend on the smart group member. The results of the study show the contents of the strengths and weaknesses From this research, it was concluded that the cooperative learning strategy have been found strengths and weaknesses that can be used as evaluation materials for teachers and students to improve English learning outcomes for students at eighth grade MTs Negeri 5 Jember.

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>APPROVAL .....</b>	<b>ii</b>
<b>APPROVAL OF EXAMINERS .....</b>	<b>iii</b>
<b>MOTTO .....</b>	<b>iv</b>
<b>DEDICATION.....</b>	<b>v</b>
<b>ACKNOWLEDGMENT .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>viii</b>
<b>TABLE OF CONTENTS.....</b>	<b>ix</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF APPENDIX .....</b>	<b>xii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Research Context .....	1
B. Research Question.....	7
C. Research Objective .....	7
D. Research Significance .....	8
E. Definition of Key-term.....	8
F. Research Outline .....	9
<b>CHAPTER II LITERATURE RIVIEW .....</b>	<b>10</b>
A. Previous Research .....	10
B. Theoretical Framework .....	14
1. Speaking.....	14
2. Aspects of Speaking.....	17

2. Cooperative Learning .....	22
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>37</b>
A. Research Design .....	37
B. Research Setting .....	38
C. Research Subject.....	38
D. Data Collection Technique .....	38
E. Data Validity.....	39
F. Data Analysis .....	40
G. Research Procedures .....	41
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION .....</b>	<b>43</b>
A. Research Finding .....	43
B. Discussion on the Result of Data Analysis.....	61
<b>CHAPTER V CONCLUSION AND SUGGESTIONS .....</b>	<b>65</b>
A. Conclusion.....	65
B. Suggestions .....	66
<b>REFERENCES .....</b>	<b>67</b>
<b>APPENDIXES</b>	



## LIST OF TABLES

NO	Description	Page
2.1	Similarities and Differences of Previous Research.....	12
4.1	Result or Research Findings .....	60



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## **LIST OF APPENDIX**

- Appendix 1: Matrix of Research
- Appendix 2: Research Instrument
- Appendix 3: Lesson Plan
- Appendix 4: Research License Letter
- Appendix 5: Research Completion Letter
- Appendix 6: Research Journal
- Appendix 7: Documentation
- Appendix 8: Declaration of Authorship



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## CHAPTER I

### INTRODUCTION

This chapter presents a description of the context of the research. The chapter comprises the research context, research question, research objectives, significance of the research, and definition of the key term.

#### A. Research Context

Language as a tool of communication has an important role to reveal an intention to someone else. Should people know how to express thoughts, opinions, feelings, and ideas through speaking. People used language to communicate in daily life to gain information from others since language, communication, and life cannot be separated. Moreover, Kessler argued that a language is a tool for learning<sup>1</sup>.

English, which is recognized as one of the international languages, becomes the subject that must be learned at school. It has four skills including speaking, writing, reading, and listening that should be mastered by students.

Speaking is considered as one of the important skills to be accomplished by students. The mastery of speaking skills in English is a priority for many second and foreign language learners.<sup>2</sup>In line with that, Kayi stated “speaking skill is the important part of the second language learning and teaching”<sup>3</sup>. Though speaking is considered as a very essential skill in teaching learning English, it also becomes as one of the hard skills to

---

<sup>1</sup> Kessler, C. (1992). Cooperative Language Learning. New Jersey: Prentice-Hall Inc,P.57

<sup>2</sup> Richards, J.C. (2008). Teaching Listening and speaking: From theory to peactice. New York: Cambridge University Press,P.19.

<sup>3</sup> Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language.

teach in the target language as it happens in real time and people cannot edit and revise what they have said<sup>4</sup>.

Brown stated that speaking has five components, namely: grammar, vocabulary, comprehension, fluency, and pronunciation.<sup>5</sup> To speak fluently the students must have plenty of vocabulary and they have to be able to arrange sentences. Moreover, they have to use correct pronunciation and before they speak they should know what they will say. If all the things have been done, the students can speak clearly and the listener will get the meaning easily.

Moreover, it is stated in the Al-Qur'an in surah Al-ahzab by 70-71 that we have to use a good sentence when we speak to avoid misunderstanding among others.

يٰۤاَيُّهَا اِنَّا الَّذِيۡنَ اٰمَنُوۡا اتَّقُوا اللّٰهَ وَقُولُوۡا قَوْلًا سَدِيۡدًا  
 “you who believed, fear Allah and speak words of appropriate justice. (Al-Ahzab: 70)<sup>6</sup>

In the surah above, the researcher can conclude that in speaking we have to use a good sentence so that the listener was not misunderstood. Someone was considered to be a good person based on his/her speaking.

In the activities of the teaching and learning process, speaking is very necessary. Because someone who has no communication in learning will not be possible to do learning activities. Conversely, students who had strong

<sup>4</sup> Nunan, D. (2003). *Practical English language teaching*. New York: McGraw Hill Companies, P.48.

<sup>5</sup> Nunan, D. (2003). *Practical English language teaching*. New York: McGraw Hill Companies, P.48.

<sup>6</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education), P. 172.

communication will study seriously so that they can achieve the expected learning achievement, especially learning in the field of study in English. Because the material taught in English lessons is a material that made students a little trouble.<sup>7</sup>

Teaching speaking is not easy to do because most students have many problems in the learning of speaking. They are lack of vocabulary. They often ask the teacher about the meaning of difficult words. They also feel difficult to pronoun some words in English. So, the teacher should be more creative in adjusting interesting strategies to be used when they are going to teach.

There are some strategies that can be used by the teacher to teach speaking, regarding the problems above, teaching strategies in speaking activities are very important to overcome students' difficulties in speaking. Strategy in speaking can help students improve their fluency and accuracy in speaking. Each teacher may apply different strategies to improve students speaking skills, After practicing the strategies, the teacher can see how the students understand learning language and can give benefit from an understanding of what makes learners successful and unsuccessful in classroom.<sup>8</sup> Konza said learning strategies can be interpreted as each activity selected, which can provide facilities or assistance for students towards achieving certain learning goals.<sup>9</sup>

Some strategies used by the English teacher in teaching speaking are guessing games, describing pictures, cooperative learning, role play, snake

---

<sup>7</sup> Fulcher, G. (2003). *Testing Language Second Language Speaking*. Sydney: Longman. P.70.

<sup>8</sup> Hamzah B Uno, *Proses Belajar Mengajar yang Kreatif dan Efektif*, P.1.

<sup>9</sup> Konza. *Approaches and Methods in Language Teaching*, 2<sup>nd</sup>. Cambridge University Press, P 21.

and ladder game. Guessing games is eminently simple one person knows something that another one wants to find out.<sup>10</sup> This strategy is used by the teacher to compete individually or team in the identification of something indicate obscurely (as in riddles or charades). Cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others The teacher gave a chance to students to practice their speaking ability and pronunciation.<sup>11</sup> Describing picture is painting or drawing that shows a scene, a person or a thing which involves information they need in order to understand a situation.<sup>12</sup> So the teacher helped students in correcting the mistakes, for example help the students could not read the word correctly, the teacher help student to read correctly or sometime the teacher asked other students to help the students who find difficulty in pronouncing some words. Role play is giving students a suitable topic that provides interest and subject matter for discussion.<sup>13</sup> Snake and ladder game is an outstanding game that can facilitate the students to learn a language.<sup>14</sup>

Many techniques can be applied to teach students English speaking. Using interesting material, and technique in teaching English is the first thing that can motivate the students to learn English. In the field of education, the

---

<sup>10</sup> F Klippel. (1984).Communicative Fluency Activities for Language Teaching .Cambridge: Cambridge University Press,P.13.

<sup>11</sup> Jolliffe, Wendy, 2007, Cooperative Learning in The Classroom: Putting into practice, Paul Chapman Publishing:London,P. 3.

<sup>12</sup> *Oxford advanced learners dictionary*, (New York: Oxford Univesity press,2000), P.991.

<sup>13</sup> Penny Ur, Discussion that Work: Taks-Centred Fluency Practice,(Cambridge:Cambridge University Press,1981),P. 9-11.

<sup>14</sup> Fathlutfika Trahenar Ratih, Nuri Ati Ningsih, and Arri Kurniawan, “Using a board game “snake and lader” to teach speaking descriptive text at the eight grade students of SMPN 2 Wungu”, *English Teaching Journal*,1 (June, 2017), P.38.

way teachers used and apply the method is one the important things. It affects the students' participation, attention and motivation in teaching and learning process. The students were more productive when they worked in groups than when they worked alone<sup>15</sup> Dealing with that, the effective strategy is needed to support the teaching learning process, especially in teaching speaking skills. One of the appropriate methods or strategies that can be applied by teachers in teaching speaking skills is the cooperative learning strategy.

Cooperative learning is a teaching strategy that requires small student groups to work interdependently on learning activities in order to achieve and receive group rewards or recognition.<sup>16</sup> It facilitates the students to express their ideas, try to solve some problems and work together by using communication way. The aim is not only to teach students to work together in a group, but also giving students skills to work independently<sup>17</sup>. Cooperative learning can be applied in the classroom using several techniques such as Jigsaw, Reciprocal Teaching (RT), Think-Pair-Share (TPR), Group Investigation, and more. Thus, the teacher must determine which method best suits the students, as the choice of the appropriate cooperative learning method relies on them<sup>18</sup>.

---

<sup>15</sup> Shaw in Armelia, The implementation of cooperative learning method in teaching speaking skill: A Qualitative Descriptive Study of Tenth Grade Senior High School Students. S1 thesis, Universitas Pendidikan Indonesia. 2018.

<sup>16</sup> Jolliffe, Wendy, 2007, Cooperative Learning in The Classroom: Putting into practice, Paul Chapman Publishing:London, 3

<sup>17</sup> Orlich, D. C., Harder, R. J., Trevisan, M. S., Brown, A. H., Miller, D. E. (2010). Teaching strategies: A guide to effective instruction. Boston: Wadsworth Cengage Learning.

<sup>18</sup> Cohen, Brody, and Sapon-Shevin, Teaching cooperative learning the challenge for teacher education (2004)

The effort of the English teacher of MTs Negeri 5 in teaching speaking to the students though they have low ability in speaking is being one of the reasons the researcher conducts this research. As pre-research did by the researcher showed that the English teacher used cooperative learning in teaching speaking. Here the researcher is very curious the strength and the weakness of CL in teaching speaking as the teacher choose it instead of other strategies. Jaremy said groups can help the students develop speaking skills, leadership skills, and cooperation skills and groups motivate the students who are bored<sup>19</sup>. It means students could increase their skills as like speaking, leadership and cooperation with their groups.

Cooperative Learning has been an issue of research. Most of the studies have mainly looked at how CL affects students' speaking ability. Moreover, studies that have been conducted to evaluate the strengths and weaknesses of applying CL have given several strengths and weaknesses of implementing CL in language classroom. The strengths and weaknesses outlined by Gufron and Ermawati include raising students' self-confidence and motivation, reducing students' nervousness, raising students' responsibility and sharing information with others.<sup>20</sup> Provide some benefits of applying CL in the language classroom such as students' better understanding by helping each other, delivering new ideas, seeing different personalities and making new friends, then saving time and effort and finishing tasks faster. On the other hand, the weaknesses of CL include time-consuming, requires active

<sup>19</sup> Rahmawati, The use of focus group discussion technique to improve the students speaking skill, Makassar, P.103

<sup>20</sup> Ghufon and Ermawati, The Strengths and Weaknesses of Cooperative Learning and Problem-based Learning in EFL Writing Class: Teachers and Students' Perspectives (2018), P.657



participation from both teacher and students, difficult to manage, involving more preparation, discomfort, shyness and fear of mistakes, inflexibility in accepting different answers, tendency to depend on the excellent member.<sup>21</sup>In light of the above, this research focuses on a deeper understanding of CL by demonstrating the strengths and weaknesses of implementing CL in teaching speaking and the way how to overcome the weaknesses. The researcher decided to conduct research under the title *“A Study of Cooperative Learning Strategy at The Eight Grade of Mts Negeri Jember”*

### **B. Research Questions**

Based on the context of the research above, the research questions are as follow:

1. What are the strengths of cooperative learning strategy in teaching speaking at the eight grade of MTs Negeri 5 Jember?
2. What are the weaknesses of cooperative learning strategy in teaching speaking at the eight grade of MTs Negeri 5 Jember?

### **C. Research Objectives**

Based on the research question above the objectives of the research are as follow:

1. To analyze the strengths of teaching speaking through cooperative learning strategy
2. To analyze the weaknesses of teaching speaking through cooperative learning strategy

---

<sup>21</sup> Alsanie and Sabir, Strengths and Weaknesses of Applying Cooperative Learning in Foreign Language Classrooms: A Case Study of Arab Learners' Perspective, (2013)

#### **D. Research Significance**

##### 1. Theoretically

The result of the research is expected to enrich the knowledge about learning English progress and development especially about the strengths and the weaknesses of cooperative learning in teaching speaking and it also be useful for further researches as reference.

##### 2. Practically

###### a. For English Teachers of MTs Negeri 5

The result of the research will be useful for the teachers in teaching and learning process of English. It also enriched the knowledge of teaching English to junior high school students in the English department

###### b. For further researchers

This research may contribute to further understanding of the used of strategy in improving students' speaking skills, particularly in junior high school, so the future researchers can make their research more complete as they will know about the strengths and weaknesses of cooperative learning.

#### **E. Definition of the Key-term**

There were some terms in this research that should be defined as clearly as possible in order to avoid misunderstanding. The terms were:

##### 1. Speaking

Speaking is one of the languages skills that should be mastered by students.

## 2. Cooperative Learning

Cooperative learning is a teaching strategy that requires small student groups to work interdependently.

