COOPERATIVE GROUP LEARNING STRATEGY

PREFACE

The Cooperative Group Learning Strategy comes from the concept of Cooperative Learning that is based on the constructivist approach where the role of the teacher is as a facilitator and it emphasized social interaction among one student and other students and students and teacher in a classroom. Cooperative Learning is largely based on the idea that students learn through social contexts. The purpose of cooperative learning groups is to make each member a stronger individual in his or her own right. Johnson, Johnson, & Smith (in Tsay & Brady, 2010, p.80) suggested that Cooperative Learning is more than simply "working in groups," and should include (a) positive interdependence where team members are reliant on one another to achieve a common goal, and the entire group suffers the consequences if one member fails to do his or her work; (b) face-to-face promotive interaction where, although some of the group work may be done on an individual basis, most of the tasks are performed through an interactive process in which each group member provides feedback, challenges one another, and teaches and encourages his or her group mates; (c) individual accountability where each member of the group is held accountable for doing his or her share of the work; (d) appropriate use of collaborative skills where students are provided with the opportunity to develop and implement trust-building, leadership, decision-making, communication, and conflict management skills; and (e) group processing in which team members establish group goals, the assessment of their performance as a team occurs periodically, and they often identify changes that need to be made in order for the group to function more effectively.

Much of the work in this field has been conducted within the framework of speaking. Speaking English is the main goal of many learners. Many learners regard speaking skill as the measure of knowing a language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. In speaking, students used descriptive, it means that a descriptive text is a text which lists the characteristics of something. Descriptive text is usually also used to help researchers develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects, etc.

By using this strategy, it grows students' self confidence. Self confidence in speaking can be examined by seeing the students' experience and attitude in learning speaking. The students perceive their experience in learning whether they appreciate the experiences as one way to get the progress in speaking ability.

Afrina Faulin
Sofendi

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Palembang, December 2, 2013
The Writers,
Afrina Faulin
Sofendi

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PUBLSHERS' FORWARD

This book entitled 'Cooperative Group Learning Strategy' provides some knowledge in the field of English teaching in Indonesia. It can be used as one of references for teaching English by using the cooperative group learning strategy either for English teachers or practioners. In addition, it can also be used for student teachers who are interested in teaching English as one of ideas in helping the the students learn English.

At this valuable opportunity, I would like to thank the writers who trust the .... to publish this book.

Palembang, December 15, 2013

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CHAPTER I
INTRODUCTION

English is one language which is known and used by many people in the world, either as the first, second or foreign language. They use English to communicate and absorb knowledge, culture and technology. By mastering English, people can access information written in English and share information with other people in the world. Knowing the importance of English, the Indonesian government considers English as one of the school subjects is taught in Indonesia from elementary up to university level.

Speaking is one of language skills in English which becomes a problem for most Indonesian students. In Indonesia, most students often find it difficult to speak English. They seem to be hesitant to express their ideas in English. They have learned English from elementary school until senior high school, but they remain to be afraid of making a grammar mistake when they begin to speak English even though they are good at grammar. Consequently, they seldom or even never try to rehearse their speaking skill because they think English is a science like math, a collection of formula that must be memorized. It finally makes students assume that English is an uninteresting lesson even though in fact English is a skill which focuses on rehearsal.

In addition, Education First-English Proficiency Index (EF-EPI) shows the ranks of 54 countries that consider speaking as the basic skill in communication proficiency. These ranks are based on the comparison of 54 countries and using a sample of just under two million people. Indonesia is on the 27th rank at the low proficiency level with 53.31 EF EPI score. While the highest (in very high proficiency) is Sweden with 68.91 EF EPI scores, then Malaysia is on the 13th rank at the high proficiency level with 57.95 EF EPI score and the lowest is Libya with 42.53 EF EPI scores. It is shown on the table below:

Table 1: EF-English Proficiency Index

Level of Proficiency	EF EPI scores	Rank	Countries
Very high	68.91 – 63.22	1 - 5	Sweden - Norway
High	62.46 – 57.95	6 - 13	Belgium - Malaysia
Moderate	57.49 – 53.65	14 - 25	India – Hong Kong
Low	53.42 – 48.60	26 - 38	Uruguay - Mexico
Very low	48.41 – 42.53	39 - 54	Chile - Libya

Source: EF-EPI 2012

In other words, the table shows that Indonesian people still face problems in developing their speaking ability. It is not only related to linguistic knowledge, but also personalities, cultural aspects and types of

classroom tasks. Patil (2008, p.230) claims that most Asian students speak differently in English because of shyness, inhibition and nervousness.

Speaking is one of the important skills that must be mastered by the students. By having this skill they can perform their competence in English. For example, the students can share their knowledge, value and attitude with others through speaking.

Padmadewi's and Tutyandary's researches as cited in Widiati and Cahyono (2006, p.278) mention that as the ability to speak English is a very complex task considering the nature of what is involved in speaking, not all of the students in an EFL speaking class have the courage to speak. Many of the students feel anxious in a speaking class (Padmadewi, 1998), and some are likely to keep silent (Tutyandari, 2005). Based on her research, Padmadewi found that students attending a speaking class often felt anxious due to pressure from the speaking tasks which require them to present individually and spontaneously within limited time. Further, Tutyandary also found that the students keep silent because of lack of self confidence, lack of prior knowledge and poor teacher-learner relationship.

In relation to the problems above, generally the students of SMA Srijaya Negara Palembang had problems in English mainly speaking achievement. The problems could be seen from the students' speaking scores (Table 2). The tabulation showed that there were 172 students who got scores less than 70 (KKM). It means that students were low proficiency in speaking. The problem was that they really relied on the scripts and some memorization when they spoke. It is true that memorization is the first step that is really needed by the students during the process of learning speaking but the memorization should not go continually. The students need to be stimulated by providing the more communicative strategy that enables them to speak without under pressure, discuss topics, share substantive ideas, explore topics, and describe it with a greater confidence when speaking in the class. However, they also had problems on the strategy how to describe a thing, how to deliver opinion about a thing, and how to talk confidently in front of the class. Their descriptions were weak because of lack of vocabularies and information.

Furthermore, based on the result of mini research and interview to English teachers of SMA Srijaya Negara Palembang as the preliminary data, it was found that the students' speaking achievement was still low. It was proved by the scores of English speaking practice examination of the tenth grade students at SMA Srijaya Negara Palembang which was shown in Table 2.

Table 2: The Scores of English Speaking Practice Examination of the Tenth Grade Students of SMA Srijaya Negara Palembang

Class	Range		Average	The Number of Students	
	The Highest Score	The Lowest Score		The score < 70	The score >70
Plus(non-regular) X.Plus 1& X.Plus 2	85	65	77.5	46	30
Regular X.3 - X.8	80	55	67.5	126	91
	82.5	60		172	121
Total				293	

Source: SMA Srijaya Negara, February 2013

Being aware of such difficult condition has just been explained above; the researchers would like to improve the students' speaking skill in order to get better achievement. Therefore, the researchers would like to promote the use of applying Cooperative Group Learning Strategy (CGLS) in improving speaking skill of the tenth grade students at SMA Srijaya Negara Palembang. By applying this strategy, the researchers believe that it will allow the students to have more opportunities to use the target language more often and train the students to have critical thinking and critical listening. As Johnson, Johnson and Smith (1991) describe Cooperative Group Learning Strategy shares the five characteristics, theya are (a) those are students work together on common tasks or learning activities that are best handled through group work, (b) students work together in small groups containing two to five members, (c) students use cooperative learning, (d) pro-social behavior to accomplish their common tasks or learning activities, and (e) students are positively interdependent.

Activities are structured so that students need each other to accomplish their common tasks or learning activities. Students are individually accountable or responsible for their work or learning.

Nowadays, most educational researchers suggest that teaching method or teaching technique especially in speaking should be communicative, interesting, and fun. Thus, trying to overcome these problems, the researchers suggest that the use of media will attract and motivate students in speaking. Meanwhile, the strategy also can be used to solve the problem in learning English mainly speaking is the use of Cooperative Group Learning Strategy. The main characteristic of this strategy is the togetherness of the students working in a team or small group in completing the task. By using this strategy, the students can

cooperate and share their previous knowledge, experience, and responsibility. In this strategy, they help one another, discuss, share and interact to each other to comprehend the subject they learn. This strategy also allows each student to be responsible to what is assigned to him or her in order to participate in speaking activity.

Thus, Widiati and Cahyono (2006, p.279) suggest that the teachers have an important role to foster students' ability to speak English well. In this case the teachers should build a good relationship with their students, encourage them to use English more often in classroom activities. These teachers' effort can reduce students' anxiety in language learning, and they are expected to have good self confidence to use the target language. Further, they mention that EFL speaking activities can be classified into individual and group activities. Individual activities such as story-telling, describing things and public speech are usually transactional, while group activities such as role-plays, paper presentation, debates, small group, panel discussions are interactional.

