The Effects of Cooperative Learning Teaching Strategies on The Speaking Confidence and Attitudes of the First Students of SMK Bina Profesi Pekanbaru

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Abstract: The study is find out students' speaking confidence category, and attitudes category, to find out using of Cooperative Learning Teaching Strategies gives the significant effect on students' speaking confidence and to find out to what extent the using of Cooperative Learning Teaching Strategies gives the significant effect on students attitudes of the first students of SMK Bina Profesi Pekanbaru. The study of the research is quasi – experimental research where pretest and posttest design are used in this research. The sample of this research is the first students of SMK Bina Profesi Pekanbaru. They are experimental class (X AK) and control class (X UPW) by totaling 37 students. The data were collected by using questionnaire attitudes and speaking confidence test in the conversation. Cooperative Learning Teaching Strategies was used in this research. The result of this research show that 1. There is significant effect on implementing the treatment of Cooperative Learning Teaching Strategies on the students' speaking confidence for Experiment Group. The t-test result was 30,052, its df was 27, by comparing number of significance. If probability>0,05, null hypothesis (H_0) is rejected. If probability<0,05 alternative hypothesis (H_a) was accepted. Because the significance was 0,000 < 0,05, H_a was accepted while H_0 was rejected. 2. There is significant effect on implementing the treatment of Cooperative Learning Teaching Strategies on students' attitudes for experiment group. The t-test result was -16,652,its df was 27, by comparing number of significance. Because the significance was 0,00 < 0,05, H_a was accepted while H_0 was rejected.

Key words: Cooperative Learning Teaching Strategies, Speaking Confidence, Attitudes.

1. INTRODUCTION.

English is one of international languages for communication. It is used by more than one half of the one billion English speakers of the world. It is learned either as a second or a foreign language. English has an important role as one of international communication media that is not only as tool of communication for each school in the world but also most of the scientific books are written in English. Samovara and Porter (1995:151) state that "English is the primary language for many of us", and Brown (1994:122) says that"English is increasingly being used as a tool for interaction among nonnative speakers. but also as tool of communication in politics, economy, and education.

People need to communicate in their life. They need to express their feeling, want, and desire to get

what they want, especially communication is very important at SMK Bina Profesi Pekanbaru. The students of this school need to improve their speaking confidence by using a group method, one of its method is cooperative learning. Cooperative learning is both an instructional technique and a teaching philosophy that encourages students to work together or maximise their own learning and the learning of their peer (Killen, 1998:82).

In recent years, one of a new era in which English speaking instruction must give a chance for students to express themselves in speaking the language. A promising method to traditional speaking instruction is cooperative learning. It serves as an alternative way of teaching for promoting speaking and social interaction among students (Gomleksiz, 2007; Ning, 2011). Prior research suggests that cooperative learning is of great effect on developing students' speaking confidence (Pattanpichet, 2011; Liao, 2009) and also in improving their attitudes towards learning (Slavin, 1995).

Teachers have done many ways to increase their students' ability in speaking confidence but they are unsuccessful, the teacher gives more materials which are dominated by grammar focus, students cannot speak fluently because they are lack of practice English. However, the students at SMK Bina Profesi Pekanbaru are still weak in speaking confidence and find difficulty in expressing themselves in English. Bose (2002) and Al-Sohbani (2013) state that speaking at schools are typically taught in small classes by teacher-centered lecturing, which ends up with skills of memorisation and recall, where by students memorise their lessons and simply regulate the contents on demand.

From the statement above, curriculum based on competence in school tries to develop and achieve the communicative competence or discourse competence and has perspective that is comprehensive to the discourse. The learners must be able to master components speaking such as pronounciation, fluency, grammar, vocabulary and interacive communication. English teachers at SMK Bina Profesi Pekanbaru deliver the materials which are dominated by grammar focus as the result, the students cannot speak English fluently because lack of practice and use of spoken English themselves, in line with it, this study is expected to improve whether a cooperative learning gives the effect to improve students' speaking confidence.

Considering all the facts explained above, the investigation is used cooperative learning teaching strategy to solve the problems, because to get some information about learning process in the classroom expecially in speaking confidence, based on the interview some of English teachers at Vocational High School Bina Profesi Pekanbaru, some of students cannot reach the minimum Criteria achievement (KKM). The teacher from Vocational High School Bina Profesi Pekanbaru said the school had done to teach English method but also unsuccess to increase speaking confidence toward attitude.

In this view, there is a central focus on grammar and vocabulary at the expense of communication. The students are provided with detailed rules and formulas about grammar (Bose, 2002). Based on preliminary study in November 2007, it used curriculum KTSP, teachers seem to do the most talking and act as the only source of knowledge to students, while students are treated as passive recipients in the learning process. This type of methods, according to Gomleksiz, (2007), has negatively affected students and produced incompetent users of the English language who are unable to improve their speaking confidence in EFL classes. The phenomena are some students cannot speak English properly, some students cannot use pronunciation English properly, more students cannot use grammar properly, more students cannot speak English fluently, and then in majority of students cannot interact in communication.

