

COOPERATIVE LEARNING METHOD; HOW IT DOES INFLUENCE SPEAKING SKILL AT THE TERTIARY LEVEL?

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Abstrak

Beberapa abad terakhir, penelitian pembelajaran Bahasa Inggris semakin berkembang dan konsep tentang pembelajaran kooperatif menjadi suatu hal yang banyak dibahas oleh banyak peneliti selama ini. Tujuan dari penelitian ini adalah menginvestigasi pengaruh pembelajaran kooperatif—metode group investigasi—terhadap keterampilan berbicara. Jenis penelitian ini adalah *quasy experimental design* dengan *non-equivalent pretest-posttest design*. Sampel penelitian diambil secara *purposive* dari mahasiswa Program Studi Pendidikan Bahasa Inggris di STKIP Muhammadiyah Kotabumi. Mereka dibagi menjadi dua kelas yaitu group eksperimen (N:34) dan group kontrol (N:34). Instrumen yang digunakan adalah tes performa berbicara. Validasi instrument menggunakan *expert-judgement* dan *inter-rater reliability* untuk menguji reliabilitas. Analisis data yang digunakan adalah statistik deskriptif dan inferensial. Hasil analisis data menunjukkan bahwa kemampuan mahasiswa dalam berbicara menjadi lebih baik setelah diberi perlakuan metode pembelajaran kooperatif. Lebih jauh lagi, hasil dari penelitian ini diharapkan menjadi informasi yang berguna untuk peneliti yang akan datang yang akan menggali lebih jauh tentang metode pembelajaran kooperatif terutama jenis group investigasi.

Kata Kunci: *cooperative learning, quasy experimental design, kemampuan berbicara, hasil belajar*

A. INTRODUCTION

The most complex and complicated of English skills which should be mastered by students as a foreign-language learners is speaking. It is supported by Hinkel (2005) who says that speaking is the most complex and difficult skill to be mastered. Speaking is an important part of foreign-teaching learning process. One of the reasons is that language-students can be classified as succesfull students when they are able to produce the productive skills at that language—speaking and writing. As revealed by Nunan in Richard (2002)

someone is claimed as knowledgable of language if they are able to speak and write at that language. However, Indonesian students are still weak in speaking skill and find difficulties in expressing their feeling freely (Febrianty, 2011).

Nowadays, student-centered teaching model, method and technique have been used in over the world. One of the models in contemporary teaching is cooperative learning method. In addition, the research about cooperative learning also has been widely conducted by many researchers. (Bolukbas, Keskin, and Polat, 2011; Meng,

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2010; Law, 2011) for instance, they investigate the effect of cooperative learning on students' speaking ability. The result of these studies confirm that cooperative learning method give significant contribution for promoting students' speaking ability. Moreover, Ning (2011) carry out an experimental study to find out the effect of cooperative learning in promoting tertiary students' fluency and communication. It aimed to offer students more opportunities for language production and thus promoting their fluency in communication. The findings of this research revealed that students' speaking skill in the experimental group was superior to the control group after being treated by cooperative learning. Another research related to cooperative learning and speaking skill has been conducted by Talebi and Sobhani (2012). Experimental design was used with 40 male and female university students in Iran as a sample in this study. The control group received instruction in speaking while the experimental group was taught speaking skill by means cooperative learning. The result of the study showed that the performance of the experimental group was significantly higher than the control group.

In Indonesia, however, English speaking instruction within the framework of cooperative learning has not been tried yet at the tertiary level. In this study, the researcher compared cooperative learning instruction to

traditional instruction to find out the effect cooperative learning instruction on students' speaking skill.

Regarding to the explanation above, there appears to be an urgent need to create a cooperative learning environment in Indonesian EFL classrooms to promote students' speaking skill in which teachers work as a facilitators in the learning process and encourage students to be creative. Therefore, the researcher formulates the following research objective and question.

Objective of the Research

To find out the impact of cooperative learning (group investigation method) in enhancing students' speaking skill.