Based on the description above, it should be considered the appropriate techniques or strategies of teaching in order to develop students' speaking ability and self confidence in English class as a foreign language. If they have good self confidence, they are probably able to speak English better. On the other hand, the teachers should improve their teaching style and the most important thing is creating the pleasant atmosphere of the classroom to create students' belief.

In teaching English speaking skill in Indonesia, the teachers have to teach English on the basis of national curriculum called Kurikulum Tingkat Satuan Pendidikan (KTSP). The curriculum states that the aim of learning English at senior high school level is to enable the students' ability to develop both oral and written communication. It is also stated in curriculum that the students of senior high school must have ability to comprehend and produce various types of text genres, they are: hortatory exposition, descriptive, recount, narrative, report, news item, analytical exposition, procedures, spoof, and explanation. Meanwhile, one of text genres that must be taught to the students in the tenth grade of even semester is descriptive text which focuses and develops the students' speaking skill. The purpose of this text is to describe a particular person, thing or place.

Because of those reasons, the researchers conducted a study to see whether CGLS gives the effect on improving the students' speaking ability and their self confidence in speaking or not with entitled "The Use of Cooperative Group Learning Strategy to Improve English Speaking Achievement and Self Confidence of the Tenth Grade Students of SMA Srijaya Negara Palembang".

Based on the problems elaborated above, there were four problems formulated in this study, they are (a) Was there any significant progress in speaking achievement between the tenth grade students of SMA Srijaya Negara Palembang year 2012/2013 who were taught by using Cooperative Group Learning strategy and those who were not?, (b) Was there any significant progress in self confidence in speaking before and after Cooperative Group Learning strategy was applied to the tenth grade students of SMA Srijaya Negara Palembang year 2012/2013?, (c) What were the students' perception towards self confidence?, and (d) What were the students' perception towards the use of Cooperative Group Learning strategy?

Therefore, this study is aimed at finding out (a) the significant progress in speaking achievement between the tenth grade students of SMA Srijaya Negara Palembang year 2012/2013 who were taught by using Cooperative Group Learning Strategy and those who were not, (b) the significant progress in self confidence in speaking before and after Cooperative Group Learning strategy was applied to the tenth grade students of SMA Srijaya Negara Palembang year 2012/2013, (c) the students' perception towards self confidence, and (d) the students' perception towards the use of Cooperative Group Learning strategy.

CHAPTER II
LITERATURE REVIEW

This chapter describes Cooperative Group Learning Strategy (CGLS), speaking skill, teaching speaking, students' achievement, self confidence, teaching and learning activities at SMA Srijaya Negara Palembang, descriptive text, previous related studies, and research hypotheses.

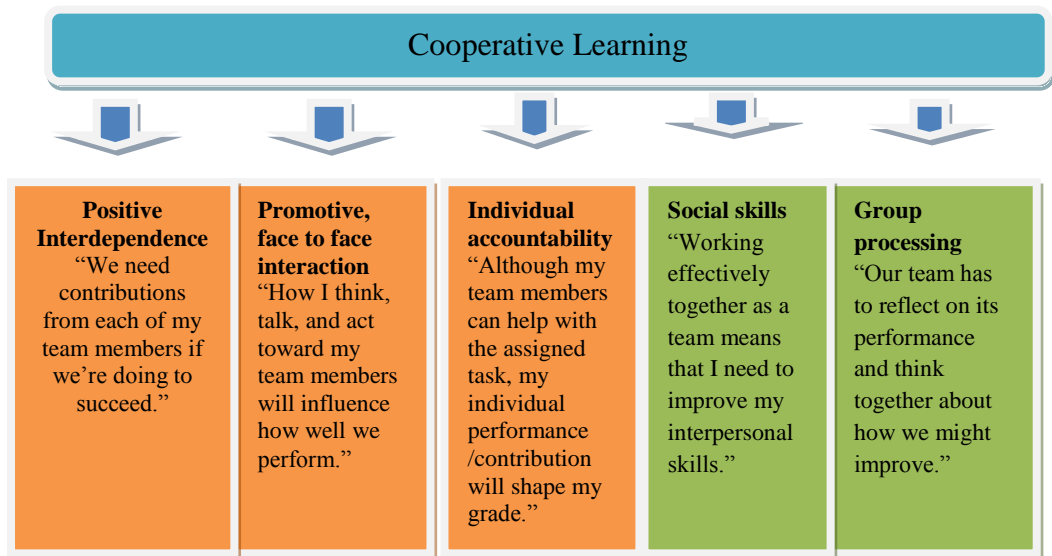**Cooperative Group Learning Strategy**

The Cooperative Group Learning Strategy comes from the concept of Cooperative Learning that is based on the constructivist approach where the role of the teacher is as a facilitator and it emphasized social interaction among one student and other students and students and teacher in a classroom. Tsay and Brady (2010, p. 78) as cited in Adams and Hamm (1994) state that Cooperative Learning is one of the most commonly used forms of active pedagogy. Taking place through an individual's interaction with his or her environment and peers, Cooperative Learning is largely based on the idea that students learn through social contexts. Meanwhile, Roger and Johnson (2009, p.2) state that the purpose of cooperative learning groups is to make each member a stronger individual in his or her own right. Individual accountability is the key to ensuring that all group members are, in fact, strengthened by learning cooperatively. After participating in a cooperative lesson, group members should be better prepared to complete similar tasks by themselves.

Johnson, Johnson, & Smith (in Tsay & Brady, 2010, p.80) suggested that Cooperative Learning is more than simply "working in groups," and should include (a) positive interdependence where team members are reliant on one another to achieve a common goal, and the entire group suffers the consequences if one member fails to do his or her work; (b) face-to-face promotive interaction where, although some of the group work may be done on an individual basis, most of the tasks are performed through an interactive process in which each group member provides feedback, challenges one another, and teaches and encourages his or her group mates; (c) individual accountability where each member of the group is held accountable for doing his or her share of the work; (d) appropriate use of collaborative skills where students are provided with the opportunity to develop and implement trust-building, leadership,

decision-making, communication, and conflict management skills; and (e) group processing in which team members establish group goals, the assessment of their performance as a team occurs periodically, and they often identify changes that need to be made in order for the group to function more effectively.

These five components which are called by five essential elements or five pillars of Cooperative Learning. A visual representation of this concept is shown below:

Figure 1

Cooperative Learning				
Positive Interdependence "We need contributions from each of my team members if we're doing to succeed."	**Promotive, face to face interaction** "How I think, talk, and act toward my team members will influence how well we perform."	**Individual accountability** "Although my team members can help with the assigned task, my individual performance /contribution will shape my grade."	**Social skills** "Working effectively together as a team means that I need to improve my interpersonal skills."	**Group processing** "Our team has to reflect on its performance and think together about how we might improve."

(Foundation Coalition, 2008)

This 'five pillars' model provides the foundation for building successful Cooperative Learning in the classroom. From the developmental perspective, the effects of Cooperative Learning on student's achievement would be largely or entirely due to the use of cooperative tasks. In this view, the opportunity for students to discuss, to argue, to present and hear one another's viewpoints is the critical element of cooperative learning with respect to student achievement. Jones and Jones explain that (1) Positive Interdependence, it is the belief that the individual is dependent on the contributions, inclusion, and success of the others in the group in order to be successful. Those with a strong sense of positive interdependence believe that there is value in learning from the ideas and contributions of others and that "group members sink or swim together" (Johnson, Johnson & Smith, 1991). Infusing positive interdependence into group activities ensures that team members have a common goal and that there is an unwavering commitment to the success

of group members. As they describe, "if there is no positive interdependence, there is no cooperation." In other words, Johnson, Johnson and Smith (1991) said that developing positive interdependence is the most important, yet most challenging aspect of implementing the five pillars of cooperative learning. Since this element is solely contingent on the quality of the task assigned to each group, creating positive interdependence requires that the assigned task demand participation from all group members. Copying down lecture notes or answering simple recall questions will not force positive interdependence and therefore will not reap the benefits of cooperative learning. (2) Promotive, face to face interaction. As Johnson, Johnson and Smith (1991) describe, it is a foundational component to cooperative learning. The result of positive interdependence, promotive face-to-face interaction occurs when students are given time in class to discuss, ask questions and support each other in the completion of their task. Students must understand that it is not only the final product that matters in cooperative learning but also the ongoing dialogue process that is a critical part of their success. Promotive interaction is an essential part of establishing cooperative learning because face-to-face interaction provides the critical verbal and non-verbal feedback needed for group success (Johnson, Johnson & Smith, 1991). (3) Individual accountability, as a pillar for cooperative learning, individual accountability ensures that "students learn together, but perform alone" (Johnson, Johnson and Smith, 1991). If the researchers acknowledge that the whole point of cooperative learning is to provide students with the resources they need to subsequently perform better on their own, than individual accountability strengthens the group dynamic as well as individual performance (Foundation Coalition, 2008). (4) Social skills, just as teachers build academic skills to ensure cognitive gain, for cooperative learning to be successful, teachers need to use the same dynamic and intentional teaching of social skills. This means the teacher must develop expectations for each specific social skill, provide opportunities for students to practice them and then provide feedback regarding their implementation. According to Johnson, Johnson & Smith (1991) of all the competencies needed for cooperative learning to be effective, post-secondary students should have instruction in leadership, decision-making, trust-building, communication, and conflict-management skills. (5) Group processing, providing students the opportunity to reflect upon the quality of their group work will ultimately determine the success of cooperative learning teams (Johnson, Johnson and Smith, 1991). Providing time for individual and group reflection will increase the quality of cooperative learning teams by strengthening intrapersonal and

interpersonal competencies. Allowing students to provide constructive feedback to their peers fosters Meta cognitive awareness while strengthening group synergy and allowing for continuous improvement (Johnson, Johnson and Smith, 1991).