2. METHOD

The population of this research is the second year students of SMK Bina Profesi Pekanbaru in academic year of 2014/2015. The sampling technique uses a cluster sampling technique. The purpose of using this technique is to keep the existence of classroom intact in which the students are selected as a sample in group, not individual selection. SMK Bina Profesi Pekanbaru, the students of the first year are devided in to 3 classes. The classes consist of three programs: Accounting, TKJ (Technique of Computer Networking) and UPW (Tourism Traveling Unit). The total of the first

year students is 47students. Two classes are chosen as the sample of this research. The first class X A1 which consists of 28 students becomes an experimental group, and class X UPW which consists of 09 students as a control group. The total number is 37 students.

The study consists of two research instruments. The first one is speaking confidence as a pre – test and post – test to measure students English speaking confidences. The test contains three tasks: talking about picture differences, reading a text aloud, and expressing one's opinion about a particular topic. The scoring rubric of the test provides a measure of quality of performance on the basis of five criteria: pronunciation, grammatical accuracy, vocabulary, fluency and interactive communication on a five rating scale ranging from 90 – 100 meaning "excellent' to 0 – 49 meaning "fail".

Based on this experimental research, it included component such as positive interpendence, individual accountability, promotive interaction, interpersonal and social skills, and group processing. The experimental group teacher is trained to teach of the fifth components of Cooperative learning, how to employ the Cooperative Learning instruction before starting of the treatment, while the control group teacher followed the same regular way of teaching speaking confidence adopted in SMK Bina Profesi Pekanbaru. The classes have gotten the amount of time in teaching and learning speaking confidence during the time of the experiment.

Instrumentation

The title of this research is the effect of Cooperative Learning Teaching Strategies on the Speaking Confidence and Attitudes of the First Students of SMK Bina Profesi Pekanbaru. This is an experiment research which consist of 3 variables and: 1 independent variable (Cooperative Learning Teaching strategies) and 1 dependent variable (speaking confidence) and than 1 independent variable again (attitudes)

The researcher conducted at SMK Bina Profesi Pekanbaru, in which the subject has been the first year students. There are two classes which are involved: one experimental classes (taught by using Cooperative Learning Teaching Strategies) and one control class (taught without using Cooperative Learning Teaching Strategies)

The objectives of this research are to find out (1) the difference of students who use Cooperative Learning Teaching Strategies and without providing of using Cooperative Learnig Teaching Strategies, (2) the effect of using Cooperative Learning Teaching Strategies on students' speaking confidence and attitudes of the first students of SMK Bina Profesi Pekanbaru. (3) the difference on the students' post-test mean scores at SMK Bina Profesi Pekanbaru of the experimental group using Cooperative Learning Teaching Strategies on speaking confidence and attitudes.

Preparation has been one of important that must be done before conducting the research. The researcher prepare everything that need to implementation of teaching process, such as:

a). Making instrument

In this step, the researcher prepare some questionnaire questions to be answer by the students in the classroom.

b). Training the teacher

After get permission from relevant authorities in this schools, the researcher made appointment with the teachers whose classes are use as sample of this research to explain the nature of this strategy and how to implement it in the classroom. In this research should cooperative doing this short training. The researcher took two days to explain about this strategy and told to the teacher that they themselves implemented the strategy in experimental class, the first time the teacher is surprise to hear this that they implemented this strategy because difference which they found before. The researcher also prepare the materials like: lesson plan, modul, paper test and answer sheet.

c). Doing the try out

The researcher has tried out for the students gave the questions that already prepare in order to know the questions are valid and reliable to be pre-test and post-test.

d). Analyzing validity and reliability of instrument

After get the result of the try out, the researcher analysis each of questions to know whether it is valid and reliable or not. If the questions are valid and reliable, it is use as the questions for pre-test and post-test.

e). Doing the pre-test

In this step, the researcher give the pre-test sample in this research (control class and experiment class)

in order to know the students given test before getting the treatment.

f). Doing the post-test

In this step, the researcher give the post-test sample in this research (control class and experiment class) in order to know the students ability after getting the treatment.

3. FINDINGS AND DISCUSSION
A. FINDINGS

After conducting treatment posttest in the control group, the students' speaking was asessed by two raters. The average scores from two raters were computer and analyzed by using descriptive statistics. From the descriptive statistics analysis, 2 students get score 22,22% and the speaking confidence is categorize as "Fail", 6 students get score 66,67% and the speaking confidence is categorized as "Less", 1 student gets score 11,11% and the speaking confidence is categorized as "Sufficient".

Students	Value	Category	Percentase
1	60	Sufficient	11,11
2	34	Fail	22,22
3	38	Fail	22,22
4	48	Less	66,67
5	52	Less	66,67
6	50	Less	66,67
7	46	Less	66,67
8	54	Less	66,67
9	52	Less	66,67

After conducting the treatment, the experimental group was administered the posttest. The data were analyzed by using descriptive statistics analysis. 5 students get score (17,86%) and the speaking confidence is categorized as "sufficient". 1 student get (3,57%) and categorized as "less". 15 students get (53,57%) categorized as "good".