### F. Research Outline

The systematic review of the thesis is about the content of the thesis describe discussions that begin from the introduction to the closing chapter. The researcher made the format of the thesis in a descriptive form systematic because this thesis used qualitative method. To made it easier to understand the content of the thesis systematic, there was a systematic review of the thesis will create as follow:

Chapter I Introduction. This chapter consists of the research background, research questions, research objectives, the significance of the research, definition of key-term, and research outline.

Chapter II Review of related literature. This chapter consist of previousresearch and theoretical framework.

Chapter III Research methodology. This chapter consists of the research design, research setting, research subject, data collections technique, data analysis, and validity of data, and research produres.

Chapter IV Research finding. This chapter consists of overview of the research object research finding, and discussion.

Chapter IV Research the conclusion and suggestion. It consists of a conclusion and suggestions.

## CHAPTER II

### LITERATURE RIVIEW

This chapter presents some previous researches and some reviews of relevant theories and studies that are about describing picture strategy and teaching speaking.

#### A. Previous Research

In this part the writer describes some previous studies which are relevant to this thesis.

1. The thesis by Yusuf Wicaksono, entitled of her research is “The implementation of cooperative learning type student teams achievement divisions (STAD) to improve students motivation and learning activities in accounting class of XI AK 2 SMKN 1 klaten the academic year of 2014/2015. ”. The research employed classroom action research (CAR). There were 31 participants in the study from a class of SMKN 1 klaten. The research was conducted in two cycles. The action research result showed of this research, known that the implementation of cooperative learning type student teams’ achievement divisions (STAD) can improve students’ motivation and learning activities of class XI AK 2 SMKN 1 Klaten Academic year of 2014/2015.
2. The thesis by Annisa Nurul Ilmi entitled of her research is “Improving Speaking skills through Cooperative learning for the tenth-grade students of the tourism program at SMKN 7 Yogyakarta in the academic year of 2011/2012. There were 31 participants of the study from a class of SMKN 7 Yogyakarta. The research was conducted in two cycles. The research

result showed that the students speaking skills improved through the use of cooperative learning.

3. The thesis by Titis Sekar Palupi, entitled “Students Perception on cooperative learning approach to enhance speaking skill in play performance”. The research used quantitative research. The sample of the research was 39 students. The purpose of the research was to improve the student’s speaking skills by using cooperative learning as a strategy. The sample of the research was VIII 1 which consists of 39 students. The result showed that the majority of students had a positive perception of the use of cooperative learning in play performance class.
4. The thesis by Ali Gufron entitled “The strengths and weaknesses of cooperative learning and problem-based learning in EFL Writing Class: Teachers and Student Perspectives”. The research used qualitative research. The sample of the research was 60 students EFL writing course in English Education Department of a private university in East Java, Indonesia. This study was aimed at evaluating the strengths and weaknesses of cooperative learning and problem-based learning in EFL writing classes.
5. The thesis by Reem Alsanie entitled “The Strengths and Weaknesses of Applying Cooperative Learning in Foreign language Classroom: A Case Study Arab Learners”. The participants are six low level Saudi EFL learners enrolled in a general English course as part of their foundation year requirement. This study undertaken to investigate saudi learners’ views toward the strengths and weaknesses of implementing CL in foreign language classrooms.

**Table 2.1**  
**The Similarities and the Differences**  
**Between Previous Research and This Research**

No	Name and Title	Similarities	Differences
1.	Yusuf Wicaksono The implementation of cooperative learning type student teams achievement divisions (STAD) to improve students motivation and learning activities in accounting class of XI AK 2 SMKN 1 klaten academic year of 2014/2015 years.	Both of the researchers used cooperative learning as strategy	<ul style="list-style-type: none"> <li>• The previous research conducted cooperative learning STAD at SMKN 1 klaten, while this researcher conducts use learning together at MTs Negeri 5 Jember.</li> <li>• The previous research used CAR as research at SMKN 1 Klaten, while this research uses qualitative as the design of the research.</li> </ul>
2.	Annisa Nurul Ilmi Improving Speaking skills through Cooperative learning for the tenth grade students of the tourism program at SMKN 7 Yogyakarta in the academic year of 2011/2012 years	Both of the researches used cooperative learning as strategy	<ul style="list-style-type: none"> <li>• The previous research was conducted at SMKN 7 Yogyakarta, while this researcher conducts at MTs Negeri 5 Jember.</li> <li>• The previous research had</li> </ul>
			<p>Tenth grade students as the research subjects, while this researcher has eight grade students as the research subjects.</p> <ul style="list-style-type: none"> <li>• The previous research use TSTS ( to stay to stray) for metod, while this researcher used learning together.</li> </ul>

3.	Titis Sekar Palupi Students Perception on cooperative learning approach to enhance speaking skill in play performance	Both of the researchers used Cooperative Learning as the strategy in teaching speaking.	<ul style="list-style-type: none"> <li>• The previous research was conducted at SMKN 1 Bandung, while this researcher conducts at MTs Negeri 5 Jember.</li> <li>• The previous research used quantitative, while this research used qualitative As the research method.</li> <li>• The previous research used Play Performance class, while this research used learning together.</li> </ul>
4.	Ali Gufron The strengths and weaknesses of cooperative learning and problem based learning in EFL Writing Class: Teachers and Student Perspectives	Both of the researcher used qualitative.	<ul style="list-style-type: none"> <li>• The previous research had English course students as the research subjects, while this researcher has eight grade of MTs Negeri 5 Jember as the research subjects</li> <li>• The previous research used writing as the research, while this researcher used speaking as the research.</li> </ul>
5.	Reem Alsanie The Strengths and Weaknesses of Applying Cooperative Learning in Foreign language Classroom: A Case Study Arab Learners	Both of the researcher used qualitative.	<ul style="list-style-type: none"> <li>• The previous research had English course students as the research subjects, while this researcher has eight grade of MTs Negeri 5 Jember as the research subjects.</li> </ul>

The uniqueness of this research that made it distinct from the five previous studies was about the type of the research. Then most of previous researches were conducted at senior high school and English course, while this research conducts at MTs Negeri or junior high school. Moreover, the previous studies had been conducted to know the effect of cooperative learning towards the students' speaking skill, while this research has mainly analyzed the strengths and the weaknesses of CL in teaching speaking. The previous research used CL as the strategy but they used another method learning together in collecting and analyzing the data which were different from this research.

## **B. Theoretical Framework**

### **1. Speaking**

#### **a. Definition of Speaking**

There are some definition and perspective of speaking proposed by many experts. Speaking is the productive skill in the oral mode, interactive process of constructing meaning that involves producing, receiving and processing information. It like the other skill can be more complicated than it seems at first and involves more than just pronouncing words.<sup>22</sup>

Speaking is the most important skill in English language teaching. It's almost impossible to have true mastery of language without actually speaking it.<sup>23</sup>

<sup>22</sup> Wijayanti, "Strategies used by the teacher in teaching speaking skill at the seventh grade studenthgrade students of full day class in Mtsn 6 Boyolali academic year 2018/2019,"

<sup>23</sup> Michelle Maxom, *Teaching English as a Foreign Language For Dummies* (West Sussex andSons, Ltd, Publication,2009),P183.



Septy Dwi defined speaking as the use of words in an ordinary voice, offering words, knowing and being able to use a language expressing one-self in words and making a speech.<sup>24</sup> Speaking is the verbal use of language to communication with other.<sup>25</sup> In additional, Hughes explain that speaking in interactive and according to accomplish pragmatic goals though interactive discourse with other speaker of language.<sup>26</sup>

Harmer defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language ‘on the spot’, It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time for detailed planning. Therefore, the fluency is required to reach the goal of the conversation.<sup>27</sup>

Tarigan said that the main point of speaking is for communicating, so we have to convey the thinking and feeling effectively and the speaker must understand the meaning to be communicated in order to make other people understand what they are talking about.<sup>28</sup> It means that people in the world have speaking ability because speaking is an

<sup>24</sup> Septy Dwi, “Strategies in Learning for Students With Autism”,” *National Journal of Teaching and Education* Vol.3 No3 (Institut Agama Islam Negri Surakarta: 2018),P.27.

<sup>25</sup> Fulcher,G. (2003). *Testing Language Second Language Speaking*. Sydney: Longman. P.79.

<sup>26</sup> Dewi Hughes. (2007). *Public Speaking*. Jakarta: Gramedia Widiasarana,P.57.

<sup>27</sup> Harmer, J. (2001). *Practice of English Language Teaching*. Edinburgh Gate: Longman.p.269.

<sup>7</sup> Tarigan, Henry Guntur. (1981). *Berbicara sebagai suatu Ketrampilan berbahasa*. Bandung: Angkasa, p.15.

<sup>28</sup> Tarigan, Henry Guntur. (1981). *Berbicara sebagai suatu Ketrampilan berbahasa*. Bandung: Angkasa, p.15.

activity with other people and to make a good relationship in society.

From the explanation above, the researcher concludes that speaking is a process to convey and sharing ideas and feeling orally. Speaking involves some skill such as vocabulary, pronunciation, accuracy and fluency. Students need to master all of those elements. Speaking, especially in a foreign language, is a very necessary activity for all ages of learners because from this activity people can understand what the other said who used a foreign language too.

#### **b. The Function of Speaking**

The mastery of speaking in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule there are three functions of speaking. “three-part version of Brown and Yule’s frame work” talks as interaction: talks transaction: talk as performance. Each of these speech activities is quite distinct in term of from, function and requires different teaching approaches:<sup>29</sup>

##### 1) Talk as interaction

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chitchat, recount recent experiences because they wish to be friendly and establish a

---

<sup>29</sup> Jack C. Richards, (2008). *Teaching Listening and Speaking: From Theory to Practice*. New York: Cambridge University Press. p.21.

comfortable zone of interaction with others. The focus is more on the speaker and how they wish to present themselves to each other.

## 2) Talk as performance

Speaking as performance refers to public speaking; it is talk which transmits information before an audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follows a recognizable format and it is closer to written language than conversational language.

## 3) Speaking as transaction

Speaking as transaction refers to a situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately.<sup>30</sup>

## 2. Aspects of Speaking

### a. Accuracy

Accuracy is the ability to produce grammatically and lexically accurate English sentences. It refers to how correct learners' use of the language system is. It includes their use of grammar, vocabulary, and pronunciation.

---

<sup>30</sup> Jack C. Richards, (2006), *Communicative Language Teaching Today*, Cambridge University Press, p.19-23.

## 1) Grammar

Grammar is one of the language aspects that must be mastered by students to produce and arrange words into correct sentences especially when they speak. Michel and Catherine stated that grammar is not the most important thing to be learned in the world but if you make mistakes in grammar, your words may be more difficult to be understood and some people may look down on you.<sup>31</sup>

Linda and Peter defined grammar as the theory of how language puts together and how it works. More particularly, it is the study of wording.<sup>32</sup> It is used not only in writing but also in oral communication. To make the listeners understand what the speakers say easily, they must use correct grammar.

## 2) Vocabulary

Vocabulary is one of the English sub-skill that should be mastered also by the students. It is used to make a sentence, paragraph, or even a text. Vocabulary is a list of words that are known and collected by someone.<sup>33</sup> It can be concluded that when people want to say or write something, they have to have a vocabulary in their minds.

<sup>31</sup> Michel Swan and Catherine Walter, *How English Works A Grammar: Practice Book with Answer* (China: Oxford University Press, 2002), 2.

<sup>32</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Australia: Antipodean Educational Enterprises, 1995). 2.

<sup>33</sup> David Nunan, *Practical English Language Teaching Young Learners* (New York: Mc-Graw-Hill ESL/ELT, 2006), 121.

Vocabulary has an important role in communication in the form of spoken or written. People will do nothing in communication if they don't master the vocabulary. It's supported by Thornbury's statement that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.<sup>34</sup> Nunan also said that vocabulary is essential for successful second language use.<sup>35</sup> It can be concluded that vocabulary has an important function in making up communication.

### 3) Pronunciation

Pronunciation is required not merely for talking, but for communicating and making sense to another person. That is, for making meaning in both an audible and understandable.<sup>36</sup> Pronunciation is the crucial starting point for all spoken language since words must be articulated correctly. It is to avoid misunderstanding in communication.

In speaking, pronunciation is the way for speakers to produce clearer sounds when they speak. It will be nice to speak with the proper pronunciation of words so that no misunderstanding will occur in the transmission of meaning. Besides, it is needed for the understanding of learning a foreign language.

<sup>34</sup> Scott Thornbury, *How To Teach Vocabulary* (London: Pearson Education Limited, 2002), 13.

<sup>35</sup> David Nunan, *Language Teaching Methodology: A Text Book for Teacher* (London: Phoenix, 1995), 117.

<sup>36</sup> Martha C. Pennington and Pamela Rogerson Revell, *English Pronunciation Teaching Contemporary Perspectives* (United Kingdom: Palgrave Macmillan, 2019), 1.

#### 4) Fluency

Fluency is the ability to produce language coherently and effortlessly. It refers to how well the learner communicates meaning rather than how many mistakes they make in grammar, vocabulary, pronunciation. In speaking, fluency is the aim of many language learners

##### a) Smoothly

If the students can speak fluently means they can speak smoothly. In this term, they learn how to effectively use 'fillers' when they speak and how to use synonyms, opposites, and related vocabulary that gives continuity to the speech. Fillers are used to telling the listeners that we haven't finished, but we are thinking of what to say next. If the students can't manage their fillers, it won't make their speaking fluent.

##### b) Confidently

In oral performance, self-confidence can be showed by using eye contact or looking at someone when the speakers are talking to them, having a good posture, using gestures and body language, keeping conversation go on without too much hesitation like using 'eemmm....', and keeping a smile.

When the speaker can speak confidently means they have good self-confidence. Self-confidence is a crucial part of speaking skills because that can give enthusiasm, brave, and

stimulation to the speakers.<sup>37</sup> Therefore, if the speakers have high self-confidence, they will achieve the best performance in speaking skill and they will speak fluently.