Research Question

To what extent does the impact of cooperative learning (group investigation method) enhance speaking skill among university students?

B. LITERATURE REVIEW

A. Cooperative Learning Method

Nowadays, the science of knowledge and technology have developed significantly. The same case happened in education especially in teaching learning method. One of the popular method which develop in the world is Cooperative Learning (CL) method. According to Stenlev (2003) CL is a little alliance where communication is organized based on work-out principle carefully. It can be assumed that in CL method the students

should organized their communication in their little groups so that they can work-out based on the principle.

In addition, Jolliff (2007) informs that CL method requires pupils to work together in small groups to support each other to improve their own learning and that of others. These statement indicates that all the members in group of CL have the same responsibility to help their partner to improve their achievement in learning process.

Furthemore, Johnson & Johnson in Sharan (2012) found the support which is impressive for the relation between CL and improvement in skill, sophisticated thinking, cognitive and meta-cognitive. That opinion really support this research because the researcher would like to investigate whether there is influence of using one type of CL toward students skill—speaking skill.

Kagan (1992) mentions several types of cooperative learning method, namely Group Investigation (GI), Group Discussion, Inside–Outside Circle, Jigsaw, Student Team Achievement Division (STAD), Teams-Games-Tournament(TGT)

B. Group Investigation Method

“Group investigation is an appropriate method for encouraging and guiding students’ action in teaching learning process because they can share everything to influence the nature of events in their classroom” (Sharan & Sharan, 1990).

Additionally,they say that “the group investigation method provides an excellent stucture for harnessing both the skills and students’ individual interrest for fruitful academic inquiry”. Speaking is one of skill in English. So, it is clear that GI method would be able to influence the speaking skill itself.

Another argument come from Hertz-Lazarowitz and Miller (1992) who declare that GI method is the method which views the classroom as a situation where teamwork take place to deal with problems in democratic atmosphere. In GI method, teamwork is very important as the strategy to achieve the general purpose in the group. Group of members take a part to plan the dimension in their project because democratic atmosphere is provided. In group investigation, the teacher acts as a source and facilitator in the class.

According to Slavin (2005), in group investigation, students work by using the following steps:

Step 1: identifying the topic and arranging the students in a group.

Step 2: planning the task which want to be studied

Step 3: doing the investigation

Step 4: preparing the final report.

Step 5: presenting the final report.

Step 6: evaluation

C. Speaking Skill

Speaking is the crucial skill to be mastered when students want to communicate each others orally. It is supported by Kang in Richards and Renandya (2002) who states that speaking is one of the central elements of communication. In addition, Byrne (2005) declares that speaking is an oral communication. From the discussion above, to do good communication orally students should be able to speak. Through speaking, students can express their minds, ideas, or thought freely and spontaneously.

Speaking belongs to productive skill—beside writing—which is very crucial for students. According to Harmer (2007), speaking is a productive skill which is an active activity. In speaking, students produce the language orally. Students who master the productive skill in second or foreign language will be categorized as successful students.

Meanwhile, Chaney and Burk (1998), states that speaking is the process of building and sharing meaning through the use of verbal and non verbal symbol, in a variety of context. In other words, speaking can take place if the speaker use verbal symbol such word and non verbal symbol like gesture and body language to convey the meaning. All in all, speaking is an interactive process in doing communication by using verbal and

non verbal language and deliver spoken information to the partner orally.

III. RESEARCH METHOD

A. Research Design

The current study employed quasi-experimental with non equivalent control group pre-test post-test design. Since randomization was not feasible, two intact classes were selected purposively. One class with 34 students was selected as a control group and the other class with 30 students was used as an experimental group. This research consists of two variables. There are group investigation method and students' speaking skill. Group investigation method then called as independent variable and students' speaking skill called as dependent variable. The dependent variable was measured by comparing students' speaking skill in the experimental class and control class after the treatment. The experimental group received instruction in speaking skill based on the cooperative learning and the students of the control group were not exposed to this treatment and they were only expose the regular way of teaching followed in the college. Both of groups were similar in sharing the same learning, materials, schedule and test.