Students	Value	Category	Percentase
1	98	Very Good	25,00
2	82	Very Good	25,00
3	86	Very Good	25,00
4	54	Less	3,57
5	60	Sufficient	17,86
6	56	Sufficient	17,86
7	62	Sufficient	17,86
8	66	Good	53,57
9	60	Sufficient	17,86
10	64	Sufficient	17,86
11	74	Good	53,57
12	78	Good	53,57
13	68	Good	53,57
14	70	Good	53,57
15	74	Good	53,57
16	76	Good	53,57
17	76	Good	53,57
18	78	Good	53,57
19	80	Very Good	25,00
20	66	Good	53,57
21	80	Very Good	25,00
22	70	Good	53,57
23	72	Good	53,57
24	66	Good	53,57
25	94	Very Good	25,00
26	76	Good	53,57
27	74	Good	53,57
28	90	Very Good	25,00

Based on the aforementioned explanation, the students' posttest scores in speaking confidence in the

experiment group were categorized into five levels: sufficient, fail and less, good and very good. Total number of students is 28. Total value is max score 98 and min score 54. Thus, the students' speaking confidence in the experiment group is dominant in "good" category.

B. DISCUSSION

After doing the research, the researcher got many experiences how to develop students' speaking confidence and attitudes. As the researcher own experiences in learning and teaching a foreign language , there is no magic formula for succcessful foreign language learning. The researcher is interested in using Cooperative Learning Teaching Strategies on students' speaking confidence and attitudes because this technique is better to apply in teaching and learning process to increase the students' speaking confidence and attitudes.

Cooperative Learning Teaching Strategies is Cooperative technique that can improve both students' speaking confidence and attitudes in teaching learning process. By using this technique, the students are able to speak fluentlyy without writing before speaking with other friends or classmates espeacially the way to direct. The students able to comunicate well and improve English, certainly to know about vocabulary. Meanwhile concerning to the improvement, students participate actively in the learning proces, students' motivation and interest well improved when joining the speaking confidence and attitudes in the class. In conclusion, Cooperative Learning Teaching

Strategies is an alternative teaching technique that benefits both for the students' achievement and for teaching and learning process.

Cooperative Learning Teaching Strategies is a kind of technique collaboration learning where the students are devided into some among groups and given sample dialogue or conversation. Each group makes conversation among classmates with collaborative each group. After finishing doing the task given the teacher, each group presents their findings. Teacher acts as a facilitator and class discussion is started. At the end of the learning process, the quiz questions and answer are given and the students conclude dialogue which they have read it. The students have understood about the text. After using this technique, students' speaking confidence and attitudes are improved. It is proper since there is significant difference pretest and posttest when the study is conducted.

Furthermore, Cooperative Learning is an instructional method in which students work together as a team to achieve as specific target or objective. The teacher builds students' background knowledge before asking students to understand speaking confidence. Killen (1998:37) also said that, duty structure of cooperative learning obliged students to do together share academic duty in a small group. The students in the experimental condition showed moderate to large improvements in their speaking confidence and attitudes. The result of the research from the data above has improved that Cooperative Learning Teaching Strategies can

increase the students' capability in speaking confidence and attitudes. This technique helps students recognize to improve their speaking and attitudes to be the better than before.

4. CONCLUSION

Based on the analysis displayed at chapter IV, the conclusion could be drawn as follows:

1. There is no significant difference on students' speaking confidence pre-test mean score between an experimental group and a control group of the First Year Students of SMK Bina Profesi Pekanbaru.

2. There is a significant difference on students' speaking confidence post-test mean score between an experimental group and a control group of the First Year Students of SMK Bina Profesi Pekanbaru.

3. There is a significant difference between students' speaking confidence pre-test and post-test mean score using Cooperative learning teaching strategies of the control group of the First Year Students of SMK Bina Profesi Pekanbaru.

4. There is a significant difference between students' speaking confidence between pre-test and post-test mean score of using Cooperative learning teaching strategies of the experimental group of the First Year Students of SMK Bina Profesi Pekanbaru.

5. There is no significant difference on students' attitudes before treatment using Cooperative learning teaching strategies between control and experimental groups of the First Year Students of SMK Bina Profesi Pekanbaru.

6. There is a significant difference on students' attitudes post-test mean score between an experimental group and a control group of the First Year Students of SMK Bina Profesi Pekanbaru.

7. There is a significant difference between students' attitudes pre-test and post-test mean score using Cooperative learning teaching strategies of the control group of the FirstYear Students of SMK Bina Profesi Pekanbaru.

There is a significant difference between students' attitudes between pre-test and post-test mean score of using Cooperative learning teaching strategies of an experimental group of the First Year Students of SMK Bina Profesi Pekanbaru

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