Furthermore, Roger and Johnson (2009, p.1) state that there is a difference between simply having students work in a group and structuring groups of students to work cooperatively. A group of students sitting at the same table doing their own work, but free to talk with each other as they work, is not structured to be a cooperative group, as there is no positive interdependence. Perhaps it could be called individualistic learning with talking. For this to be a cooperative learning situation, there needs to be an accepted common goal on which the group is rewarded for its efforts. If a group of students has been assigned to do a report, but only one student does all the work and the others go along for a free ride, it is not a cooperative group. A cooperative group has a sense of individual accountability that means that all students need to know the material or spell well for the whole group to be successful.

Elements of cooperative learning are only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. Those conditions are: (1) clearly perceived positive interdependence; (2) considerable promotive (face-to-face) interaction; (3) clearly perceived individual accountability and personal responsibility to achieve the group's goals; (4) frequent use of the relevant interpersonal and small-group skills; (5) frequent and regular group processing of current functioning to improve the group's future effectiveness. In addition, according to Roger and Johnson (2009, p.2), there are a number of ways of structuring positive interdependence within a learning group; (1) positive goal interdependence, students perceive that they can achieve their learning goals if' and only if all the members of their group also attain their goals. The group is united around a common goal -- a concrete reason for being. To ensure that students believe they "sink or swim together" and care about how much each other learns, the teacher has to structure a clear group or mutual goal, such as "learn the assigned material and make sure that all members of the group learn the assigned material." The group goal always has to be a part of the lesson; (2) positive reward -- celebrate interdependence,

each group member receives the same reward when the group achieves its goals. To supplement goal interdependence, teachers may wish to add joint rewards; (3) positive resource interdependence, each group member has only a portion of the resources, information, or materials necessary for the task to be completed; the members' resources have to be combined for the group to achieve its goals; (4) positive role

interdependence, each member is assigned complementary and interconnected roles that specify responsibilities that the group needs in order to complete the joint task. Teachers create role interdependence among students when they assign them complementary roles such as reader, recorder, checker of understanding, encourager of participation, and elaborator of knowledge. Further, Johnson and Johnson (1991) as cited in Roger and Johnson (2009, p.4) state that the fourth essential element of cooperative learning is the appropriate use of interpersonal and small-group skills. In order to coordinate efforts to achieve mutual goals, students must: 1) get to know and trust each other, 2) communicate accurately and unambiguously, 3) accept and support each other, and 4) resolve conflict constructively. Placing socially unskilled students in a group and telling them to cooperate does not guarantee that they have the ability to do so effectively. They are not born instinctively knowing how to interact effectively with others. Interpersonal and small-group skills do not magically appear when they are needed. Students must be taught the social skills required for high quality collaboration and be motivated to use them if cooperative groups are to be productive. Thus, the fifth essential component of cooperative learning is group processing. Effective group work is influenced by whether or not groups reflect on (i.e., process) how well they are functioning. A process is an identifiable sequence of events taking place over time, and process goals refer to the sequence of events instrumental in achieving outcome goals (Johnson & F. Johnson, 1991). Group processing may be defined as reflecting on a group session to: 1) describe what member actions were helpful and unhelpful, and 2) make decisions about what actions to continue or change. The purpose of group processing is to clarify and improve the effectiveness of the members in contributing to the collaborative efforts to achieve the group's goals.

Speaking Skill

People learn a language for a variety of reasons, but the most important one is for communication by using that language. So, language teaching in the twentieth century captures in the terms of Communication Language Teaching is an elected blend of the contributions of previous methods into the best what a teacher can provide in authentic uses of the target language in the classroom. It moves from the teaching of the rules, pattern, definition and the knowledge about the language into the point that the students have to communicate genuinely, spontaneously, and meaningfully in the target language (Brown, 2006). For many years, teaching speaking has been undervalued and English language teachers

have continued to teach speaking just as a repetition of drills or memorizations of dialogues.

Teachers are concerned with the students not only practice speaking in a controlled way in order to produce features of pronunciation, vocabulary, and accurately, but also practice using these features more freely in purposeful communication. (Hedge, 2000, p.261). Richards suggests in Brown (2001), there are three abilities of students in macro speaking skills (a) ability to use the language suitable to situation and the objective, (b) ability to use pragmatic and socio linguistic principles in communication, and (c) ability to express kinetic face and other nonverbal with verbal expressions in delivering the message.

On the other hand, Hedge (2000, p.273) says that the communicative classroom needs to expose the learners to produce the language in more controlled activities in some aspects. And the following needs are useful for the learners in communicative activity: (1) Contextualized practice, to make clear the link between linguistic form and communicative function, (2) Personalizing language, to personalize the language to express the learners' own ideas, feelings, preference and opinions, (3) Building awareness of the social use of language to achieve an understanding what is the appropriate social behavior and the language that accompanies it, (4) Building confidence, to be able to produce the language quickly and automatically. In line with this, the teacher should provide the communicative activities in speaking class that are suitable with what Hegde states above. CGLS is one of the strategies of teaching that refers to that idea.

Furthermore, Kubiszyn and Borich (1993, p.214) state that there are four aspects of speaking, they are as follows (a) pronunciation - ability to pronounce words correctly, (b) loudness - ability to speak in appropriate word, (c) word usage - ability to use the words correctly, and (d) rate - ability to speak in standard rate.

Children, adolescents and adults sometimes are fearful of the challenge of sustained, formal speaking before large groups. Teachers can help reduce unrealistic fears by pointing out how common they are among people and what to do about them. They can also help to reduce such fears by maintaining a friendly atmosphere in the class and providing opportunities for students to practice alone or with one other student and then before increasingly larger groups (Wallace, 2004).

Brown (2004, p.141&142) classifies speaking into five categories, they are (a) imitative - it is the ability to imitate a word or phrase or possibly a sentence, this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical languages, (b) intensive - the production of short stretches of oral language competence

in a narrow band of grammatical phrasal, lexical or phonological. The examples of intensive assessment task include directed response tasks, reading aloud, sentence and dialogue, completion, limited picture-cued tasks and translation, (c) responsive - it includes interaction and test comprehension at level of very short conversation, standard greetings, small talk, requests and comments, (d) interactive - interactive speaking is the length and complexity of the interaction which includes multiple exchanges or multiple participants. Interaction can take the two forms of transactional language. The purpose is to exchange specific or interpersonal information and maintain social relationship, and (e) extensive - extensive tasks include speeches, oral presentation and storytelling. From the various categories of speaking proposed by Brown (2004), it is necessary for the teachers of English provide various types classroom activities in order the students can experience all any kinds of speaking genres and they will not get bored in the classroom.

In addition, there are three basic types of activity and then can be considered what each contributes to the development of speaking skill (Hedge, 2000, p.277). They are free discussion, role-play and gap activities, they are (a) free discussion - in this activity the students will talk about a range of topics which engage their interest, opinions, histories, and experiences. It provides important opportunities for developing certain aspects of fluency, encourage students to use the language needed to sustain conversation over a period of time by drawing in other speakers, and to practice the strategies required in interpersonal communication, (b) role-play - it refers to a number of different activities, from simple dialogues prompted by specific information on role cards to more complex simulations which pass through a number of stages, and (c) gap activities - it involves each learner in pair or group processing the information which the other learners do not have. These kinds of tasks assist language acquisition, but they do not necessarily involve students in role play or discussion.

Three basic types of activity can be developed into many communicative activities in different context. In speaking class, it can follow a pattern of preparation, presentation, practice, evaluation and extension. Preparation step is to establish a context and initiate awareness of the speaking skill to be a target. In presentation, the teacher can provide learners with a preproduction model in order to help learners become more attentive observers of language use. Learners reproduce the language in practice step. Evaluation involves directing attention to the skill being examined and asking learners to monitor and assess their own progress. And extension is activities that ask learners to use the strategy or skill in a different context of authentic communicative situation.

Teaching Speaking

Brown (2001) defines teaching as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Speaking English is the main goal of many learners. Many learners regard speaking skill as the measure of knowing a language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. The goal of teaching speaking skill is communicative efficiency. In addition, speaking is the ability to express, to convey one's ideas or feeling. Teaching speaking means teaching the students how to use the language to express their ideas or thought. The best way to teach speaking is to get the students to interact to each other and work in groups. Furthermore, Nunan (in Kayi, 2006, p.1) states:

> "Teaching speaking is to teach English language learners to produce English speech sounds and sound patterns, use words and sentence stress, intonation patterns and rhythm of the second language, select appropriate words and sentence according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments and use the language quickly and confidently with few unnatural pauses which is called as fluency".