A. Research Instrument

The instrument used in this research was speaking test performance. The test contain three tasks: describing picture, expressing

opinion and reporting information based on particular events. The scoring rubric of the test provided a measure of quality of performance on the basis of five criteria: pronunciation, vocabulary, fluency, grammar, and comprehension on a five rating scale.

In term of validity, Wiersman (2000) states that validity of a test is an important feature for a research instrument. An instrument is said to have validity if it measures exactly what it is supposed to measure. All the items in speaking test were given to two experts to ensure the content validity of the test. The experts were asked to validate and evaluate the test by completing a checklist for validating the English speaking test. The results of expert's evaluation of the test indicate positive opinions of the experts. It means that the instrument was valid based on the experts judgment.

Reliability means the stability and consistency the score from an instruments (Creswell,2008). In this type of research, Cohen et al. (2007) suggests that the reliability can be achieved through inter-rater reliability. Inter-rater reliability is the degree of agreement between two raters. If the level of reliability between the two raters reaches the level of significance, this may indicate that the two scorers are fair in their scoring. In the current study, the correlation coefficients obtained from the two raters was

0,988, respectively, indicating very high reliability. Therefore, this test is reliable and valid for experimentation and could be considered as a research tool for measuring the sample's speaking test.

B. Procedures

Before starting the experiment, oral performance test was administered to the students in the control and experimental groups. After that, the actual experiment began. Students in the control group were taught by means of traditional method while the students in the experimental group were taught through cooperative learning group investigation method. Students in the experimental group were divided into six groups in which consist of 5 students then, identifying the topic, planning the task which want to be studied, doing the investigation, preparing the final report, presenting the final report and the last is evaluation. Each group member was assigned a role and responsibility in their group. Finally, at the end of the study, post test of oral performance was given to the students.

D.Data Analysis

The researcher used descriptive and inferensial statistic. To find out the impact of CL Group Investigation method on speaking skill, descriptive statistics including mean scores, standard deviation of pre- and post-test were used. Inferential analysis was used to find out if any significant differences were

found between the control group and experimental group. In specific, independent

Class	Levene's Test for Equality of Variances	
	F	Sig.
	Lower	Upper
Experiment	.212	.647
Control	.084	.773

group t-test that has been used in this research because the researcher will find out the mean score from experiment group and control group then compare that mean score. It was suggested by Fraenkel et al. (2012) “independent t-test is used to compare the mean score of two different or independent groups.”

However, Setiyadi (2006) notices that one of the requirements before conducting independent t-test is the sample should be normally distributed and comes from homogeneity sample. So that, the writer should conduct the pre-requirements test namely normality and homogeneity test to know the real condition of the sample. For normality test the researcher used Kolmogorov-Smirnov test and *Lavene-test* for homogeneity test. All of the calculation done by means of Statistical Package for Social Science (SPSS) program version 15.0

IV. FINDINGS AND DISCUSSION

Findings of the Research

In order to answer the research question of the study, the descriptive statistic was obtained and the result of which are presented hereunder.

Testing the Pre-Requirement Test

Since the present data were analyzed through Independent T-test in which belong to parametric analysis, two requirements should be met. The data should be normally distributed and the residuals should have homogenous variances.

Table 1. Normality Test

Class		Kolmogorov-Smirnov(a)		
		Statistic	df	Sig.
Pre Test	Eksperimen	.147	34	.059
	Kontrol	.114	34	.200(*)
Post Test	Eksperimen	.121	34	.200(*)
	Kontrol	.118	34	.200(*)

* This is a lower bound of the truesignificance.

a Lilliefors Significance Correction

To determine whether the sample were normally distributed or not it can be seen in the table above. If the significance is more than 0.05 it means that the sample both in experimental and control group are normally distributed. Tabel 1 above demonstrates that the sample were normally distributed since all significance is more than 0.05.

Table 2. Homogeneity Test

According to table 2, the significance in experimental class is 0.647 in which more than 0.05 and significance in control class is 0.773 in which more than 0.05. In another words, it can be concluded that the sample were homogenous sample.