#### **b. Definition of Teaching Speaking**

Teaching speaking is training students how to integrate skills to deliver oral “presentations” without articulation difficulties. The objective of the language teaching is the production of the speaker’s competence to communicate in the target language. When teaching speaking skills, focus on the following:

- 1) Low beginning focus on simple information exchange, expressing thoughts and asking question
- 2) High beginning focus on using language to accomplish simple personal objectives appropriately
- 3) Low intermediate focus on general discussion of a variety of topics and functioning well in social situations
- 4) High intermediate focus on elaborating and supporting opinions as well as simple formal presentations
- 5) Advanced focus on formal presentations, polished conversation skills, and idiomatic expression.<sup>38</sup>

<sup>37</sup> Roysmanto, “A Correlation Between Self-Confidence and The Students’ Speaking Skill”, *Research and Innovation in Language Learning*, (January, 2018), 2.

<sup>38</sup> Ulfania Dwi Handayani, *English Teacher’s strategy in teaching speaking*, Institut of Islamic Studies Ponorogo. P.25.

### c. Principles of Teaching Speaking

According to David Nunan, there are five principles of teaching speaking:

- a) Be aware of difference between second language and foreign in learning context.
- b) Give students chance to practice with both fluency and accuracy.
- c) Provide opportunities for students to talk by using group work or pair work.
- d) Plan a speaking task that involves negotiation for meaning.
- e) Design classroom activities that involve guidance and practice in both transactional and interaction speaking.<sup>39</sup>

## 3. Cooperative Learning

### 1) Definition of Cooperative Learning

There are many strategies in teaching speaking. One of them called cooperative learning. Cooperative learning is a teaching strategy that requires small student groups to work interdependently on learning activities in order to achieve and receive group rewards or recognition. Cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others.<sup>40</sup> It means that everyone participated more actively in the groups.

<sup>39</sup> David Nunan, *practical English Language Teaching First Edition*, (New York: The McGraw-Hill Companies, Inc, 2003),P.54-56.

<sup>40</sup> Jolliffe, Wendy, 2007, *Cooperative Learning in The Classroom: Putting into practice*, Paul Chapman Publishing:London, 3.



Cooperative learning is a learning model in which students learn and work in small groups collaboratively whose members are 4 or 5 people with a heterogeneous group structure. Cooperative learning is an approach or strategy specifically designed to encourage students to work together during the learning process <sup>41</sup>. Furthermore, Stahl states that cooperative learning can improve student learning better and increase helping attitudes in social behavior <sup>42</sup>. In line with this statement. Cooperative learning in enhancing the speaking skills of students: A Phenomenological approach, also claimed that this strategy makes students more effective at learning and reach a group goal as it gains their understanding and their self-confidence in their abilities. <sup>43</sup>

From the statement above, it can be concluded that Cooperative learning is a fun, creative group and motivated that can help the students in speaking. This group used exciting ways to speak up because the students prefer to learn by interacting directly and this group push the students to guess a word by using gesture.

## 2) Elements of Cooperative Learning

There are some using the principle steps in applying Cooperative learning:

<sup>41</sup> Sharan Shlomo and Shachar hana, 1998, Language and Learning in the Cooperative Classroom, Springer-Verlag New York Inc, 126.

<sup>42</sup> Isjoni, Pembelajaran cooperative (Semarang:Pustaka belajar, 2009),P.15.

<sup>43</sup> Lucena and Jose, the use of cooperative learning to enhance student speaking, (2016),P.67-71

a. Positive interdependence

This requires each pupil in a small group to contribute to the learning of the group. Pupils are required to work in a way so that each group member needs the others to complete the task. It is a feeling of 'one for all and all for one.

b. Individual accountability

This means that each member of the group is accountable for completing his or her part of the work. It is important that no one can 'hitchhike' on the work of others. It requires each pupil in the group to develop a sense of personal responsibility to learn and to help the rest of the group to learn also. In collaborative learning environments, students should be responsible for the governance and evaluation of their group<sup>44</sup>.

Ideally, teachers are trained to take their existing lessons and restructure them to be cooperative. Any lesson in any subject area for any age student can be done cooperatively<sup>24</sup>.

c. Interact Pro motif

This mean each can be defined as an interaction in a group where each member encourages and helps other members in their efforts to achieve, complete, and produce something for a common goal.

---

<sup>44</sup> Robyn M Gillies and Adrian F ashman, 2005, Co-operative Learning, Taylor and Francis e-Library : London and New York, 71.

This promotive interaction arises when group members provide mutual assistance effectively and efficiently to other members in need: share and process information effectively and efficiently, give each other feedback to improve previous performances that may not be good, argue with each other about conclusions and opinions. Each so that they are able to make good decisions together.

d. Interpersonal and small group skill

Cooperative learning is used to coordinate efforts to achieve group goals, students must:

- 1) Mutually understand and trust each other
- 2) Communicate clearly and unambiguously
- 3) Accept and support each other
- 4) Reconcile any debate that might have led to conflict
- 5) Group processing

Effective group work is usually influenced by the degree to which the group reflects on their collaborative processes.

Process is a series of events that can be identified over time.

Thus, the desired goal will be achieved.<sup>45</sup>

#### 4. Characteristics of Cooperative Learning

Cooperative learning not only learning the material, but students or learners must also learn special characteristics called cooperative skills.

---

<sup>45</sup> Jolliffe Wendy, 2007, Cooperative Learning in The Classroom: Putting into practice, Paul Chapman Publishing: London, P. 3.

This cooperative skill serves to smooth then work and task relationships.

The skills during the cooperative are as follows:

1) entry-level cooperative skills

a) Use the deal

What is meant by using agreement is equating opinion which is useful for improving working relations within the group.

b) Appreciate contributions

Respect means paying attention or knowing what other members can say or do.

c) Take turns and share tasks

Is mean that each member of the group is willing to replace and is willing to take this responsibility in the group.

d) Be in a group

The goal here is for each member in the group to work during the activity.

e) Respect individual differences

Respect for individual differences means being respectful of the culture, ethnicity or experiences of all students or learners

2) Intermediate level skills

Intermediate skills include showing appreciation and sympathy, expressing disagreement in an acceptable, listening carefully, asking questions, summarizing, interpreting, and reducing tension.

### 3) Advanced level skills

Advanced skills include interpreting, checking properly, asking the truth, setting goals, and compromising.<sup>46</sup>

## 5. Types of Cooperative Learning

There are three types of cooperative learning; formal, informal, and cooperative base groups:

- 1) Formal cooperative learning groups: range in length from one class period to several weeks. The teacher can structure any academic assignment or course requirement for formal cooperative learning. "Formal cooperative learning groups ensure that students are actively involved in the intellectual work of organizing material, explaining it, summarizing it, and integrating it into existing conceptual structures. They are the heart of using cooperative learning
- 2) Informal cooperative learning groups: groups that may last from a few minutes to a whole class period. The teacher uses them during direct teaching (lectures, demonstrations) to focus student attention on the material to be learned, set a mood conducive to learning, help set expectations about the material, what the lesson will cover, ensure that students are cognitively processing the material being taught, and provide closure to an instructional session
- 3) Cooperative base groups: are "long-term (lasting for at least a year), heterogeneous groups with stable membership whose primary purpose is for members to give each other the support, help, encouragement,

---

<sup>46</sup> Jolliffe Wendy, Op. Cit.,P.43.

and assistance each needs to progress academically. Base groups provide students with long-term, committed relationships<sup>47</sup>

So this research used informal CL as the types of CL in teaching speaking with learning together as the technique.

## 6. Learning Together

The Learning together method is technique developed by D.W. Johnson and R.T. Johnson. The most important properties of this technique are the existence of the group goal and sharing the opinion and materials, division of labour and the group reward.

The most used cooperative learning method is the method developed by David and Roger Johnson in university of Minnesota. Their method emphasizes the four elements:

- a. Face-to-face interaction: students work in groups of four to five people.
- b. Positive interdependence: students work together to achieve group goals.
- c. Individual responsibility: Students must demonstrate that they have individually mastered the material.
- d. Interpersonal and small group skills: Students are taught about effective means of working and discuss how well their groups are working towards their goals<sup>48</sup>

Cooperative learning strategy includes many techniques some of these are;

---

<sup>47</sup> Johnson, D., Johnson, R. & Holubec, E. (1998). Cooperation in the classroom. Boston: Allyn and Bacon, P.7-8.

<sup>48</sup> Robert, E. Slavin, 2005. Cooperative learning. Nusa media; London: allyn and bacon, P.250

- a) Learning together
- b) Team game tournaments
- c) Group investigation
- d) Constructive controversy
- e) Jigsaw producers, act

When learning together technique is applied the following options must be given place:

- a) Determining of instructional objectives
- b) Deciding the group size
- c) Diving the students into groups
- d) Arranging of the class
- e) Planning of educational materials to provide dependence
- f) Giving the roles to the group members in order to provide dependence
- g) Explaining of the academic work
- h) Creating the positive objective dependence
- i) Individual evaluation
- j) Providing the cooperation among the group
- k) Explained the criterions necessary for achievement
- l) Determining the required behaviors for success
- m) Guiding the student behaviors
- n) Helping to the group work
- o) Having students come together for being to able to teachcooperation

- p) Guiding the student behaviors
- q) Evaluation for students learning qualitative and quantitative
- r) Evaluation the performance of the group
- s) Forming academic contrasts<sup>49</sup>

So, the researcher found the teacher was applied learning together techniques, some of these are;

- a) Determining of instructional objectives
- b) Deciding the group size to 9 group from 38 students
- c) Arranging of the class,
- d) Explaining of the academic work
- e) explained the criterions necessary for achievement
- f) Guiding the student behaviours

## 7. Models Effect of Cooperative Learning

Cooperative learning one of the most research teaching models. It is not possible to summarize all the research on cooperative learning here, but the following sections provide brief summaries of the model's effects on three types of learner outcomes: Cooperative behavior, tolerance of diversity, and academic achievement.<sup>50</sup>

- a) Effects on Cooperative Behavior

Yet, many youth and adults alike lack effective social skills.

This situation is evidenced by how often minor disagreements between individuals can lead to violent acts and by how often in cooperative

<sup>49</sup> Nesrin, 2004, The effect of learning together technique of cooperative learning method on student achievement in mathematics teaching 7<sup>th</sup> class of primary school, online jurnal: turkey,P.49

<sup>50</sup> Richard. I. Arends, 2012, Learning to Teach, Ninth edition, The McGraw-Hill Companies: United States,P.361.



situations. Cooperative learning promotes cooperation because it values and promotes the development of interpersonal intelligence.

b) Effects on Tolerance for Diversity

Cooperative learning presents opportunities for students of varying backgrounds and conditions to work interdependently on common tasks and, through the use of cooperative reward structures, to learn to appreciate one another. Cooperative learning is wider tolerance and acceptance of people who are different by virtue of their race, culture, social class, or ability. Therefore, all cooperative learning methods are based on social psychological research.

c) Effects on Academic Achievement

Although cooperative learning encompasses a variety of social objectives, it also aims at improving student performance on important academic tasks. Its supporters believe that the model's cooperative reward structure raises the value students place on

Academic learning and changes the norms associated with achievement. people express dissatisfaction when asked to work.<sup>51</sup>

From the explanation above, the researcher concluded that best teaching strategies by using cooperative Learning can be modified based on the level of students but the purpose are same to help the students in speaking learning process and using Cooperative Learning should be suitable with the materials and level of the students at MTs Negeri 5 Jember.

---

<sup>51</sup> Robert Slavin and Friends, 1985, Learning to Cooperate, Cooperating to learn, Springer Science Business Media: New York, P.6

## 8. Strengths of Cooperative Learning

There are some strengths in teaching learning process in cooperative learning approach (learning together). The strengths are as the following;

- a. Through cooperative learning, students are not to depend on the teacher, but can increase belief in the ability to think alone, discover
- b. Cooperative learning can develop skills express ideas or ideas in words verbally and compare them with other people's ideas.
- c. Cooperative learning can help children to respect to others and being aware of all their limitations and accept all differences.
- d. Cooperative learning is a sufficient model effective to improve academic achievement at the same time social skills, including developing a sense of self-worth, positive interpersonal relationships with others, develop time management skills and attitudes positive about school.
- e. Through cooperative learning can develop students' ability to test their ideas and understanding themselves, receive feedback. Students can practice solve problems without fear of making mistakes because decisions made are the responsibility of the group.
- f. Cooperative learning can improve abilities students use information and abstract learning skills be real.
- g. Interaction during cooperative progress can increase motivation and provide stimulation to think. This matter useful for the long- term

educational process.<sup>52</sup> Davis & Murrell added the strengths gained in the cooperative learning are:

- a) Developing learners learning and academic achievements.
- b) Growing learner's memorizing.
- c) Help learners develop abilities in verbal interaction.
- d) Help students improve their critical thinking abilities.<sup>33</sup>

Kari and Yulatiningsih added the strengths gained in the cooperative learning learning are:

- a) Student can actively involve in developing knowledge, attitudes, and skills in an open and democratic teaching and learning environment.
- b) Can develop the actualization of various potentials that have been owned by students.
- c) Student can develop and train various attitudes, values, and skills social skills to be applied in life in society.
- d) Students are not only as objects of learning but also as subjects of study because students can become peer tutors for other students.
- e) Students are trained to work together, because it is not only the material that is learned but also demands to develop their potential optimally for the success of the group.
- f) Provide opportunities for students to learn to acquire and understand the knowledge needed directly, so that what they learn is

---

<sup>52</sup> Wina sanjaya, Strategy Pembelajaran Berorientasi Standar Proses Pendidikan. (Prenada: Jakarta:2009), 248

more meaningful for themselves.<sup>53</sup>

Based on the above explanation, it can be concluded that the strengths 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.