Meanwhile, Kayi (2006, p.5) states:

> "Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to the teaching of speaking rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired".

To help students' speaking skill efficiently, the teacher can use a balanced activities approach. Through Cooperative Group Learning strategy hopefully can stimulate the students to be able to speak spontaneously without any memorizations. Thus, the students can cooperate with others in group.

Students' Achievement

The English subject consists of four skills such as listening, speaking, reading and writing. Speaking skill has become the first priority to be taught between the four language skills since

communicative approach implementation has been influential in foreign language learning. English teachers should create active learning condition and develop their technique to help learners communicate more effectively by considering suitable activities for each group of learners. In progressing speaking achievement, English teachers can use various strategies in teaching. Cooperative Group Learning Strategy is one of learning strategies. According to Hornby (2000, p. 11), achievement is a thing that somebody has done successfully, especially using their own effort and skill. The KTSP Curriculum focuses on three achievement categories: (a) cognitive or academic, it refers to mental skill (*knowledge*), (b) affective; it refers to growth in feelings or emotional areas (*Attitude or self*), (c) psychomotor; it refers to manual or physical skills (*Skills*). These categories are known by Bloom's Taxonomy of Learning Domains. This taxonomy of learning domains can be thought of as "the goals of the learning process."

Cognitive Domain

The cognitive domain involves knowledge and the development of intellectual skills (Bloom, 1956). This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories of them; (1) Knowledge, (2) Comprehension, (3) Application, (4) Analysis, (5) Synthesis and (6) Evaluation.

Affective Domain

The affective domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. There are five major categories of them; (1) Receiving Phenomena, (2) Responding to Phenomena, (3) Valuing, (4) Organization and (5) Internalizing values (characterization).

Psychomotor Domain

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. There are seven major categories of them; (1) Perception (awareness), (2) Set, (3) Guided Response, (4) Mechanism (basic proficiency), (5) Complex Overt Response (Expert), (6) Adaptation and (7) Origination.

The goal of the 2006 SMA English Curriculum for speaking skill is that the students will be expected to achieve some competencies after

learning English, according to Depdiknas (2006, p.309) there are four competencies standard of speaking skill that has been formulated for English subject in high schools: (3) to express meaning in transactional and interpersonal conversations in the context of everyday life, (4) to express meaning in short functional text and monologue recount, narrative and simple procedure in the context of everyday life, (9) to express meaning in transactional and interpersonal conversations in the context of everyday life, (10) to express meaning in short functional text and monologue narrative, descriptive and simple news item in the context of everyday life.

Here, the researchers apply competencies standard number (10) that is students are able to express the short functional text and monolog related to text in the simple form of narrative, descriptive and news item in the daily life context. In this study, the researchers apply Cooperative Group Learning Strategy in teaching and learning speaking by using descriptive.

The Cooperative Group Learning Strategy comes from the concept of Cooperative Learning that is based on the constructivist approach where the role of the teacher is as a facilitator and it emphasized social interaction between students and students and teacher in a classroom. The main characteristic of this strategy is the togetherness of the students working in a team or small group in completing the task. By using this strategy, the students can cooperate and share their previous knowledge, experience, and responsibility. In this strategy, they help one another, discuss, share and interact to each other to comprehend the subject they learn. This strategy also allows each student to be responsible to what is assigned to him or her in order to participate in speaking activity. Here, the students' achievement of students is indicated by the students' score from their speaking English test. For scoring, it is based on the speaking rubric. In this study, the speaking rubric comes from Kubiszyn and Borich (1993, p.214). There are four aspects of speaking, they are as follows: (1) Pronunciation - ability to pronounce words correctly, (2) Loudness - ability to speak in appropriate word, (3) Word usage - ability to use the words correctly, and (4) Rate - ability to speak in standard rate.

Self Confidence

Learning is not seen as the means of accumulating knowledge, but as the means of becoming more proficient learners in whatever they are engaged in. there are three domains of language learning competency. They are cognitive, psychomotor, and affective domain. The affective domain gives contribution to the success of language learning. Brown

(2006, p.153) mentions that there are affective factors in target language acquisition such as self-esteem, self-efficacy, willingness to communicate, inhibition, risk taking, anxiety, empathy and extroversion. All of the affective factors have closed relationship to self confidence. Pajares (2000) cited in Sander and Sanders (2005) that self efficacy can be seen as the people's confidence in their ability to do the things.

Confidence, according to Oxford English Dictionary (2000) means having strong belief, firm trust, strong expectation; having no fear of failure. It is not a static condition, but it is primary situational (Patil, 2008 & Stevens, 2010). Thus someone who is highly confident in familiar settings may lose confidence in an unfamiliar and challenging environment. Stevens (2010) adds that primary situational of self confidence may be generalized across many situations. It means the general beliefs about someone can have a powerful effect upon his self confidence across many situations.

High self confidence can increase people's motivation and persistence. People derive their sense of self esteem from the accumulation of experiences with themselves and with others and from assessments of the external world around them (Brown, 2006, p.155). So that, the students who have good self confidence can be success in learning process, but those who have less self confidence tend to face their failure.

In language learning it means how learners perceive their ability as language learners and their progress in relation to the particular context in which they are learning. The factor closely relate to self confidence is language anxiety. It belongs to the situation-specific category which refers to the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient (Gardner, 1991 in Brown, 2006).

The progress of students can be developed by applying student-center style. In this style of learning the learners may choose what to do and how to do the tasks. It also sensitizes the learners to their own learning process. Teachers can also take a part to increase the learners' confidence in many ways. Dorney (2001) cited in Patil (2008, p.232) lists five strategies to help the learners in increasing their confidence, that is (a) teachers need to foster the view that competence is not a static condition but an ongoing process, (b) teachers need to provide regular experience of success in the classroom, (c) teachers need to give opportunities to the learners to contribute meaningfully, (d) they need to praise the learners for their contribution and their progress, and (e) they need to make the classroom climate relaxed, friendly and homely. It means less stressful.

There are some values of being confident students. They know that much of their confidence is develop through experiencing success. They also know that what is the most beneficial to focus on what they can do. The confident students interpret failure as a result of a lack of effort, preparation and other factors they can change, and they can manage negative emotions like upset, down and pessimistic.

These values can be explained more by knowing the characteristics of someone's self confidence. Wright (2010) mentions the characteristics of high self confident person. They are 1) ambitious, means someone wants his life more than survive, but to be envision in better surroundings, 2) goal oriented that the person seeks challenges of completing the new goals, 3) be communicative person that the person can express the ideas and feeling clearly, 4) loving, kind, attractive and open to others. On the other hands the high self confident person has good interpersonal ability. Otherwise, low self confidence is characterized by fearful, pessimistic, difficult to communicate what is really needed, and insecure in relationship with others.

Self confidence in speaking can be examined by seeing the students' experience and attitude in learning speaking. The students perceive their experience in learning whether they appreciate the experiences as one way to get the progress in speaking ability. The ambitious students can be seen through their hard working in learning and practicing to speak English. Moreover, how to manage emotion is also the criteria of self confidence, for example the students' emotion while they are speaking among friends and other people.

Teaching and Learning at SMA Srijaya Negara Palembang

The Indonesian government's regulation of the year 2005, chapter 11, section 39, verse 1 and 2 about the national standard of education emphasizes that the implementation of teaching and learning process should be based on the guidelines arranged by minister of education and BSNP (Badan Standar Nasional Pendidikan). In line with this regulation, all English teachers at SMA Srijaya Negara Palembang teach their subject based on the national curriculum stated by Indonesian government.

The lesson plans and syllabus are written per semester by the English teachers at SMA Srijaya Negara Palembang. In general, The English teaching strategy applied by the teachers of English are: lecturing, role play, and discussion, monologue technique (speech, storytelling, and single presentation). Based on the information from

English teachers, they still use traditional strategy in teaching speaking those are repetition drills and memory strategies.

In the process of English teaching and learning, the students study in the classroom most of the time since this school does not have language laboratory. To find out variety of sources for English materials, the teacher uses books from the library. This school library provides English books, English novels, dictionaries, pictures, and story books. In this school, the use of ICT has not been widely applied. This is because of the limited facility. In listening class, the teachers use tape or their own laptops.

The teachers of English at SMA Srijaya Negara Palembang come from English teaching education background. All of them have completed their undergraduate school and two of them are civil servants while others are not civil servants. This school has five English teachers, one male and others are female. They teach English in the same classes for two semesters.

The students of SMA Srijaya Negara Palembang come from various social economic backgrounds. Most of students come from middle economic class. This school has many classes. The students who have good achievement, they will get scholarship from the school.