Answering the Research Question

An independent T-test was run to probe whether or not there is positive impact of using cooperative learning of group investigation method in enhancing students' speaking ability. The result will be displayed in the table below.

Table.3 independent t-test in pre test

Class	Mean	St.dev	95% confidence interval for mean	
			Lower	Upper
Exp	48,82	10,59	45,12	52,52
Control	49,23	9,50	49,23	52,55

Table 3 shows that the mean score of experimental class before treatment is 48,82 with the standard deviation of 10,59, while in the control class was 49,23 with standard deviation of 9,50. Thus, it is evident that the two groups had the same level of English speaking competence before the treatment.

Table.4 independent t-test in post test

Class	Mean	St.dev	95% confidence interval for mean	
			Lower	Upper
Exp	68,11	12,31	63,81	72,41
Control	59,17	12,71	54,73	63.61

Reffering to table 4, it can be seen that the mean score of experimental class was 68,11 with standard deviation of 12,31 while in the control class the mean score was 59,17 with standard deviation of 12,71. It means that the mean score of experimental class were higher than control class after the treatment. In other words, it can be concluded that there is positive impact of using group investigation in enhancing speaking skill.

Discussions

Based on the data analysis, it can be concluded that cooperative learning of GI method can be used to make students' speaking skill better. From, the student's average who taught using GI method is 68,11 and the student's average that were not taught using GI method is 59,17. It showed that the average score of students who are taught using GI method is higher than the students who are not taught using GI method.

Further, from the data analysis above, it is clear that the learning process using GI method as one kind of cooperative learning in reporting information gives positive influence for the students. The learning process using GI method can help the students share their ability in speaking and also can make them easier to comprehend various information in the same time. In GI method, students have a lot of chance to communicate and cooperate with their

partner in a group. By communicating and cooperating during the lesson, they always produce the language unconsciously. During the treatment process, students' interest in joining the lesson is really high. The teacher really appreciate their effort. Beside communicating and cooperating with their partner in a group, they also should present or report their investigation findings to the whole class. Through this stage, they always prepare themselves well in order that they have a good performance. In preparing the material that they are going to report, they practice speaking in the class. So, unconsciously it can influence their ability in speaking. That is why, GI method is really influence students' speaking ability since all of the stages in this method, gives full opportunity for students to speak.

Those explanation above is supported by the theory from Sharan and Sharan (1990) who states, "group investigation method, provides an excelent structure for harnessing both the skills and students individual interest for fruitful academic inquiry." By applying this method, students' skill especially speaking skill can be improved. Additionally, the previous research which use similar method have been conducted by Anggraini (2012). Her research findings show that there were positive influence of using group investigation method toward students' ability in speaking. Both the theory and the previous research supported this

research finding. Therefore, GI method is truly help the students in influencing their skill especially in speaking skill.

V. CONCLUSION AND SUGGESTION

In line with the discussion, Cooperative Learning of Group Investigation method is one of the recommended method for teacher to be used in the classroom especially in teaching speaking, since this method provides a lot of chance for students to speak up and express their feelings. The important thing that has to be considered by the teacher when conducting the learning process using GI method is the difficulty level of the material which should be delivered by the students. Then, the teacher should consider the allocated time that is used in this learning process and in grouping the students. The groups must consist of the various ability, starting from the high, average and low ability.

Furthermore, for future research should also focus on whether the same result will be yielded by investigating the impact of cooperative learning of group investigation method on other English skills such as writing, listening and reading.

ACKNOWLEDGMENT

Praise to Allah because of Him, the writer can finish this scientific article entitle "the impact of using cooperative learning in enhancing speaking skill in tertiary level. In

this occasion, the writer would like to thank for all people who have given support, motivation and guidance for him. Special gratitude would be addressed to the head of STKIP Muhammadiyah, Dr. Sumarno, M.Pd and also the head of Post Graduate Program of English Department of Lampung University, Dr. Flora Nainggolan, M.Pd for guidance and support.

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