### **9. Weaknesses of Cooperative Learning**

Based on the strengths mentioned above cooperative learning approach also have some weaknesses. The weaknesses of cooperative learning are as follow;

- a. Students who are considered to have advantages will feel hampered by students who are considered to have less ability. As a result, this kind of situation can disrupt the climate of cooperation within the group.
- b. Without effective peer teaching, then compared to direct teaching from the teacher, there can be a different way of learning so what should be learned and understood is not been achieved by students.
- c. The assessment given is based on the work group. However, teachers need to be aware that actually the expected results or achievements are achievements each individual student.
- d. Cooperative success in developing group awareness requires a long period of time long enough. And this is impossible to achieve with only one or occasional application of this model.
- e. Although the ability to work together is an ability which is very important for students, but many activities in a life that is only based

---

<sup>53</sup> Krli dan Yuliaritningsih. Kelebihan dan kelemahan model pembelajaran kooperatif, 2002.

on ability individually. Therefore ideally through cooperative learning in addition to students learning to work together, students also have to learn how to build trust self to achieve both things in cooperative learning it is not an easy job.<sup>54</sup>

Shoimin added the weaknesses gained in the cooperative learning ;

- a. The teacher is worried that there will be chaos or crowded in the class. Many participants are not happy when they are asked to cooperate with others.
- b. Feelings of anxiety in group members about the loss of their personal characteristics or uniqueness because they have to adjust to the group
- c. Many participants fear that the work will not be evenly distributed or that one person will have to do all of the work.<sup>55</sup>

Nur Jannatun Nafis added the weaknesses gained in the cooperative learning:

- a. Educators must prepare learning carefully in addition to it requires more energy, thought and time.
- b. In order for the learning process to run smoothly, support is needed adequate facilities, tools and costs.
- c. During group discussion activities, there is a tendency the topic of the problem being discussed is bored so that many not according to the time specified.

<sup>54</sup> Wina sanjaya ,Strategy Pembelajaran Berorientasi Standar Proses Pendidikan.(Prenada: Jakarta:2009),247-248

<sup>55</sup> Shoimin,Aris.Model pembelajaraninovatif dalam kurikulum 2013. (Yogyakarta:Ar-ruz Media,2014),. 68.

d. During class discussions, sometimes someone dominated. This is cause other students to be passive.<sup>56</sup>

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



---

<sup>56</sup> Nur jannatun nafis, Penerapan Model Pembelajaran Kooperatif Tipe Make A Match , Untukmeningkatkan prestasi belajar bahasa inggris siswa kelas II ( Tulungagung: Jurnal2013),P.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents methodology of the research. It presents the research design, setting of the research, subject of the research, data collection technique, data analysis, data validity and research procedures.

#### A. Research Design

The research approach used was a qualitative approach. Meanwhile, types of research were able to choose a case study for determining of approach and types of research that must be followed by its reasons.

In this research, the researcher used the qualitative approach frequently called naturalistic research because it was done in natural situations, because previously this method is more used in research of anthropological culture. It is called the qualitative method because the collected data and the analysis are more qualitative.

The type of this research is a case study. This method demands the researcher to focus on only one object. Things that encompass the object is not in discussion. Such as research about someone, family, and an institution.<sup>57</sup> This type of research is categorized as descriptive research. The aim of descriptive research is to arrange discovery systematically, factual, and accurately about facts and populations of certain areas.<sup>58</sup> The collected data are words, pictures, and must not be numeric. The data is from the observation, interview, and document review.

---

<sup>57</sup> Fairuzul Mumtaz, *Kupas Tuntas Metode Penelitian* (Pustaka Diantara, 2017), 34.

<sup>58</sup> Sumadi Suryabrata, *Metodologi Penelitian* (Jakarta:PT Raja Grafindo Persada, 2009), 75.

## **B. Research Setting**

This research was conducted in MTs Negeri 5 Jember which is located at Jl. Letnan Suprayitno No.24 Arjasa-Jember. The researcher chose this school because the English teacher applied CL as the strategy in teaching speaking.

## **C. Research Subject**

This research used the purposive sampling technique. This technique is choosing a research subject based on consideration and a specific purpose.<sup>59</sup> The research subjects were the English teacher and the students of eighth grade. They were 38 students were observed by the researcher because the teacher applied cooperative learning in this class. The researcher chose three students based on the teacher's recommendation, one student was active and smart in the class one student who was a low score in speaking and the last one was medium in academic score.

## **D. Data Collection Technique**

In this research, the researcher was the research instrument. The technique used to collect many various data was:

### **1. Observation**

In this research, the researcher used participant observation. The observation was conducted to obtain some data related to the strength and weaknesses of cooperative learning strategy in teaching speaking.

The data which got from the observation:

---

<sup>59</sup> Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2016), 216.



a. The setting of the research

Situation and condition of the classroom. It included the implementation of CL in teaching speaking in order to know the strengths and the weaknesses of it.

2. Interview

In this research, the researcher used semi-structured interviews. In addition, this interview created flexible and relaxed situations, therefore the informants felt comfortable sharing the information that they have. The researcher interviewed the English teacher and some students as the interview.

As for the techniques of the interview in this research, it was meant to take the information and got data on:

- a. The strengths of cooperative learning strategy in teaching speaking at the eighth grade of MTs Negeri 5 Jember.
- b. The weaknesses of cooperative learning strategy in teaching speaking at the eighth grade of MTs Negeri 5 Jember

3. Document Review

During the process of research, the researcher collected documents review to collect the data of the school which included the lesson plan of the teach

**E. Data Validity**

The study can be accounted for and trusted by all the need to be held on the validity of the data. The goal is to prove that what researchers have

observed is in the field. To test the validation of research, the method of validity data is essential to be used. Triangulation is the legitimacy of data that is used. The type of triangulation used by the researcher in this research was source triangulation and methodological triangulation. The source triangulation was meant to test the credibility of what data was done by checking the data that had been obtained through multiple sources. Methodological triangulation is a method to examine the credibility of data by checking data in the same source with different techniques. Data is collected from interviews, observation, and document review. If any different data from those three-collecting techniques, the researcher should discuss more with the concerned data source to decide on the valid data.<sup>60</sup>

#### **F. Data Analysis**

This study used a qualitative approach. So, the data readings were descriptive of either written or oral language from other people's behavior. Such data were obtained from interviews, field journals, and other materials that could easily be understood by the subject and can be informed by others. To make it easier to manage data so after obtaining the complete data, the researchers quickly reproduced data, presented data, and then draw conclusions. Data analysis of Qualitative research according to Miles and Huberman's theory are three stages as follows:<sup>61</sup>

---

<sup>60</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2017), 274.

<sup>61</sup> Matthew B Miles and A. Michael Huberman, *Qualitative Data Analysis* (London: Sage Publication, 1994), 10-11.

### 1. Data Condensation

This step, the researcher process of selecting, focusing, simplifying field notes of observation and interview. The data condensation or transforming process continues after fieldwork, until a final report is completed. The researcher took the data about strengths of cooperative learning in teaching speaking and weakness of cooperative learning in teaching speaking.

### 2. Data Display

In this step, the researcher displayed the data and then explained it. Afterward, the data from the student's strengths and weaknesses of cooperative in teaching speaking.

### 3. Conclusion Drawing

The researcher gave the result of the analysis based on the problems statement, then draw the conclusion of the observation to know the teaching of speaking used cooperative learning at the eighth-grade students of MTs Negeri 5 Jember.

## G. Research Procedures

The steps of research outline the planning of research done by the researcher, beginning with the introductory study, the study of design, the actual research, and the writing of the report.<sup>62</sup>

The steps of this research are as follow:

1. Pre-field research stage
  - a. Arrange research design
  - b. Choose the research location

<sup>62</sup> Sugiono, Metode Penelitian Kuantitatif, Kualitatif dan R&D (Bandung: Alfabeta, 2017), 274

- c. Finishing Agreement
  - d. Deciding the informant
  - e. Prepare the research instruments
2. Field research stage
    - a. Apprehend background and objective of research
    - b. Enter the research location
    - c. Participate actively and collect data
    - d. Complete the data
  3. Post field research
    - a. Analyze data based on the research procedure
    - b. Finishing Agreement of research complete
    - c. Revise the report



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter covers research findings and discussion of the research. The finding is the data found collected from the field, while in the discussion section, the researcher discusses the finding of the research with the supporting concepts which have been presented previously. The finding and discussion are explained as follows:

#### A. Research Finding

research, that this data would be analyzed. The researcher presented and discuss the answer of the research problem that was about a study cooperative learning strategy in teaching speaking at the eighth grade of MTs Negeri 5 Jember using that technique.

The data were displayed and analyzed based on the research objectives, such as; 1) To analyze the strengths of cooperative learning through teaching speaking strategy at the eighth grade of MTs Negeri 5 Jember, 2) To analyze the weaknesses of cooperative learning through teaching speaking strategy at the eighth grade of MTs Negeri 5 Jember.

The researcher elaborated the research findings based on the interview and observation as follows.

#### **1. Analyze the strengths of cooperative learning strategy in Teaching speaking at the eighth grade of MTs Negeri 5 Jember**

The researcher was able to analyze the data in qualitative descriptive after collecting data by using interview and observation. The

researcher described, elaborated and interpreted the data so that became the whole description.

In the field of the research, the researcher found some strengths of cooperative learning strategy in teaching speaking. They were encouraged students' motivation to speak English, it made students be able to describe easily and it gave students the opportunity to speak English.<sup>63</sup>

**a. Encouraged student's motivation in learning to speak English**

Encouraged student's motivation in learning to speak English was the first strength of the Cooperative learning strategy It was supported by English student 1 statement, as followed:

*“sebelumnya saya tidak percaya diri ketika saya menerjemahkan kosa kata bahasa inggris dan mempresentasikan didepan kelas, karena saya takut salah. Tapi ketika dibuat kelompok ada teman yang membenarkan dan menyalahkan gramer, vocabulary dan pronunciation saya sebelum ditampilkan didepan kelas, jadi ketika ada yang mengoreksi saya merasa percaya diri dan termotivasi untuk berbicara bahasa inggris dengan baik.*

*“I felt nervous, while presenting my work in front of class, after my teacher used the cooperative strategy, it could solve my previous *problem* because before I performed, my teammates had given me some corrections of grammar, vocabulary, pronunciation, and therefore, I did the presentation confidently and motivated to speak English well.”<sup>64</sup>*

As explained by student 2, as follow:

*“ketika saya di dalam kelompok melihat teman sangat berekspresive dalam berbicara Bahasa inggris, itu membuat saya juga termotivasi untuk mencoba berbicara Bahasa inggris.”*

<sup>63</sup> Observed classroom Mts Negeri 5 Jember

<sup>64</sup> Interviewed student MTs Negeri 5 Jember

“When I was in a *group* I saw my friend was very particular in speaking English, it motivated me also to speak English.”<sup>65</sup>

It was added by student 3, as follows:

*“melihat kelompok saya sangat bersemangat dan senang mengerjakan tugas bersama, itu membuat saya semakin semangat dan tidak malas untuk mengerjakan tugas yang diberikan oleh guru.”*

“I saw my group was very excited and happy to work together, it made me even more *enthusiastic* and not lazy in doing the task given by the teacher.”<sup>66</sup>

It was supported by English teacher statement, as followed:

*“Siswa dapat berdiskusi dan saling membantu berdasarkan kelompoknya, hal ini membuat pembelajaran aktif di kelas misalnya; mereka dapat berbicara dengan percaya diri sehingga mereka termotivasi untuk dapat mengungkapkan pendapat mereka, secara bebas berbicara Bahasa Inggris kepada teman mereka dengan bebas. Karena mereka melihat teman-teman mereka juga berbicara dan saling mengoreksi..”*

“The students could discuss and help each other based on their group, it made *teaching* learning speaking was active in the class for instance; they could speak up confidently, they could be motivated and they could express their opinion to speak English with their friend freely, as they saw their friends also talked and corrected each other.”<sup>67</sup>

From the explanation above, the cooperative learning encouraged student's motivation to speak English. The students felt confident to speak English, had an effort and more enthusiastic to speak English. They corrected both pronunciation and vocabularies each other. If the students were motivated, they would be comfortable and easy to speak English.

<sup>65</sup> Interviewed student MTs Negeri 5 Jember

<sup>66</sup> Interviewed student MTs Negeri 5 Jember

<sup>67</sup> Interviewed teacher MTs Negeri 5 Jember

In the field, the researcher found that the implementation of the cooperative learning strategy that had been prepared by the teacher ran well. Therefore, the teacher could do the process of teaching English for the speaking material, smoothly. It was known, when the researcher observed the learning process, the students were more active while the teacher was implementing the cooperative learning strategy. All students in groups would present the results of their material in front of the class. They were very enthusiastic and focus about doing this job.<sup>68</sup>

Based on the interview and observation above, the students could be work as a team, the student who understood about material must explain to the members who did not understand yet. The students were more active in speaking as they had a group to discuss material. They were less shy to say something since their friends who would correct their mistakes not the teacher. It made the student more active and motivate to speak.