Descriptive Text

Oshima (2007, p.61) says that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A descriptive text is a text which lists the characteristics of something. Descriptive text is usually also used to help researchers develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects, etc. (Ahmad, 2009). Thus, Scholes and Comley (1988) state that in writing the descriptive paragraph the researchers must have a point of view about the object, for instance, a descriptive of my dog would mention such facts as height, weight, and color; this will enable him or her to make a statement about it and turn to be very helpful in organizing the object into a good descriptive.

Here, the example of descriptive text about Mike Mohede:

The Cute Mike

Michael Prabawa Mohede was born on November 7, 1983. He is better known as Mike. He has a beautiful voice. He is the winner of the second season of Indonesia Idol. He also represented Indonesia in Asian Idol.

Mike has a nice smile. His body is plump. His beautiful cheeks make him cute. Mike is a nice and cheerful person. He is very friendly to everyone. Some of his fans call him "Teddy Bear" because of his plump body and nice character.

(Interlanguage: English for Senior High School Students X)

Previous Related Studies

Cooperative Learning has been researched by some researchers from years ago until now. Researchers who have investigated the some cases related to CGLS in vary part of language teaching like Tsay & Brady (2010). They did their research entitled "A Case Study of Cooperative Learning and Communication Pedagogy: Does Working in Teams Make a Difference?" They found out from a questionnaire administered to undergraduate students in a communication research course indicate that involvement in cooperative learning is a strong predictor of a student's academic performance. A significant positive relationship was found between the degree to which grades are important to a student and his or her active participation in cooperative learning.

Thus, Liang Tsailing (2002) had done the study to fulfill his doctoral degree in Taiwan. He did his research entitled "Implementing Cooperative Learning in EFL Teaching: Process and Effects." His findings that Cooperative Learning helped significantly to enhance the junior high school learners' oral communicative competence and their motivation toward learning English. Furthermore, students who used to have difficulty concentrating on the teacher's lecture could engage themselves on task with cooperative learning. Also they found strength from within their groups as they developed more and more self-esteem and self-confidence by being able to contribute at least something to their own groups.

In addition, studies were investigated about anxiety in language learning which consider building the learners' confidence such as the study was done by Zhao Na (2007) from Shandong University of Technology in China. This anxiety is related to the students self confidence in order to perform their spoken English by trusting and believing in themselves, having faith in the ability in whatever situation. The result of this study is that students' fear or negative evaluation was especially serious.

Then, Umayah (2012) conducted a study about Using Cooperative Learning Approach to Improve the Writing and Speaking Achievements of Eleventh Grade Students of MAN 3 Palembang. She suggested that it is better for the teacher to apply this approach in their classes. There are a lot of benefits of cooperative learning approach in improving the achievement of the students especially in writing and speaking.

From the studies above, cooperative learning is useful for the students to improve their four skills mainly speaking skill because it is a good strategy in learning process where the student-student, student-teacher can interact each other to solve the task.

CHAPTER III
METHOD AND PROCEDURES

This chapter describes method of the study, variables of the study, teaching and procedures for teaching, operational definitions, population and sample, techniques for collecting the data, instruments of the study, learning materials, the validity and reliability of the instruments, and techniques for analyzing the data.

Method of the Study

This study belongs to an experimental method. In this study, one of quasi-experimental designs was applied, that is Non-Equivalent Control Group design. The design involves experimental and control groups. Each of them was given a pretest and posttest. The pretest was done before the treatment, whereas the posttest was given after the treatment. The experimental group was taught using a new strategy, namely 'Cooperative Group Learning' strategy. On the other hand, the control group was taught using the traditional strategy in teaching speaking. The researchers gave treatments and guided the experimental students to investigate the influence of using Cooperative Group Learning strategy on progressing the tenth grade speaking skill achievement of descriptive at SMA Srijaya Negara Palembang.

The design that can be used in this study was Non-Equivalent Control Group design. Creswell (2005, p.297) shows the design as follows:

O1	x	O2	Experimental Group
--			
O3		O4	Control Group

------------   : dash line presents that the experimental and control groups that have not been equated by randomization.

X   : treatment for experimental group
O1   : pre-test of experimental group
O2   : post-test of experimental group
O3   : pre-test of control group
O4   : post-test of control group

Before the treatment, the researchers gave the pre-test and the post-test to the sample students. Here, the treatment of the experimental group was done for eighteen times meetings. This treatment was conducted four times in a week. One meeting takes the time for 90

minutes or 2 x 45 minutes per each meeting from May 6th, 2013 until June 15th, 2013.

Variables of the Study

Variables are any characteristics that are not always the same, means that they may vary (Wallen and Fraenkel, 1991, p.31). There are two kinds of variables in the study namely, independent variable and dependent variable. The independent variable is a factor that manipulated, measured, or selected by the researchers to determine its relationship to an observed phenomenon. Further, the dependent variable is a factor which is observed and measured to determine the effect of the independent variable (Tuckman, 1978). Here, there were three variables to be involved this study; they were one independent variable and two dependent variables. The independent variable was the application of Cooperative Group Learning strategy. Meanwhile, the dependent variables were the students' speaking achievement and the students' self confidence.

Teaching and Procedures for Teaching

This study was conducted in 20 meetings including pretest and posttest activities. The materials were taught on the basis of learning objectives that referred to the lesson plan. In the teaching and learning activities, the students worked in small group based on the five elements of Cooperative Group Learning strategy, they are: positive interdependence, positive interaction, individual accountability, the use of social skills, and group processing. The characteristic of this strategy is that the students always work together in a team or group to study in teaching and learning activities. The researchers grouped the students into 4 or 5 students each in the teaching and learning activities. In choosing the group, it was based on the students' attendance list where each group had one or two students who were in the middle or upper level of students' English achievement and low level. Low means for those who achieved below the minimum standard (the minimum standard for speaking is 70), middle means for those who achieved 70 to 85, and upper means for those who achieved above than 85. Here is the detailed teaching procedures for both experimental and control groups:

Teaching Procedures for Experimental Group

1.1 **Pre-activities (10')**
a. The students greeted to the teacher.
b. The teacher greeted to the students.

c.   The teacher asked some questions to the students related to the topic in order to guide the students in learning the material.

d.   The students answered some questions.

1.2 Whilst activities (70')

e.   The teacher gave an explanation about the material to the students.

f.   The teacher showed a digital photograph of person.

g.   The teacher described the person based on the structure of descriptive.

h.   The teacher explained about Cooperative Group Learning strategy.

i.   The students were grouped into 4 or 5 for each group.

j.   The teacher showed and gave other pictures to each group.

k.   The teacher asked the students to complete the assignment by using Cooperative Group Learning strategy.

l.   The teacher monitored them while they were discussing, sharing and giving opinion about their pictures.

m.   The representative of groups reported the picture based on the structure of descriptive.

n.   The teacher gave the comment about the report by using speaking rubric.

o. Each group revised their report.

p. The representative of groups reported again the picture based on the structure of descriptive

q. The teacher gave the score to the students' presentations by using speaking rubric in every group.

r. The teacher told which group was the best when teaching and learning activity and gave them an appreciation.

1.3 Post-activities (10')

s. Together with the teacher, the students summarized the lesson and gave feedback to each other.

t. The students and teacher greeted each other and the lesson was ended.

Operational Definitions

There are three terms to be defined in this study, they are: *Cooperative Group Learning strategy, speaking achievement, and self confidence.*

The term *Cooperative Group Learning* means the instructional use of small groups so that students work together to maximize their own and each other's learning. In other words, it is a form of learning where the students work in a small group consisting of 4-5 students in a class which heterogeneous to reach the purpose of learning.

Speaking achievement refers to the result of English speaking practice test. To measure the students' speaking achievement, the rubric of speaking will be used. There are four aspects will be assessed which have been stated in that rubric, they are: *pronunciation, loudness, word usage and rate*.

Self confidence is defined as a condition of students to believe and perceive their ability in using English to express their ideas, opinions, and feeling in front of other people, at least the member of speaking class. Besides that they have strong expectation to achieve the goal of learning process by perceiving the progress of their ability in Speaking English as measured by the questionnaires.

Population and Sample
Population

McMillan (1992, p.69) states that population is a group of elements or cases, whether individuals, objects, or events, that conforms to specific criteria which intend to generalize the result of the research. Further, populations can be small or large (Creswell, 2005, p.145). Based on the information, the population of this study was the tenth grade students of SMA Srijaya Negara Palembang in academic year of 2012/2013. There were 8 classes: two classes were plus classes, these classes had complete facilities in the class. Meanwhile, six classes were regular classes. The total population was 289 students. Table 3 shows the population of the tenth grade students of SMA Srijaya Negara Palembang:

TABLE 3: Population of the Study

NO.	Class	Male	Female	Number of students
1.	X.plus 1	17	21	38
2.	X.plus 2	14	24	38
3.	X.3	20	17	37
4.	X.4	21	15	36
5.	X.5	21	14	35
6.	X.6	22	15	37
7.	X.7	20	14	34
8.	X.8	21	13	34
	Total	156	133	289

Source: SMA Srijaya Negara Palembang in the academic year 2012/2013, April 2013

Sample

In this study, the researchers used cluster random sampling. A sample is a group in a research study on which information is obtained. Further, it can also be defined that cluster random sampling is as the

selection of groups, or clusters, of subjects rather than individuals (Wallen & Fraenkel, 1991, p.136). Cluster random sampling is more effective larger numbers of clusters. Here, the researchers took two classes randomly as the samples. The researchers got the students from class X.7 and class X.8. Then, the researchers determined which one was the experimental group or the control group through a flip of coin. The head of coin represented the experimental group and the tail of the coin represented control group. Finally, the researchers got class X.7 as the control group while X.8 as the experimental group. The total numbers of the students were 68 students; 34 students belonged to the experimental group and 34 students belonged to the control group. Here is the sample of the research:

Table 4: Sample of the study

No	Group	Number of the students	Class
1	Experimental group	34	X.8
2	Control group	34	X.7
	Total	68	2

Source: SMA Srijaya Negara Palembang in the academic year 2012/2013, April 2013

Techniques for Collecting the Data

In collecting the data, the researchers conducted two techniques; they were (1) testing the samples and (2) asking for the students' opinions by answering the questionnaire. The instruments used in this research were a test and two sets of questionnaires. The speaking test was given to measure the students' speaking achievement, whereas the questionnaire was given to measure the students' self confidence and another questionnaire was given to measure the contribution of the Cooperative Group Learning Strategy toward the students' speaking achievement.

The data were taken from the result of the pre-test and the post-test of speaking and self confidence of both experimental and control groups. They were done to find out the differences of the students' progress of speaking ability and self confidence before and after treatment. In the pre-test, the researchers asked the students to write the description of a person based on the descriptive structure then present it in front of the class orally and individually in order to know the achievement of the students in speaking.

Instruments of the Study
Speaking Test

The researchers conducted test as one of the instruments in collecting the data. Here, the test was given in the form of speaking test.

In this study, the speaking test was used to measure speaking achievement of the sample before and after the treatment. The pre-test was given before conducting the teaching experiment to the students. It was to measure the students' mastery before giving the treatment by using Cooperative Group Learning Strategy. The post-test was given after the treatment. It is supposed to measure the students' achievement after the treatment. In speaking test, students described about a person such as a classmate, an actress, an actor, a famous leader, a famous singer, a teacher, parents, a sister, a brother, a neighbor, etc. Each student had three minutes in describing the topic in front of the class. Their voices were recorded by using audio recording.

Questionnaires

In this study, the researchers distributed two questionnaires to the students. First, the questionnaire was related to the value of self confidence. Second, the questionnaire was related to the implementation of Cooperative Group Learning strategy. The questionnaire for self confidence was given to both the experimental and control groups. Thus, the questioner for the implementation of Cooperative Group Learning strategy was only given to the experimental group after treatment.

Here, the researchers used Likert Scales as scaling technique. The questionnaire is adopted from FLCAS (Foreign Language Classroom Anxiety Scale) which is designed by Horwittz (1986). The ready-made questionnaire has 33 items about self confidence, but the researchers only adopted 30 items from it. Further, the researchers also used the ready-made questionnaire which the researchers adopted from Brown (2008). It was used to know the contribution of Cooperative Group Learning Strategy. It consists of 20 items of questionnaire.

In responding to the items, the students indicated whether they strongly agree (5), agree (4), neither agree nor disagree (3), disagree (2) and strongly disagree (1). The questionnaire was written in Bahasa Indonesia, a checklist, and the Likert-scales rating. It was made it in Bahasa Indonesia in order to help students in understanding the questionnaires.

Learning Materials
Learning Material

Some sources that were used from books and internet those were relevant to the materials in curriculum of the tenth grade students in speaking achievement. The books were from "Look Ahead an English Course" and "English Alive". The publishers were from Erlangga and Yudhistira. Thus, the descriptive text was used in this learning material.

To support the material, some pictures and digital photographs were used as teaching aid. It was showed through laptop and LCD. The materials that were given to the experimental group can be seen from the following table:

Table 5: The Learning Materials (Topics of speaking)

NO	The Topics of describing in Experimental Group	Source
1	Your friend	*www.usingenglish.com*
2	Your mother	*www.usingenglish.com*
3	Your father	*www.usingenglish.com*
4	Your sister	*www.usingenglish.com*
5	Your brother	*www.usingenglish.com*
6	Your favorite pet	*Look Ahead an English Course (2007). Erlangga.*
7	Your favorite actress	*English Alive (2010). Yudhistira.*
8	Your favorite actor	*English Alive (2010). Yudhistira.*
9	Your favorite male singer	*English Alive (2010). Yudhistira.*
10	Your favorite female singer	*English Alive (2010). Yudhistira.*
11	Your teacher	*Look Ahead an English Course (2007). Erlangga.*
12	Your classmate	*Look Ahead an English Course (2007). Erlangga.*
13	One of your relatives	*www.usingenglish.com*
14	A sportsman	*www.usingenglish.com*
15	A historical figure in Indonesia	*English Alive (2010). Yudhistira.*
16	A famous leader	*English Alive (2010). Yudhistira.*
17	A famous person in Indonesia	*English Alive (2010). Yudhistira.*
18	Your close friend	*www.usingenglish.com*

Sources: *Look Ahead an English Course, English Alive and http: www.usingenglish.com*

Descriptive Text

The purpose of this text is to describe a particular person/thing. The generic structure is written by Sudarwati and Grace as follows (a) identification - is deal with a statement containing a topic to describe (mention the name, occupation, profession and career), and (b) description - is deal with the details of the description about the object mentioned in the identification (mention the physical features, the way he/she dresses and his/her personality).

In addition, they also note some language features of descriptive text, ch as (a) use of Simple Present Tense, (b) use of "*be*": *is* and *are, was* and *were* for the identification and showing qualities, (c) use of verb "*have*": *have, has* to give detailed description of the object's features, (d) use of action verbs related

to the topic, especially when describing behaviors or personalities (for persons), and (e) use of adjectives in describing especially the qualities.

Here, the teacher explained the structure of descriptive and the pattern of simple present tense to the students before they presented in front of the class. The students presented the topic only about a person by using the structure of descriptive; identification and description.

Validity and Reliability of the Instruments
The Validity of the Test

Validity refers to the degree to which an instrument gives us the information we want (Wallen & Fraenkel, 1991, p.85). In this study, the researchers used content validity. Content validity concerns the extent to which a measure adequately represents all facets of a concept. To find out the content validity of the test item, the researchers provided the curriculum, a syllabus and the specification. Below is the table of the curriculum and the specification:

Table 6: Senior High School National Curriculum for Speaking Skill of the Tenth Grade

Standar Kompetensi	Kompetensi Dasar
Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk *narrative, descriptive* dan *news item* sederhana dalam konteks kehidupan sehari-hari	Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, descriptive dan news item*

Source: Sisdiknas, 2012

Table 7: Speaking Test Specification

Objective	Indicators	Number of item
• To measure the students' descriptive text of speaking skill	• The students are able to produce descriptive text in speaking skill • The students are able to apply good pronunciation, loudness, word usage and rate (speaking rubric).	1

The Reliability of the Test

The reliability refers to the ability of the test which gives consistent result when it is administered to the same subject on two

different occasions. To judge whether the test was reliable or not, researchers used inter-rater reliability method. The Inter-rater reliability addressed the consistency of the implementation of a rating system. There were two raters involved in working and scoring the speaking tests. They are one lecturer and one teacher who are capable in scoring the speaking and have good English. Both raters have experienced in teaching English more than 8 years and having TOEFL score 570 and 590. Their names are Zuhdi Bay, M. Pd. and Dewi Wastuti, S. Pd. They scored the students' speaking based on the rubric that was given by the researchers.

Validity and Reliability of the Questionnaire

Here, the researchers used two questionnaires. First, it was for students' self confidence and second, it was about the implementation of cooperative group learning strategy. Before the researchers validated and did reliability for the first questionnaire by using SPSS, the researchers had done tryout 30 items of students' self confidence to the tenth grade students of SMA Tri Darhma Palembang. From the result of SPSS, it was found that based on validity test, it was gotten r-counting on corrected item-total correlation column that was higher than r-table (0.482), it indicated that all the items of statements were valid or can be used in the research. For reliability, it was gotten that the value of Cronbach's Alpha 0,946 was higher than 0,700. It indicated that it was reliability.

For the second questionnaire, the researchers validated it by asking three experts, 20 items of questionnaire were judged by them. One is a lecturer and others are teachers who teach English. The three experts are Zuhdi Bay, M. Pd, Gina Maretha, M. Pd and Elly, S.Pd.

From the result of those three experts' judgments, it was found that the validation of the second questionnaire was 100% appropriate to be used.

Techniques for Analyzing the Data

In analyzing the data, the researchers used two rates and rubric speaking for speaking test, thus the process of the analyses was run by using SPSS (Statistical Product and Service Solution) program. For two sets of questionnaires, the researchers used Likert Scale which had five statements on it; strongly agree, agree, undecided, disagree and strongly disagree thus the process of the analyses was run by using SPSS.