**b. The students are trained to work together**

One of problems faced by the students in speaking was describing material. It can be solved with doing cooperative learning strategy.. It was explained by student bellow:

*“saya merasa lebih mudah mendeskripsikan materi dengan mudah karna kita ada teman kelompok untuk saling bertanya*

---

<sup>68</sup> Observed classroom Mts Negeri 5 Jember



*dan sharing dengan bekerjasama, jika mendeskripsikan sesuatu sendiri ini akan menyulitkan saya. Saya senang sekali dengan strategi ini, merasa terbantu sekali, jika berdiskusi dengan teman sendiri lebih berani untuk berpendapat saya, dibanding jika sama Guru.”*

“I could describe material easier in a group than I did it individually because I could discuss and describe something with my group. It was very difficult for me to describe animal by myself. I was happy with this strategy because I could discuss with my friends, then correct my job and it was better than asking the teacher.”<sup>69</sup>

It was explained by student 2, as follows:

*“Iya... saya merasa lebih mudah mendeskripsikan sesuatu seperti animal ketika dengan bekerjasama dengan kelompok saya, karena saya bisa mendeskripsikan terlebih dahulu pada kelompok saya sebelum saya mendeskripsikannya didepan kelas saya dan saya lebih paham ketika berdiskui dengan teman-teman digroup dsbanding ketika hanya dijelaskan oleh guru.”*

“Yes... I felt it was easier to describe something like animal when cooperated with my team because I could describe it to my group first before I described it in front of my class and I had better understanding when discussing with friends in groups than when it was only explained by the teacher.”<sup>70</sup>

It was explained by student 3, as follow:

*“ketika saya mendeskripsikan sesuatu seperti animal itu lebih mudah ketika saya mendeskripsikannya bersama-sama dengan teman. Kita bisa saling bekerjasama dan mengoreksi grammar, vocabulary and pronunciation.”*

“When I described something like animal it’s easier when I described it together with my friends. We could work together and correct grammar, vocabulary, pronoun each other.”<sup>71</sup>

It was supported by English teacher statement, she said:

*“mereka juga merasa terbantu dengan adanya kelompok untuk saling berkomunikasi dengan kelompok mereka, mereka*

<sup>69</sup> Interviewed student MTs Negeri 5 Jember

<sup>70</sup> Interviewed student MTs Negeri 5 Jember

<sup>71</sup> Interviewed student MTs Negeri 5 Jember

*memiliki kesempatan lebih banyak untuk berkomunikasi dengan menggunakan Bahasa Inggris ketika berdiskusi dengan temannya dibanding ketika saya yang menjelaskan langsung kepada mereka. Dan juga ketika berdiskusi dengan teman maka mereka akan terbantu jika ada kesalahan atau ketidakpahaman. Mereka bisa saling bekerjasama, ini memudahkan mereka untuk menyiapkan presentasi mereka dari pada jika dilakukan individu. Sayapun jugaterbantu, bisa lebih fokus ke permasalahan kelompok saja”*

“The cooperative strategy could help the student to discuss and speak up because they easily to describe something orally. Then, the students could speak up with their friend more confident, and they understand easier while their friend was explaining the material than I as the teacher explained them the material directly. Moreover, during the group discussion they could correct their job each other, it helped them to prepare the presentation that they didit individually. I was also helped as I could focus on the group’s problem.”<sup>72</sup>

Based on the explanation above, it proved that the students were better in describe animal and discuss cooperate in group than they did it individually, they could help each other with their group, they also could correct each other about the material.

In the field, the researcher found that describing animal could be implemented and applied easily when they did cooperate in group. Moreover, cooperative learning made the student describe the animal better and easily. They seemed to be more understand when they described animal cooperate in group than individually. There were only few questions asked by the student to the teacher. The rest they discussed and solved the problems with their own group. When there was one member who did not understand about the meaning of

---

<sup>72</sup> Interviewed teacher MTs Negeri 5 Jember

difficult word and how to pronounce it she/he asked to her/his friends in group then his/her friends who knew the answer gave the explanation. As A the member of group 1 asked about how to say “ekor nya panjang” in English, then B ,the other member of the group answered “it’s easy, it’s “It has a long tail”. So, it seemed that they helped each other in learning speaking, as they were a group.<sup>73</sup>

Based on the interview and observation above, it could be concluded that the students were better to describe animal when they did it in a group, as they can work together with their friends.

### c. Students improved ability to speak English

Students develop ability to speak English was the third strength found this research. It was explained by student 1, as follows:

*“Iya.. saya merasa kemampuan berbicara bahasa inggris saya sangat tidak bagus. Karena saya selalu bosan untuk mengikuti kelas bahasa Inggris yang mana materi speaking, tapi setelah guru saya mengajarkan speaking dengan strategi ini, itu mengembangkan kemampuan saya untuk berbicara Bahasa inggris karena saya dapat belajar kepada teman-teman satu kelompok saya dan tidak hanya kepada guru sebagai sumber utama.”*

“Yess..I felt ability to speak English it’s not good enough. I was always bored for joining the English class actually speaking material, but *after* my teacher teaching speaking to this strategy, it develops ability to speak English because I could learn to my friends of my group and not only to the teacher as the main source.”<sup>74</sup>

<sup>73</sup> Observed classroom MTs Negeri 5 Jember

<sup>74</sup> Interviewed student MTs Negeri 5 Jember

It was also explained by student 2, as follow:

*“Saya tidak bosan dan mengantuk saat pelajaran speaking saya berdiskusi dan menjelaskan sesuatu dengan teman-teman saya, belajar dengan kelompok membuat banyak pemahaman dan kemampuan untuk saling berbicara Bahasa Inggris dengan teman. Bahkan saya dapat melakukannya tanpa guru saya. Oleh karena itu, saya menyukai strategi kooperatif.”*

*“I was not bored and sleepy when speaking learning while I was discussing and describing with our friends, study with group made many understandings and ability to speak English with friends. Even I could do it without our teachers’ hands. Therefore, I like the cooperative strategy.”<sup>75</sup>*

It was also explained by student 3, as follow:

*“Saya bisa berbicara dengan bebas, mengekspresikan ide saya dalam grup tanpa merasa takut salah, dibandingkan ketika saya harus berbicara dengan guru.”*

*“I could speak freely, express my ideas in group without being afraid of being wrong, compared to when I has to talk to the teacher.”<sup>11</sup>*

It supported by the teacher, as follow:

*“Dua kepala lebih baik dari satu kerja sama membantu kelas menjadi tempat yang lebih santai dan ramah bagi siswa. Ini membantu siswa untuk berbicara berbagi pemahaman mereka secara bebas. Mereka merasa senang, mungkin mereka merasa takut, ketika mereka harus bertanya kepada saya atau memberi saya ide mereka, karena saya adalah guru mereka.”*

*“Two heads were better than one cooperation helped the classroom to become a more relaxed and friendly place for the student. It helped the students to speak English to share understanding their thought freely. They felt enjoy, perhaps they felt afraid, when they had to ask me the question or give me their idea, because I was their teacher.”*

The student 1 added:

*“Ketika mengerjakan tugas secara berkelompok, saya lebih banyak mendapatkan kosa kata baru.”*

---

<sup>75</sup> Interviewed student MTs Negeri 5 Jember

“I had some new vocabularies when *idiscussed* with my group.”

The student 2 save the explanation:

*“saya kadang meminta bantuan teman sekelompok saya untuk membenarkan pengucapan saya, karena saya tidak malu bertanya dengan teman.”*

“I asked my group mate to revise my pronunciation when I mispronounce, as I didn’t feel shy when I asked to my group mate.”

The student 3 also added:

*“ketika saya tidak tahu arti dari suatu kata, teman-teman sekelompok saya adayang membantu saya mengartikanya.”*

“My friends helped me to give the meaning of *some* difficult words that I didn’t understand.”

It was supportaed by the teacher, she said:

*“Anak-anak saling membantu ketika mereka menentukan kesulitan dalam vocabulary maupun pronunciation, ketika temannya tidak tau maka akan diajari.”*

“The students were helped each other, when there was one *member* in group had a difficulty in vocabthe other members would help to define it. It was happened also in pronunciation, if there was a member couldn’t pronunciation words well the others try and revis it.”

Based on those interview data above, the researcher found that the cooperative learning strategy expressed their idea to speak English well in group without felt afraid, they also had much time and opportunity to speak when they had discussion with their group. As they had to speak up, indirectly they practiced their speaking that would give impact to improve their speaking skill

It was in line with the observation did by the researcher in the classroom. As they had to work in group, they had to share their idea. Indirectly they had to speak up as their environment in group were sharing ideas each other. It looked like they were pushed to speak. When one member of students in a group asked something, the rest would try to answer it. They did not feel reluctant to ask since they were friends. They helped each other. If there was member of group had a mistake in speaking, such as in pronunciation or vocabulary, the other members corrected it, then they practice the correct one overtime to avoid the same mistake in another time.

It was supported with the result of observation. The researcher found that there were some students gave revise of another students in group when they had mispronounce, it was also happened when there was a students who didn't understand the meaning of words, the other group members helped to explain it. When the one student had a mistake in tenses or giving a proper to be his friend gave the clue or gave the right one.<sup>76</sup>

They supported each other. There was one member of group felt shy or nervous in flooring their ideas, the other members encouraged him until he spoke up. The cooperation that done by the students made them try to speak and be brave to share the ideas. If these practices done overtime, could improve the students' ability in speaking, at least they were not afraid to speak anymore.

---

<sup>76</sup> Observed classroom MTs Negeri 5 Jember

Based on the interview and observation above, it could be concluded that one of the strengths of cooperative learning strategy was giving chance to the students to practice speaking in group and sharing ideas that could make the students were better in speaking or improve their ability in speaking.

From the explanation above, it could be assumed that there were strengths of teaching speaking through cooperative learning strategy, such as; it encouraged students' motivation to speak English, students are trained to work together, students develop ability to speak English.

## **2. Analyze the weaknesses of cooperative learning strategy in teachingspeaking at the eighth grade of MTs Negeri 5 Jembe**

Based on the strengths mentioned above cooperative learning strategy also had some weaknesses.

### **a. The crowded situation happened when applied cooperative learningstrategy**

The classroom sometimes became crowded when the teacher applied cooperative learning strategy.

It was supported by student 1, as follow:

*“Pembelajaran speaking pada strategi ini bisa mendorong saya untuk lebih aktif, tetapi ada sisi negatif dari pembelajaran speaking pada strategi ini, itu membuat kelas lebih ramai dari pada waktu lain. Contohnya; ketika saya mempelajari teks deskripsi, saya tidak bisa fokus membayangkan hewan yang harus dideskripsikan nanti karena teman saya suaranya keras.”*



“This learning speaking strategy can encourage us to be more active, but there was *negative* side of this learning speaking strategy, it made the class more crowded than another time. For instance; when I was learning the describing text, I could not focus to imagine the animal that must be described later because of my friend loud voice.”<sup>77</sup>

It was also explained by student 2, as follow:

*“Setiap kelompok saya diberikan jenis animal yang berbeda untuk didiskripsikan jadi ada banyak macam kosa kata yang berbeda yang dipelajari, sehingga saya yang mendengarkan merasa bingung dan tidak focus karena suara mereka yang keras dan kosa kata yang kita cari berbeda karena itu kosa kata baru yang saya dengar.”*

“Each was given different type of animal to be described, so there were many different kinds of words to be learnt. So that I felt confused and unfocused because their voice was loud and the vocabulary, what we were looking for was different, because that’s a new vocabulary for me.”<sup>78</sup>

It was also explained by student 3, as follow:

*“saya tidak focus karena kelompok lain banyak yang tidak punya kamus, jadi mereka selalu bergantian dan bergiliran meminjam pada teman lainnya Itu membuat mereka ramai sendiri.”*

“I did not *focus* because many other groups don’t have dictionaries, so they were always alternate and take turns borrowing from other friends made them crowded themselves.”<sup>79</sup>

Explained by the teacher, as follow:

*”Situasi kelas kadang ramai karena ada banyak kelompok yaitu 9 kelompok. Karena pada pembelajaran speaking ini menggunakan cooperative learning maka mereka membutuhkan kerja sama dengan kelompoknya sehingga banyak murid yang berbicara dan terlalu banyak kelompok.”*

<sup>77</sup> Interviewed student MTs Negeri 5 Jember

<sup>78</sup> Interviewed student MTs Negeri 5 Jember

<sup>79</sup> Interviewed student MTs Negeri 5 Jember



“The situation of class sometime became crowded because there were 9 groups. Because speaking lesson used cooperative learning so they needed to cooperate and work with the group. There were lot of students talking *and* too many groups.”<sup>80</sup>

So, based on the interview above the cooperative learning strategy had weakness such as: the students could not focus to describe the animal because of the noise, the voice was loud and they got new vocabulary in their work, some of them did not have dictionaries, so they were always alternate and take turns borrowing from other friends that made them crowded themselves

The teacher cannot control the situation of the class because the groups were too large. They discussed and memorized their work loudly at the same time. As they had same assignment that was describing animal and they had to present it in front of the class, so they had to practice it first, it made the class became crowded.

In the field, the researcher found in class, they all were gathered in the class and sat down together. Student prepared by studying what would they presented. They practiced with their friend who knew English better than them. They had a practice in the class before they performed. Some of them were talking by themselves at the same time. So, it made situation in the class became crowded.<sup>81</sup>

Based on the interview and observation above, it could be concluded that one of the weaknesses in applying Cooperative

<sup>80</sup> Interviewed teacher MTs Negeri 5 Jember

<sup>81</sup> Observed Classroom MTs Negeri 5 Jember

Learning Strategy was crowded situation in class. The teacher cannot control the situation of the class because the group were too large. They discussed and memorized their work loudly at the same time. It made the class became crowded.