Speaking Test

In order to give the students' scores, the researchers used some criteria in rubric that were used by the raters to score students' speaking. The aspects of rubric consisted of pronunciation (ability to pronounce words correctly), loudness (ability to speak in appropriate word), word usage (ability to use the words correctly) and rate (ability to speak in standard rate). Each aspect had 1 until 5 scores. The maximum score for the speaking achievement was 20 and the minimum score was 5.

To know the progress of the students' speaking skills, the data of the pre-test and post-test were analyzed by using paired sample t-test. This was done for both control and experimental groups. Thus, for the result of the normality tests, the researchers used one sample Kolmogorov-Smirnov test and the histograms. It was for speaking tests and the questionnaire of students' self confidence. Furthermore, independent sample t-test used to compare between the speaking gains achieved by the students in the experimental and control groups. The process of the analyses was run by using SPSS (Statistical Product and Service Solution) program. Here, the speaking test was recorded by using audio recording.

To score the students' speaking performance, the researchers used the scoring scale proposed by Kubiszyn and Borich (1993, p.214). There are four aspects of speaking in the scoring system. The following is the scoring scale.

Table 8: Speaking Rubric

Aspect	Score	Criteria
Pronunciation	1	- Few words pronounced correctly
	2	- Not many words pronounced correctly
	3	- Some words pronounced correctly
	4	- Most words pronounced correctly
	5	- All words pronounced correctly
Loudness	1	- Too soft, difficult to hear
	2	- Mostly soft and unclear
	3	- Sometimes soft/loud
	4	- Appropriate level volume
	5	- Clear, easy to hear
Word Usage	1	- Mostly choose wrong words
	2	- Often choose wrong words
	3	- Words choice adequate but could be improved
		- Mostly choose right words
	4	- Always choose right words
	5	
Rate	1	- Too slow/fast
	2	- Rather slow
	3	- Sometimes slow/fast
	4	- Not too fast

	5	-	Just right

Based on the scoring rubric above, the researchers propose the following category for the students' score which present in table 8. The categories of students' speaking test are as follows:

Table 9: Score Interval for Speaking Skill

No	Score Interval	Category
1	16-20	Very Good
2	11-15	Good
3	6-10	Fair
4	0-5	Poor

The students who get score from 16 to 20 is very good score, and those who get the score 11 to 15 is good. Moreover, for those who get the score from 6 to 10 is fair. Finally, the students who get the score 0 to 5 is poor score.

Questionnaire

In analyzing the data from questionnaire, the data gathered was analyzed by using Likert Scale percentage. The outline of scoring the questionnaire is presented in the following table:

Table 10: The Scoring of Questionnaire

Statements	Scores
Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly disagree	1

Thus, for the first questionnaire, it was about the students' self confidence. The researchers used Independent Sample t-test to analyze the gain score of students' self confidence. The researchers analyzed it because the first questionnaire was given at pretest and posttest. Meanwhile, in analyzing the normality of the first questionnaire, the researchers used the Kolmogorov-Smirnov test which was computerized by applying the SPSS version 17. The second questionnaire was about the implementation of Cooperative Group Learning strategy. This questionnaire was given after treatment only for experimental group. Thus, the researchers wanted to know the students' perception for both questionnaires; the use of Cooperative Group Learning strategy and

students' self confidence. Here, the categories of students' self confidence questionnaire are as follows:

Table 11: Score Interval for students' self confidence questionnaire

No	Score Interval	Category
1	0-30	Strongly disagree
2	31-60	Disagree
3	61-90	Undecided
4	91-120	Agree
5	121-150	Strongly agree

CHAPTER IV
FINDINGS AND INTERPRETATIONS

This chapter presents the findings and the interpretations. The findings are the data obtained before and after the treatment. The interpretations were done on the basis of the findings and the literature review. The interpretations were used to answer the four questions in the study problems which had been mentioned in the previous chapter. Those include (1) Was there any significant progress in speaking achievement between the tenth grade students of SMA Srijaya Negara Palembang year 2012/2013 who were taught by using Cooperative Group Learning strategy and those who were not? (2) Was there any significant progress in self confidence in speaking before and after Cooperative Group Learning strategy was applied to the tenth grade students of SMA Srijaya Negara Palembang year 2012/2013? (3) What were the students' perception towards self confidence? (4) What were the students' perception towards the use of Cooperative Group Learning strategy?

In this study, there were 68 tenth grade students of SMA Srijaya Negara Palembang in academic year 2012/2013 used as the samples of the study. The speaking test was administered to the students to find out their progressing in their speaking skill. Besides, the students were also asked to fill two questionnaires about the students' perception of self confidence and the use of Cooperative Group Learning Strategy.

Findings

The data of students speaking skill were in the form of scores. The data were the result of the students' speaking in pre-test and post-test which were rated by two raters separately. Two raters marked the students' speaking based on the sheet criteria proposed by Kubiszyn and Borich (1993, p.214).

The researchers describe and analyze the results of the test administered before and after the treatment. The pre-test and post-test were given to the students in both control and experimental groups. Both groups did the pre-test at the beginning (before the treatment), and post-test at the end (after the treatment). Besides, the first questionnaire was also administered at the beginning and the end of the teaching activities in both experimental and control groups. The second questionnaire was also administered at the end of treatment only for the experimental group. The findings of the study include: (1) the normality of the test, (2) the result of the test, (3) statistical analysis of the test, (4) statistical analysis of the questionnaire, (5) the students' perception of

self confidence and the use of Cooperative Group Learning, and (6) contribution analysis. The explanations were described in the following.

The Normality of the Test

Before having the data analysis, the researchers measured the normality of the test.

The normality test was used to find out whether or not the data of the pre-test and post-test of the speaking skill gained was distributed normally. In analyzing the normality of the data, the researchers used the Kolmogorov-Smirnov test. If the normality spread is p>0.05 then it is normal, whereas if p<0.05 then it is considered not normal or approximately normal (Pallant, 2005, p.57).

The Result of Normality Test of Pre-test Score

In analyzing the normality of the data, the Kolmogorov-Smirnov test of the pre-test result in experimental group showed that significance (2 tailed) was 0.518. Since 0.518 is higher than 0.05, so it can be said that the data obtained was considered approximately normal data (Santoso, 2010, p.97). Meanwhile, the Kolmogorov-Smirnov test of the pre-test result in control group showed that significance (2 tailed) was 0.085. Since 0.085 is higher than 0.05, so it can be said that the data obtained was considered approximately normal data (see table 12).

The Result of Normality Test of Post-test Scores

The Kolmogorov-Smirnov test of the post-test result in experimental group showed that significance (2 tailed) was 0.151. Since 0.151 is higher than 0.05, so it can be said that the data obtained was considered approximately normal data (Santoso, 2010, p.97). Meanwhile, the Kolmogorov-Smirnov test of the post-test result in control group showed that significance (2 tailed) was 0.180. Since 0.180 is higher than 0.05, so it can be said that the data obtained was considered approximately normal data. The summary of the results of normality test of both groups can be seen in the following table.

Table 12: The Result of Normality of the Test

Variable	Pre Test in Experimental Group	Post Test in Experimental Group	Pre Test in Control Group	Post Test in Control Group
Speaking skill	0.518	0.151	0.085	0.180

The Result of the Test

In the result of the pre-test and post-test were given to the students in both experimental and control groups. The researchers supplied the results of the pre-test and post-test given to both groups.

The Descriptive Statistic of the Test in Experimental Group
Pre-test and Post-test Scores in Experimental Group

In the result of the pre-test, it was found that the lowest score was 5.0, while the highest score was 16.0, and the frequency of the lowest score was 3, while the frequency of the highest score was 1. Meanwhile, the mean score was 8.794 and the standard deviation was 2.2466. The category and the percentage scores are described in the following table and chart.

Table 13: The Score Distribution in the Experimental Group (Pre-test)

Category		Frequency	Percent	Valid Percent
Valid	Fair	26	76.5	76.5
	Good	4	11.8	11.8
	Poor	3	8.8	8.8
	Very Good	1	2.9	2.9
	Total	34	100.0	100.0

Chart 1: The percentage of Pre-test Score in Experimental Group

Pre Test Speaking in Experimental Group

- Fair
- Good
- Poor
- Very Goo
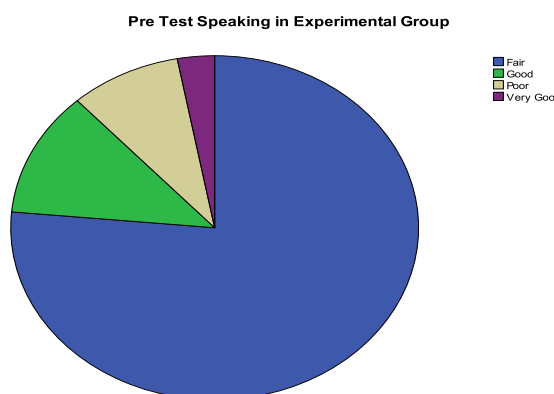
Meanwhile, the lowest score of the post-test was 9.5, while the highest score was 18.0, and the frequency of the lowest score was 2, while the frequency of the highest score was 4. Meanwhile, the mean score was 13.500 and the standard deviation was 1.8464. The category and the percentage scores are described in the following table and chart.