#### b. Need more time to implement

The student and teacher need more time to prepared the work with their group and implant, it was explained by the student 1 as follows:

*“Seru memang belajar speaking menggunakan strategi ini, hanya saja membutuhkan waktu lama. Guru harus menentukan kelompok dulu, memberi instruksi pada tiap-tiap kelompok kemudian kami melakukan sesi diskusi. Ketika diberi tugas oleh guru, saya membutuhkan waktu yang lama untuk mencari kosa kata pada kamus karena banyak kosa kata baru untuk saya”.*

*“It was very exciting doing this strategy in learning speaking, unfortunately it needed long time to applied. The teacher had to divided the group’s first, then she had to explain the procedure howto do this strategy. After that we did discussion. When assignment was given by teacher, it made me a long time to look up vocabulary in dictionary because I had much new vocabularies thatI did not know the meaning.”<sup>82</sup>*

It was explained by student 2, as follow:

*“Disaat kelompok lain sudah dipanggil untuk mempersentasikan kedepan kelas, saya masih bediskusi dengan teman soalnya waktu untuk berdiskusi sangat cepat sedangkan saya tidak terlalu pandai Bahasa inggris. Kadang menyamakan pendapat itu juga butuh waktu lama. Ada teman yang tidak setuju dengan pendapat yang lain, nah itu harus didiskusikan dulu”*

*“When another group was called to present a presentation in front of class, I was still discussing with friends because the*

---

<sup>82</sup> Interviewed student MTs Negeri 5 Jember

time to discuss *was* very fast while I was not very good at English. When there was different perception or answer we had to discuss it first to make it same.”<sup>83</sup>

It was explained by student 3, as follow:

*“Saya merasa Kurang waktu untuk bediskusi dengan kelompok karena kita masih mencari vocabulary dan menentukan grammar untuk dipresentasikan didepan kelas.”*

*“I felt that I had lack time to discuss with the group because we were still looking for the *vocabularies* used and chose the proper grammar to be presented in front of the class.”<sup>84</sup>*

It was explained by teacher, she said:

*“saya membagi murid menjadi 9 kelompok, setiap kelompok terdiri dari 4 orang. Pembagian kelompok ini membutuhkan banyak waktu untuk membagi masing-masing kelompok rata pada setiap kelompok diberi murid yang pintar. Jadi hal ini menghabiskan waktu mereka untuk berdiskusi pada kelompok mereka sendiri. Belum lagi ketika mereka berdiskusi, menyamakan persepsi atau bahkan bertengkar karena saling mempertahankan pendapat. Jika tidak ada yang tau jawabannya mereka menunggu dan diam saja. Belum lagi ketika mereka saling bicara sendiri di luar topik diskusi. Memang butuh waktu agak lama untuk menerapkan strategi ini ”*

*“I divided the students into 9 groups, each group consisted of 4 people. The division of this group took a lot of time to divide each group equally in each group gave a smart student. So, it wasted their time to discuss in their own group. When they had different ideas, they sometime quarreled to defend their idea until I came to overcome it. Even if they did not know the answer, they just kept silent and waited for me. Sometime they talked each other out of the topic, it wasted the time.”<sup>85</sup>*

So, based on the interview above, the students need more time to discuss their work also need more preparation to present in front of class. While the teacher needed more time to divide group. So, this

<sup>83</sup> Interviewed student MTs Negeri 5 Jember

<sup>84</sup> Interviewed student MTs Negeri 5 Jember

<sup>85</sup> Interviewed teacher MTs Negeri 5 Jember

strategy needs extra time to be implemented.

In the field, the researcher found the students was in a hurry in group because they were already called for a presentation in front of the class. They need a lot of time because they had to discuss before. So, based on the observation and interviewed done by the researcher, it can be concluded that one of weaknesses of cooperative Learning was this strategy needed much time to be implemented.<sup>86</sup>

### c. Tendency to depend on the smart member

Tendency to depend on the smart member can be problematic because the lazy could depend on the smart student's one. It was explained by the students when the researcher interviewed them. The explanation was supported by student 1, below:

*“Sebenarnya, saya lebih menyukai strategi ini dari pada yang lain karena saya dapat berbicara dengan bebas. Sedangkan ketika kami mendapatkan tugas yang mudah, saya melakukan instruksi guru dengan baik tetapi ada beberapa siswa yang selalu mengganggu saya dan mereka selalu mengandalkan pekerjaan saya, kemudian membuat saya malas untuk melanjutkan pekerjaan saya, sebenarnya pada speaking..”*

*“Actually, I liked this strategy more than the other because I can speak up freely. Meanwhile, when I got the easy task, I did the teachers' instructions well but there were some students who always bothered me and they always depend on my job, and then made me lazy to continue my work actually in speaking.”<sup>87</sup>*

It was also explained by student 2, she said:

*”pelajaran speaking ini sebenarnya menyenangkan karena dibagimenjadi teamwork untuk saling bekerjasama tapi teman*

<sup>86</sup> Observed MTs Negeri 5 Jember

<sup>87</sup> Interviewed student MTs Negeri 5 Jember

*saya sering bergantung pada kelompok jadi dia tidak ikut terlibat dalam kegiatan diskusi ini, karna hanya mengandalkan teman dalam kelompok saja.”*

“Actually, the cooperative strategy was an enjoyed strategy because it made us did the assignment as a team, but there was a weakness of this strategy such as; my teammate did not join the groups discussion, then his assignment depended on us without any effort.”<sup>88</sup>

It was also explained by student 3, he said:

*“saya suka kesal pada teman kelompok saya, karena dia selalu tanya tentang kosa kata padahal pekerjaan saya juga belum selesai”.*

“I was often being annoyed by member of my group, because he always asked about vocabulary even though my work was not finished yet.”<sup>89</sup>

It was also explained by teacher, she said:

*“Saya tidak bisa memantau semua kelompok satu per satu, bahkan saya sudah berkeliling antar kelompok, mendengarkan siswa, dan memberikan saran dan kritik. Karena kelompoknya terlalu besar, saya kesulitan memantau aktivitas siswa, seperti; ada beberapa siswa yang selalu mengandalkan kelompoknya tanpa melakukan apa-apa.”*

“I cannot monitor all groups at once, even I had circulated among the groups, listened to students, and offered suggestions and criticisms. Because the groups were too large, I difficultly monitored the student activities, such as; there were several students who always depend on their group without doing nothing.”<sup>90</sup>

Based on the interview data above, the researcher found another weakness of the cooperative strategy, for instance: there were some students who always bothered and they always depended on their group work without contributing in discussion section.

<sup>88</sup> Interviewed student MTs Negeri 5 Jember

<sup>89</sup> Interviewed student MTs Negeri 5 Jember

<sup>90</sup> Interviewed teacher MTs Negeri 5 Jember

In the field, the researcher found the students felt disturbed because their group friends could not be invited to work together, they only rely on smart friends and wait for the results.<sup>91</sup>

Based on the interview, and observation above, it could be concluded that the weaknesses of cooperative learning strategy were first, the crowded situation happened when the applied cooperative strategy Second, need more time to implement and the last tendency to depend on the smart member.

Based on the results of the data description above, the results and findings of the research could be concluded. The conclusion of the results or research findings would be explained in the following table:

**Table 4.1**  
**Results or Research Findings**

	<b>Research Focus</b>	<b>Research Findings</b>
<b>No.</b>	<b>2</b>	<b>3</b>
1.	What are the strengths of cooperative learning in teaching speaking at the eighth grade of MTs Negeri 5 Jember?	There were three points: first, it encouraged student's motivation to speak English. Second, it made students were to describe easily understand better. And third, Students develop ability to speak English.
2.	What are the weaknesses of cooperative learning in teaching speaking at the eighth grade of MTs Negeri 5 Jember?	There were three points: first the crowded situation happened when the applied cooperative strategy Second, need more time to implement. Third tendency to

<sup>91</sup> Obseved MTs Negeri 5 Jember

## **B. Discussion on the Result of Data Analysis**

This section was researcher's idea, the correlation between categorizes and dimensions, the findings and the previous findings, with interpretation and explanation in findings of field.<sup>92</sup>

### **1. Analyze the strengths of cooperative learning strategy in teaching speaking at the eighth grade of MTs Negri 5 Jember**

According to findings of the strengths of cooperative learning strategy in, there were: 1) encouraged student's motivation to speak English. 2) students by discussing could improve cooperation with groups, and 3) gave students' develop ability to speak English.

The first encouraged student's motivation to speak English. The teacher learning strategy aimed to encourage and motivate the student to be better and more active in participating the class. So, the teacher should used appropriate method with ability in order to growth in learner because of it, the teachers must not be creative only but they need to innovative in every learning process also. Conspicuously, the teacher should implement learning strategy in order to encourage the students in joining the class.

Encourage student motivation was suitable as the theory of Wina, she stated that interaction during cooperative could increase motivation and provide stimulation to think. This was useful for long term educational process.<sup>93</sup> It means cooperative learning strategy made student motivated to active and got idea in material.

<sup>92</sup> Tim Penyusun IAIN Jember, Pedoman Karya Tulis Ilmiah (Jember: IAIN Press, 2020), 95.

<sup>93</sup> Wina Sanjaya, Strategy Pembelajaran Berorientasi Standar Proses Pendidikan. (Prenada: Jakarta:2009), 248.



The second was students by discussed could improve cooperation with groups. Students were better to describe animal better and easily. They could be discussed cooperate in group than they did it individually because they could help each other and did the talks fast. It means they were enjoying learn with cooperate in group. Some students felt difficult to did work individually and there was some correct their grammar, vocabulary and pronoun with each group. The students by discussed could improve cooperation with groups was suitable as the theory Karli, she stated that of students were trained to work together, because the material was not only studied but also develops it was potential optimally for group success.<sup>94</sup> It means cooperate could develop the potential of students to be easily to get group success.

The third was it gave students develop ability to speak English. The cooperative learning strategy made student develop ability to speak English in group at the class. The student was not afraid and felt enjoy in group discussing. They had to share their idea. They had more practice and much time in speaking in their group. This strategy was suitable with this class because it gave motivated them develop ability to speak English and describe the animal orally without feeling afraid as they had well preparation. The most important thing was, they could work together and enjoy the material, it caused they became talkative which it was good impact in speaking section. Students develop ability to speak English was suitable as the theory of Wina She stated that through cooperative learning could develop students' abilities to test their own ideas and

---

<sup>94</sup> Karli, Model Pembelajaran Kooperatif, (2002:72).



understanding. Receive feedback. Student could practice solving problems without fear of made mistakes because the decisions made responsibility of the group.<sup>95</sup>It means cooperative learning made develop student itself, they could more explore anything enough with their team about idea, practice with team.

## **2. Analyze the weakness of cooperative learning strategy in teaching speaking at the eighth grade of MTs Negri 5 Jember**

While the weakness of cooperative learning strategy in teaching speaking at the eighth grade of MTs Negri 5 were, 1) crowded situation happened when the applied cooperative strategy, 2) need more time to implement, 3) tendency to depend on the smart member.

The first crowded situation happened when the applied cooperative strategy. The student felt not focus sometime because of their friend's loud voice, their voice was loud and they got new vocabulary in their work, majority they don't have dictionaries, so they were always alternate and took turns borrowing from other friends made them crowded themselves. The dictionary was important think to students used in English learning. Student was crowded situation happened when the applied cooperative was suitable as the theory Aris, he stated the teacher is worried that there will be chaos or crowds in the classroom. many participants are not happy when asked to cooperate with others.<sup>96</sup> It mean the teacher was worried about student chaos or crowded situation in the class because same student don't happy when cooperate with team.

The second need more time to implement. This cooperative learning

<sup>95</sup> Wina Sanjaya, *Strategy Pembelajaran Berorientasi Standar Proses Pendidikan*. (Prenada: Jakarta:2009), 248.

<sup>96</sup> Shoimin Aris, "Model Pembelajaran Inovatif", Yogyakarta: Ar-ruz Media,(2014),68.

strategy need more time to implement the material and divide group. The teacher needs more time to divide the group because many students in class, so any large group at class. The teacher has difficulty dividing time with discussion time because a lot of time has been used when divide groups, so students felt they need more time to interact with their groups because they were present material to be presented with their group in front of class. Students need more time to implement was suitable as the theory of Nafis, she stated that During the group discussion activities, there was a tendency for the topic of the problem being discussed to expend so that many did not match the allotted time.<sup>97</sup> It means that students need more time to implement material in discussion with group.

The third tendency to depend on the smart member. The student tendency to depend on the smart member in group. It made smart student not be comfortable to group, because they felt depend on without any involvement in the group. So, the discussion becomes passive. Because smart student more active compared another member and depend on their group work without contributing in discussion section. Students' tendency to depend on the smart member was suitable as the theory Wina, she stated that students who was considered to have advantages will felt hampered by students who was considered less capable as a result, this kind of situation could disturb with cooperation factor in the group.<sup>98</sup> It means smart student felt hampered with another member because other member depend on smart student. It could disturb with cooperation with group.

---

<sup>97</sup> Nur Jannatun Nafis, Penerapan Model Pembelajaran Kooperatif Tipe Make A Match Untuk Meningkatkan Prestasi Belajar Bahasa Inggris Siswa Kelas II MI Senden Kampak Trenggalek, (Tulungagung: Skripsi Tidak Diterbitkan, 2003), hal.23

<sup>98</sup> Wina Sanjaya, Strategy Pembelajaran Berorientasi Standar Proses Pendidikan. (Prenada: Jakarta:2009), 248.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter was divided into two sections. The first section was conclusion and the second section suggestion for English teacher and father researchers who was interested in the similar research.

#### A. Conclusion

The objectives of this research were to find out the strengths of cooperative learning strategy in Teaching speaking and weakness of cooperative learning strategy in Teaching speaking. Based on the research findings and discussion in the previous chapter, it could be concluded that:

1. The strengths of cooperative learning in teaching speaking at the eighth grade of MTs Negeri 5 Jember were three strengths: First, it encouraged student's motivation to speak English. Second, it made students were to describe easily understand better. And third, students develop ability to speak English. The strengths of cooperative learning in teaching speaking by the teacher and the students was growing and there were some positive changes from intern and external for students. This strategy got positive impact for students so the teacher learning was delivered successfully.
2. The weaknesses of cooperative learning in teaching speaking at the eighth grade of MTs Negeri 5 Jember were three weaknesses: first the crowded situation happened when the applied cooperative strategy Second, need more time to implement. Third tendency to depend on the smart member. The weakness of cooperative learning in teaching speaking by the teacher

and students it was situation sometimes becomes not conducive because the group division was not appropriate. The teacher time need more time to implement so the teacher needs extra time to implement this strategy.

## **B. Suggestions**

The findings of the research were expected to be useful for English teacher and the further research.

### 1. For the Teacher

Based on the results of the research, it was known that CL is effective to teach speaking though it still has some important thing for the teacher was it was better to design teaching and learning properly to fulfil what the students need in the teaching speaking process to made teaching speaking successful. Based on by results of by research, it was found about the strengths and weaknesses of CL in teaching speaking, it is expected for the teacher to be able to analyze the weaknesses of CL then try to avoid or overcome them to have better ways in implementing CL.

### 2. For the Next Researchers

Other researchers need to conduct further research on how to develop the students' speaking cooperative learning strategy or experimental research on the effectiveness of the use of cooperative learning in teaching speaking.

## REFERENCES

- Alsanie and Sabir. *Strengths and Weaknesses of Applying Cooperative Learning in Foreign Language Classrooms: A Case Study of Arab Learners' Perspective*. 2013.
- Adrian F. Ashman. *The Teacher's Role in Implementing Cooperative Learning in the Classroom*. Springer; New York. 2008.
- Cohen, Brody, and Sapon-Shevin. *Teaching cooperative learning the challenge for teacher education*. 2004.
- David, Nunan. *Practical English Language Teaching Young Learners*. New York: Mc-Graw-Hill ESL/ELT. 2006.
- Douglas, Brown. *Language Assessment: Principles and Classroom Practices*. New York: 2008.
- Dewi, Hughes. *Public Speaking*. Jakarta: Gramedia Widiasarana. 2007.
- Fulcher, G. *Testing Language Second Language Speaking*. Sydney: Longman. 2003.
- Fairuzul, Mumtaz. *Kupas Tuntas Metode Penelitian*. Pustaka Diantara, 2017.
- Matthew B Miles and A. Michael Huberman. *Qualitative Data Analysis*. London: Sage Publication. 1994.
- Fulcher, G. *Testing Language Second Language Speaking*. Sydney: Longman. 2003.
- Fathlutfika Trahenar Ratih, Nuri Ati Ningsih, and Arri Kurniawan. *Using a board game "snake and ladder" to teach speaking descriptive text at the eight grade students of SMPN 2 Wungu*. English Teaching Journal: 2017.
- F, Klippel. *Communicative Fluency Activities for Language Teaching*. Cambridge: Cambridge University. 1984.
- Ghufron and Ermawati. *The Strengths and Weaknesses of Cooperative Learning and Problem-based Learning in EFL Writing Class: Teachers and Students*. 2018.
- Hamzah, B Uno. *Proses Belajar Mengajar yang Kreatif dan Efektif*. Konza. Approaches. *Methods in Language Teaching*. Cambridge University : 2005.

- Harmer, J. *Practice of English Language Teaching*. Edinburgh Gate:Longman. 2001.
- Isjoni. *Pembelajaran cooperative*. Semarang:Pustaka belajar. 2009.
- Jack C. Richards. *Teaching Listening and Speaking*. New York: Cambridge University Press.2008.
- Johnson, D., Johnson, R.& Holubec, E. *Cooperation in the classroom*. Boston:
- Jolliffe, Wendy. *Cooperative Learning in The Classroom: Putting into practice*. Paul Chapman Publishing:London. 2007.
- Karli. *Model Pembelajaran Kooperatif*, 2002
- Kessler. *Cooperative Language Learning*. New Jersey: Prentice-Hall. 1992.
- Richards. *Teaching Listening and speaking*. New York: Cambridge University. 2008.
- Kayi, H. *Teaching speaking: Activities to promote speaking in a second language*.2006.
- Krli dan Yuliaritiningih. *Kelebihan dan kelemahan model pembelajaran kooperatif*. 2002.
- Linda Gerot and Peter Wignell. *Making Sense of Functional Grammar*. Australia:Antipodean Educational Enterprises.1995.
- Muhammad Taqi-Ud Din Al-Hilali and Muhammad Muhsin Khan. *The Nobel Qiran English Translation of the Meanings and Commentary*. Medina: Dar-usSalam Publications. 1996.
- Martha C. Pennington and Pamela Rogerson Revell. *English Pronunciation Teaching Contemporary Perspectives*. United Kingdom: Palgrave Macmillan.2019.
- Michelle, Maxom. *Teaching English as a Foreign Language For Dummies*. West Sussex:2009.
- Mustafa, Altun. *The Effect of Cooperative Learning Strategies in the Enhancement of EFL Learners Speaking Skills*. International University, Region-Iraq: English teaching jurnal. 2020.
- Michel Swan and Catherine Walter. *How English Works A Grammar: PracticeBook with Answer*. China: Oxford University. 2002.
- Nunan, D. *Practical English language teaching*. New York: McGraw Hill Companies,2003.

- Nafis, Jannatun, nur. *Penerapan Model Pembelajaran Kooperatif Tipe Make A Match Untuk Meningkatkan Prestasi Belajar Bahasa Inggris Siswa Kelas II MI Senden Kampak Trenggalek*. Tulungagung: Skripsi Tidak Diterbitkan.2003.
- Nesrin., *The effect of learning together technique of cooperative learning method on student achievement in mathematics teaching 7<sup>th</sup> class of primary school*,online jurnal: turkey. 2004.
- Nafis, jannatun nur. *Penerapan Model Pembelajaran Kooperatif Tipe Make A Match , Untukmeningkatkan prestasi belajar bahasa inggris siswa kelas II* .Tulungagung:2013.
- Orlich, D. C., Harder, R. J., Trevisan, M. S., Brown, A. H., Miller, D. E. *Teaching strategies: A guide to effective instruction*. Boston: Wadsworth Cengage Learning.2010.
- Penny. *Discussion that Work: Taks-Centred Fluency Practice*.  
Cambridge:Cambridge University. 1981.
- Richard Arends. *Learning to Teach*.The McGraw-Hill Companies: United States.2012.
- Robert, Slavin. *Learning to Cooperate, Cooperating to learn*. Business Media: New York. 1985.
- Roysmanto. *A Correlation Between Self-Confidence and The Students' Speaking Skill*”, *Research and Innovation in Language Learning*. 2018.
- Robyn M Gillies and Adrian F ashman. *Cooperative Learning*. Taylor and Francise-Library : London and New York.2005.
- Rahmawati, The use of focus group discussion technique to improve the students speaking skill*. Makassar:2005.
- Shoimin, Aris. *Model Pembelajaran Inovatif* . Yogyakarta: Ar-ruz Media. 2014.
- Shaw, Armelia. *The implementation of cooperative learning method in teaching speaking skill: A Qualitative Descriptive Study of Tenth Grade Senior HighSchool Students*. Universitas Pendidikan Indonesia:2018.
- Septy, Dwi. *Strategies in Learning for Students With Autism*: National Journal ofTeaching and Education. Surakarta: 2018.
- Scoot, Thornbury. *How To Teach Vocabulary*. London: Pearson Education Limited. 2002.

Sharan Shlomo and Shachar hana, 1998, *Language and Learning in the Cooperative Classroom*. Springer-Verlag:New York.1998.

Tarigan, Henry Guntur. *Berbicara sebagai suatu Ketrampilan berbahasa*. Bandung: Angkasa. 1981

Ulfania, Dwi Handayani. *English Teacher's strategy in teaching speaking*. Ponorogo.2007

Sanjaya, Wina, *Strategy Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta:Prenada. 2009.

Wijayanti, *Strategies used by the teacher in teaching speaking skill at the seventh grade studenth grade students of full day class in Mtsn 6 Boyolali*. 2019.



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



## DECLARATION OF AUTHENTICITY

I, the undersigned below:

Name : Dewi Diana Sari

Students Number : T20166077

Study Program : English Department

Institution : UIN KHAS of Jember

Declare that this thesis entitled "A Study Cooperative Learning Strategy in Teaching Speaking at eight Grade of MTSN 5 Jember." Is my original work, gathered and utilized especially to fulfil the purpose and objectives of this study, and has not been previously submitted to any other university for higher degree. I also declare that the publications cited in this work have been personally consulted

Jember, 2<sup>nd</sup> of April 2022



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

Dewi Diana Sari  
T20166077

### Appendix 1. Matrix of Research

Title	Variable	Indicator	Source	Research Method	General Question:
<p><b>A Study Of cooperative learning strategy in teaching speaking at the eighth grade of MTs Negeri 5Jember</b></p>	<p>1.Cooperative learning</p> <p>2.Teaching speaking</p>	<p>1. The strength of cooperative learning strategy in teaching speaking</p> <p>2. The weakness of cooperative learning strategy in teaching speaking</p> <p>1. Vocabulary</p> <p>2. Grammar</p> <p>3. Fluency</p> <p>4. Pronunciation</p>	<p>Primary data:</p> <p>1. English Teacher</p> <p>2. Students</p> <p>Secondary data:</p> <p>1. Observation</p> <p>2. Interview</p> <p>3. Document Review</p>	<p>1. Approach and kinds of research</p> <p>Qualitative</p> <p>2. Data collection method</p> <p>a. Observation</p> <p>b. Interview</p> <p>c. documentation</p> <p>3. Data analysis technique :</p> <p>Descriptive qualitative</p> <p>4. Validation of data : Technique triangulation</p>	<p>1. What are the strength of cooperative learning strategy in teaching speaking at the eight grade of MTs Negeri 5 Jember?</p> <p>2. What are the weakness of cooperative learning strategy in teaching speaking at the eight of MTs Negeri 5 Jember?</p>

UNIVERSITAS ISLAM NEGERI

KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI JEMBER  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Materam No 1 Mangli, Telp: (0331) 487550 Fax: (0331) 472005, Kode Pos: 58136  
Website: www.http://bk.iajnember.ac.id e-mail: tarbiyah.iajnember@gmail.com

Nomor : B. 1061/ln.20/3.a/PP.00.9/01/2021 19 Januari 2021  
Sifat : Biasa  
Lampiran : -  
Hal : **Permohonan Ijin Penelitian**

Yth. Kepala MTSN 5JEMBER  
Jl Letnan Suprayitno No 24 Arjasa - Jember

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Dewi Diana Sari  
NIM : T20166077  
Semester : SEMBILAN  
Prodi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai **A STUDY COOPERATIVE LEARNING STRATEGY IN TEACHING SPEAKING AT THE EIGHT LASSOF MTSN 5 JEMBER** selama **30 ( tiga puluh )** hari di lingkungan lembaga wewenang Bapak/Ibu Majjoso, S.Ag, M.Pd.I.

Adapun pihak-pihak yang dituju adalah sebagai berikut.

1. Kepala sekolah
2. Guru Bahasa Inggris
3. murid

Demikian atas perkenan dan kerjasamanya, disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 19 Januari 2021



Dekan  
Wakil Dekan Bidang Akademik,

Mashudi



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER  
MADRASAH TSANAWIYAH NEGERI 5 JEMBER**

Jl. Letnan Suprayitno No. 24 Arjasa - Jember Telepon ( 0331 ) 540345  
email : [mtsnarjasa@yahoo.com](mailto:mtsnarjasa@yahoo.com) [mtsnarjasa@gmail.com](mailto:mtsnarjasa@gmail.com)  
web: <http://mtsn5jember.sch.id>

Nomor : B *CPD* /Mts.13.32.05/PP.00.5/04/2020 5 April 2021  
lampiran :  
Hal : Ijin selesai Penelitian

Yth. Wakil Dekan  
Fakultas Tarbiyah dan Ilmu Keguruan  
IAIN Jember  
di Tempat

Yang bertanda tangan di bawah ini :

Nama : Majjoso, S.Ag.M.PdI  
NIP : 197304132000031006  
Pangkat/Gol : Pembina / IV/a  
Jabatan : Kepala MTs N 5 Jember

Menerangkan Bahwa :

Nama : Dewi Diana sari  
NIM : T20166077

Prodi Tadris Bahasa Inggris

Telah melaksanakan Penelitian pada tanggal 7 Maret - 5 April 2021 untuk  
Menyelesaikan skripsi dengan judul " *A study Cooperative Learning Strategy In  
Teaching Speaking At The Eight Lass Of MTs N 5 Jember* "

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya



**RESEARCH INSTRUMENT**  
**The interview's guide English teacher**

School	
Address	
The English teacher's name	
NIP	
Day/date	

1. What are the strengths of cooperative learning strategy in teaching speaking?
2. What are weaknesses of cooperative learning strategy in teaching speaking?
3. What material do you use study cooperative learning strategy in teaching speaking?
4. How is the procedure of implementing study cooperative learning strategy in teaching speaking?
5. How is the students' response in teaching process when you use cooperative learning strategy in teaching speaking?
6. Do you think cooperative learning strategy in teaching speaking is suitable for teaching speaking? Why?
7. Do you think cooperative learning strategy in teaching speaking is suitable for second grade students of MTs Negeri 5 jember? Why?
8. Do you have any notes when you teaching speaking in cooperative learning strategy? What are they?
9. Do you have any notes when you teach speaking by using cooperative learning strategy?

**RESEARCH INSTRUMENT**  
**The interview's guide to students**

School	
Address	
Student's name	
NIS	
Day/date	

1. Does the English teacher divide the class into some groups?
2. Does the English teacher give you a different task in each group?
3. Does the English teacher ask you to complete the task given?
4. Does the English teacher ask you to look for the information you need by asking to your friends?
5. Can you complete the task?
6. Are you shy to speak up when you want to ask to your friends?
7. What is your response about the speaking study in each group?
8. What are your difficulties in speaking learning in each group during the classroom activity?
9. Is there any suggestion in teaching speaking process?
10. Do you like to be taught by using CL?
11. How do you feel when you are taught by using CL?

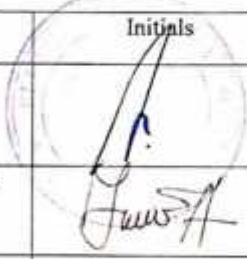
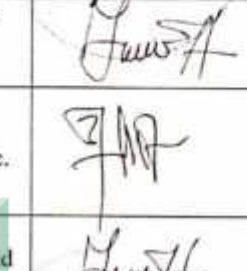

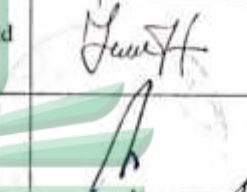

### RESEARCH JURNAL'S ACTIVITIES

Name : Dewi Diana Sari

NIM : T20166077

Title : A study cooperative learning strategy in teaching speaking at the eight class of MtsN 5 Jember

Location : MtsN 5 Jember

No	Day/Date	Activity	Initials
1	20 Januari 2021	Submit research letter	
2	27 Januari 2021	Observation of the research location	
3	11 Februari 2021	Retrieval of historical data MTsN 5 Jember, profit, vision and mission, organizational structure, etc.	
4	4 Maret 2021	Interview the English teacher Mrs Imawati as the teacher eight class and several students at eight class	
5	5 April 2021	The researcher asking for a letter of research finishing	

Jember, 5 April 2021

Mengetahui,

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER  
Majjoso, S.Ag., M.Pd.I



## RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Satuan Pendidikan	: MTs Negri 5 Jember
Mata Pelajaran	: Bahasa Inggris Kelas/Smester : VIII/1
Tema	: Mendiskripsikan Binatang
Alokasi Waktu	: 2 x 40 menit

### A. KOMPOTENSI INTI

- KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

### B. KOMPETENSI DASAR

- 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi binatang, pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana
- 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.



### C. TUJUAN PEMBELAJARAN :

Melalui pendekatan saintifik dan metode diskusi peserta didik dapat:

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi binatang, pendek dan sederhana, sesuai dengan konteks penggunaannya.
2. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### D. MATERI PEMBELAJARAN:

Teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang

1. Fungsi sosial
  - Mendeskripsikan binatang untuk kepentingan menjual, membeli, mengenalkan, melaporkan kehilangan.
2. Struktur *teks*
  - a. Penyebutan binatang, jenis dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
  - b. Penyebutan sifat binatang dan bagiannya.
  - c. Penyebutan tindakan dari atau terkait dengan binatang

3. Panjang teks: kurang lebih 6 (enam) kalimat.

*I have a niece cat. Her name is Fanny. She is 2 months old. She has chubby cheeks and short body. Her eyes have blue eyes. She looks funnywhen she run.*

4. Unsur kebahasaan :

(1) Pertanyaan dan pernyataan tentang deskripsi

- *How does your animal look like?*
- *He's short and blue eyes*

(2) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).

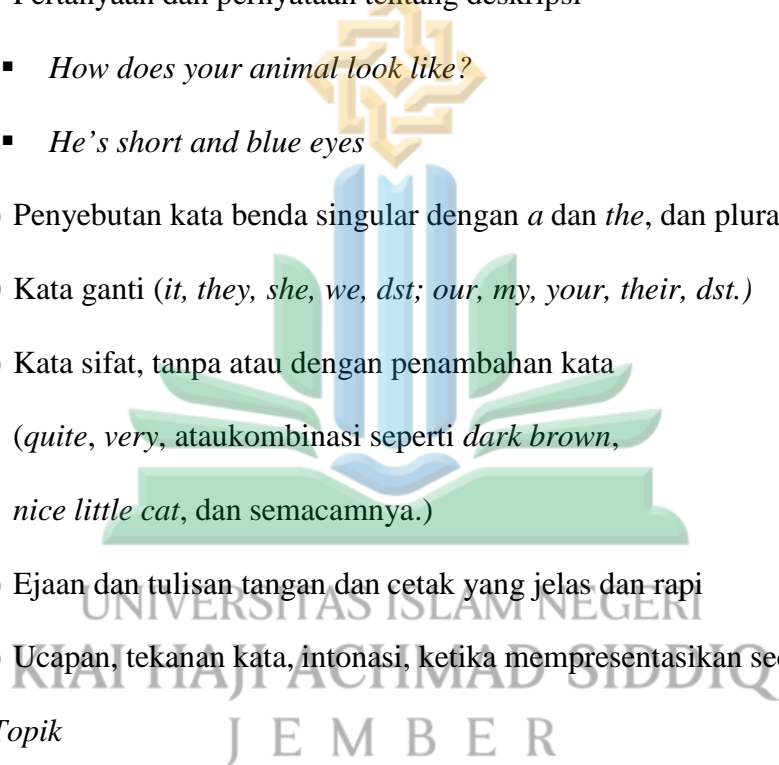
(3) Kata ganti (*it, they, she, we, dst; our, my, your, their, dst.*)

(4) Kata sifat, tanpa atau dengan penambahan kata (*quite, very, ataukombinasi seperti dark brown, nice little cat, dan semacamnya.*)

(5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

(6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

*Topik*



**E. METODE PEMBELAJARAN:**

Strategy : Cooperative Learning

**F. MEDIA, ALAT DAN SUMBER PEMBELAJARAN :**

- Media : Gambar
- Alat/bahan : Gambar Kertas



### G. LATIHAN SOAL SISWA

Setiap kelompok terdiri dari 3-4 orang dan saling mendiskripsikan temanya

### H. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
<b>Pendahuluan</b>	<ol style="list-style-type: none"><li>Persiapan psikis dan fisik dalam membuka pelajaran dengan mengucapkan salam dan berdoa bersama</li><li>Menginformasikan tujuan yang akan dicapai selama pembelajaran.</li><li>Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran</li><li>Memberi motivasi siswa untuk aktif dalam proses Pembelajaran</li><li>Membagi beberapa kelompok</li><li>Mendiskripsikan kedepan kelas</li></ol>	<b>5 MENIT</b>
<b>Inti</b>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"><li>Siswa mendengarkan/dan menirukan beberapa kalimat yang menyatakan dan menanyakan keberadaan binatang dalam sifat atau ciri-ciri binatang tersebut dicontohkan dan dibacakan Guru sesuai dengan konteks penggunaannya</li><li>Siswa berdiskusi dengan teman sekelompok untuk mendiskripsikan binatang yang sudah didapat untuk dipresentasikan didepan kelas</li><li>ciri-ciri kalimat yang menyatakan dan menanyakan jenis binatang .</li></ul>	<b>100 Menit</b>

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	<p>Menanya            Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai kalimat yang menyatakan dan menanyakan keberadaan binatang dalam jumlah, sifat dan ciri-ciri yang tidak tertentu dalam berbagai konteks</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> <li>• Siswa membaca contoh-contoh lain kalimat yang menyatakan dan menanyakan keberadaan binatang dalam jumlah yang tidak tertentu dari sumber lain .</li> <li>• Siswa menyatakan dan menanyakan keberadaan binatang dalam jumlah yang tidak tertentu menggunakan Bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur</li> </ul> <p>Mengasosiasi</p> <ul style="list-style-type: none"> <li>• Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, makna dan fungsi ungkapan, struktur teks, dan unsur kebahasaan, serta format penulisan kalimat yang menyatakan dan menanyakan keberadaan binatang dalam jumlah yang tidak tertentu</li> <li>• Siswa menyimpulkan hasil analisisnya tentang fungsi sosial, struktur teks dan unsur kebahasaan kalimat yang menyatakan dan menanyakan keberadaan binatang dalam jumlah yang tidak tertentu yang telah dipelajarinya.</li> <li>• Siswa meminta balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</li> </ul> <p>Mengomunikasikan</p> <ul style="list-style-type: none"> <li>• Siswa menyatakan dan menanyakan secara tulis dan lisan keberadaan binatang dalam jumlah yang tidak tertentu),</li> </ul>	

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	<p>dengan bahasa Inggris, dalam berbagai kegiatan dan kesempatan di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> <li>• Siswa menulis diberi tugas untuk mendiskripsikan temanya, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk Mengatasinya</li> </ul>	
<b>Penutup</b>	<ol style="list-style-type: none"> <li>Membuat kesimpulan berdasarkan hasil pengamatan dan analisis tentang materi ajar dalam pembelajaran yang dilakukan peserta didik bersama guru</li> <li>Melaksanakan <i>test</i> secara lisan dan mendriskripsikan kedepan kelas</li> <li>Menutup pelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing.</li> </ol>	<b>5 menit</b>



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## I. PENILAIAN:

### 1. Sikap Toleransi

- a. Teknik Penilaian : Observasi
- b. Bentuk Instrumen : Lembar observasi

### 2. Sikap Santun

- a. Teknik Penilaian : Observasi
- b. Bentuk Instrumen : Lembar observasi

### 3. Pengetahuan

- a. Teknik Penilaian
  - 1) Tes : lisan
  - 2) Non Tes : Penugasan kelompok
- b. Bentuk Instrumen
  - 1) Soal tes lisan
  - 2) Proyek

### 4. Keterampilan

- a. Teknik : Observasi
- b. Bentuk Instrumen : Check list

Mengetahui  
Guru Bahasa Inggris

Irnawati, S.Pd  
NIP 197205071998032001

## LAMPIRAN

### Rublik Penilaian Sikap Toleransi

Nama Peserta Didik : .....

Kelas : .....

Tanggal Pengamatan : .....

Materi Pokok : .....

No	Aspek Pengamatan	Skor			
		1	2	3	4
1	Menghormati pendapat teman				
2	Menghormati teman yang berbeda suku, agama, ras, budaya, dan gender				
3	Menerima kesepakatan meskipun berbeda dengan pendapatnya				
4	Menerima kekurangan orang lain				
5	Memaafkan kesalahan orang lain				
Jumlah Skor					

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



## Rublik Penilaian Sikap Santun

Nama Peserta Didik : .....  
Kelas : .....  
Tanggal Pengamatan : .....  
Materi Pokok : .....

No	Aspek Pengamatan	Skor			
		1	2	3	4
1	Menghormati guru atau guru /orang yang lebih tua				
2	Mengucapkan terima kasih setelah menerima bantuan orang lain				
3	Menggunakan bahasa santun saat menyampaikan pendapat				
4	Menggunakan bahasa santun saat mengkritik pendapat teman				
5	Bersikap 3S (salam, senyum, sapa) saat bertemu orang lain				
Jumlah Skor					

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## Rubrik Penilaian Diskusi

1. Tema :  
 2. Kelompok : .....

3. Kelas /Smt : VIII/1

Berilah tanda check ( V ) pada kolom yang sesuai dengan penilaian Anda!

No. Urut	Kategori	Skor			
		Baik sekali	Baik	Sedang	Kurang
<b>A.</b>	<b>KUALITAS</b>				
1.	Persiapan baik				
2.	Organisasi jelas				
3.	Memberikan informasi yang didukung oleh fakta / buku				
4.	Informasi disampaikan dengan jelas				
5.	Argumentasi				
6.	Pernyataan ( <i>statement</i> ) bersifat persuasif				
<b>B.</b>	<b>ETIKA</b>				
1.	Menghormati argumentasi teman dan tidak emosional				
2.	Saling mendengarkan dan merespon				
3.	Tidak menghina (menyela pembicaraan)				
4.	Tidak mendominasi pembicaraan				
5.	Secara aktif ikut terlibat				
<b>C.</b>	<b>LAIN-LAIN</b>				
1.	Cara mengevaluasi atau mengkritik teman				
2.	Membuat kesimpulan sementara berdasarkan bukti yang disampaikan kedua pihak				
	Jumlah Keseluruhan				

Keterangan: Skor 4: Baik Sekali, Skor 3: Baik, Skor 2: Cukup, Skor 1: Kurang.

### KRITERIA:

45 ke atas = A (Baik Sekali & Berkualitas)

30-44 = B (Baik)

15-29 = C (Cukup)

< 14 = D (Kurang memenuhi syarat)

KOMENTAR : .....

.....

.....

## Rubrik Penilaian Keterampilan (Presentasi)

Tema :  
 Sub Tema :  
 Sub sub Tema :  
 Kelompok : .....  
 Kelas /Smt : VIII/1  
 Alokasi Waktu : 10 menit

No	Nama Peserta didik	Kemampuan presentasi 1 - 4	Kemampuan berargumentasi 1 - 4	Kemampuan Menjawab 1 - 4	Penguasaan Materi 1 - 4	Jumlah Nilai
1.						
2.						
3.						
4.						
dst						

Keterangan :

Skor rentang antara 1 – 4 dengan

rincian : 4 = Amat baik

3 = Baik

2 = Cukup

1 = Kurang Petunjuk Penskoran :

$$\frac{\text{Skor}}{\text{Skor Tertinggi}} \times 4 = \text{skor akhir}$$

Skor akhir menggunakan skala 1 sampai 4 Perhitungan skor akhir menggunakan rum

Contoh :

Skor diperoleh 14, skor tertinggi 4 x 5 pernyataan = 20, maka skor akhir :

$$\frac{14}{20} \times 4 = 2,8$$

Peserta didik memperoleh nilai :

Sangat Baik :

apabila memperoleh skor 3,20 – 4,00 Baik :

apabila memperoleh skor 2,80 – 3,19 Cukup :

apabila memperoleh skor 2,40 – 2,79 Kurang :

apabila memperoleh skor kurang 2,40



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## DOCUMENTATION



Interview with the English teacher.



Interview with the students.



Interview with the student's part 2.



The classroom's condition and situation at VIII-B.

## BIODATA PENULIS



Name : Dewi Diana Sari  
Date of birth : 22<sup>th</sup> of October 1997  
Gender : Female  
Age : 24  
Address : Lemahbang dewo, Kec Rogojampi, Kab Banyuwangi  
Religion : Islam  
Nationality : Indonesia  
Phone : 0895374969119  
Email : dewidianasari24@gmail.com

### EDUCATION DETAILS

2004-2009 : SDN 1 Lemahbang Dewo  
2009-2012 : MTSN Rogojampi  
2012-2015 : MA Al-qodiri  
2016-Now : English Department, UIN KHAS Jember