Table 14

Table 14: The Score Distribution in the Experimental Group (Post-test)

Category		Frequency	Percent	Valid Percent
Valid	Fair	2	5.9	5.9
	Good	28	82.4	82.4
	Very Good	4	11.8	11.8
	Total	34	100.0	100.0

Chart 2: The percentage of Post-test Score in Experimental Group

Post Test Speaking in Experimental Group

Fair
Good
Very Goo
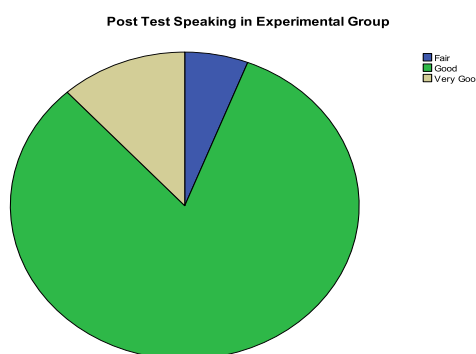
The comparison between the pre-test and post-test scores of the students in experimental group can be seen in table 15 below.

Table 15: The Result of Paired Samples Statistics

	Mean	N	Std. Deviation
Post-test Speaking in Experimental Group	13.500	34	1.8464
Pre-test Speaking in Experimental Group	8.794	34	2.2466

Pre-test and Post-test Scores in Control Group
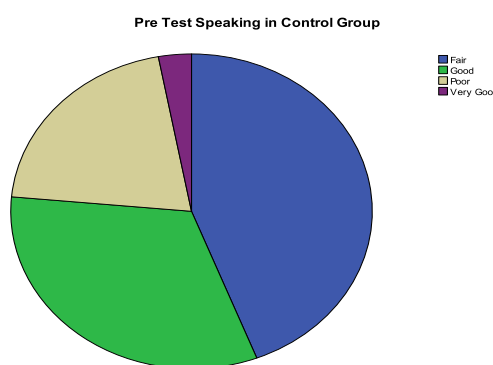
In the result of the pre-test, it was found that the lowest score was 5.0, while the highest score was 16.0, and the frequency of the lowest score was 7, while the frequency of the highest score was 1. Meanwhile, the mean score was 9.706 and the standard deviation was 2.9876. The category and the percentage scores are described in the following table and chart.

Table 16

Table 16: The Score Distribution in the Control Group (Pre-test)

Category		Frequency	Percent	Valid Percent
Valid	Fair	15	44.1	44.1
	Good	11	32.4	32.4
	Poor	7	20.6	20.6
	Very Good	1	2.9	2.9
	Total	34	100.0	100.0

Chart 3: The percentage of Pre-test Score in Control Group

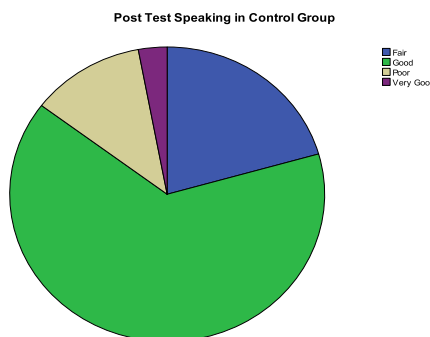Pre Test Speaking in Control Group

■ Fair
■ Good
□ Poor
■ Very Goo

Meanwhile, the lowest score of the posttest was 5.0, while the highest score was 16.0, and the frequency of the lowest score was 4, while the frequency of the highest score was 1. Meanwhile, the mean score was 10.118 and the standard deviation was 2.7745. The category and the percentage scores are described in the following table and chart.

Table 17: The Score Distribution in the Control Group (Post-test)

Category		Frequency	Percent	Valid Percent
Valid	Fair	7	20.6	20.6
	Good	22	64.7	64.7
	Poor	4	11.8	11.8
	Very Good	1	2.9	2.9
	Total	34	100.0	100.0

Chart 4: The percentage of Post-test Score in Control Group

Post Test Speaking in Control Group

The comparison between the pre-test and post-test scores of the students in control group can be seen in table 18 below.

Table 18: The Result of Paired Samples Statistics

	Mean	N	Std. Deviation
Post-test Speaking in Control Group	10.118	34	2.7745
Pre-test Speaking in Control Group	9.706	34	2.9876

Statistical Analysis of the Test

In order to answer the problem formulation proposed, the researchers used four statistical analyses in this study: Dependent sample T-Test (paired sample T-Test), Independent sample t-test, and Multiple regression. Paired sample T-Test was used to find out whether or not there was a significant difference in achievement before and after the treatment in the experimental and control groups. Meanwhile, the researchers used independent sample T-Test in order to find out whether or not there was a significant difference between the experimental and control groups.

The Analysis of Paired Sample T-Test
The Analysis of Paired Sample T-Test in Experimental Group

From the result of paired sample T-Test, it was found that the mean difference between pre-test and post-test in experimental group was 4.7059, the standard deviation was 0.8083 and the significant level was 0.000 since 0.000 was lower than alpha value 0.05, it indicated that the students in experimental group gained speaking achievement significantly. The analysis result can be seen in the following table.

Table 19: The Result of Paired Sample T-Test of Speaking Achievement in
Experimental Group

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	SD	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post Test Speaking in Experimental Group - Pre Test Speaking in Experimental Group	4.7059	.8083	.1386	4.4239	4.9879	33.949	33	.000

Independent Sample T-Test Analysis

In order to find out whether or not there was a significant difference in speaking achievement between the experimental group and control group, the researchers compared the results of the post-test in the experimental group and control group by using independent sample T-Test.

Table 20 shows the result of the independent sample T-Test: the result of the post-test in speaking achievement in both the experimental and control groups. The analysis result can be seen in the following tables.

Table 20: The Result of Independent Sample T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
										95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post Test Speaking	Equal variances assumed	4.804	.032	5.918	66	.000	3.3824	.5716	2.2412	4.5235
	Equal variances not assumed			5.918	57.436	.000	3.3824	.5716	2.2380	4.5267

The data showed that the mean difference was 3.3824, and the value of t-obtained was 5.918. At the significant level of 0.05 in two tailed testing with the degree of freedom was 66, the critical value of t-table is 1.997. Since the value of t-obtained, which was 5.918, was higher than the critical value of t-table and the significance was 0.000, it can be inferred that there was significant difference in speaking achievement between the two groups. This confirms that there was significant progress in speaking achievement between the tenth grade students of SMA Srijaya Negara Palembang year 2012/2013 who were taught by using Cooperative Group Learning strategy and those who were not. In other words, the first problem of the study had been answered. Thus, it could be stated that the null hypothesis (Ho_1) was rejected and the research hypothesis (Ha_1) was accepted. It means that there was significant progress made by students in the experimental and the control groups.

The Difference of the Gain Speaking Scores between the Experimental and Control Groups Based on Their Pre-test and Post-test Scores

The researchers used these statistics because she applied one of quasi-experimental designs in this study. The following is the table which shows the gained speaking skill achieved by the students in the experimental group and the control group.

Table 21: The Result of Independent Sample T-Test of the Gain Scores of
Speaking Achievement

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Gain Score Speaking	Equal variances assumed	.837	.364	25.509	66	.000	4.2941	.1683	3.9580	4.6302
	Equal variances not assumed			25.509	58.571	.000	4.2941	.1683	3.9572	4.6310

From the table, it shows that the mean difference was 4.2941 and the value of t-obtained was 25.509. Further, with the degree of freedom 66, the critical value of the t-table is 1.997, and the significance was 0.000, which was less than 0.05. So, it is clear that the gained speaking skill from both control and experimental groups shows a significantly difference. The complete result of the gained speaking skill can be seen in.

Statistical Analysis of Questionnaires
The Statistical Analysis of Students' Self Confidence
The Results of Normality Students' Self Confidence Questionnaire
In analyzing the normality of the data, the researchers used the Kolmogorov-Smirnov test which was computerized by applying the SPSS version 17. If the normality spread is p>0.05 then it is normal, whereas if p<0.05 then it is considered not normal or approximately normal (Pallant, 2005, p.57).

The Result of Normality Questionnaire in Experimental Group
In analyzing the normality of the data, one sample Kolmogorov-Smirnov test was used. The Kolmogorov-Smirnov test of the pre-test questionnaire in experimental group showed that significance (2 tailed) was 0.405. Since 0.405 is higher than 0.05, so it can be said that the data obtained was considered approximately normal data (Santoso, 2010,

p.97). Meanwhile, the Kolmogorov-Smirnov test of the post-test questionnaire in experimental group showed that significance (2 tailed) was 0.974. Since 0.974 is higher than 0.05, so it can be said that the data obtained was considered approximately normal data (Santoso, 2010, p.97), see table 22.

The Normality of Questionnaire in Control Group

The Kolmogorov-Smirnov test of the pre-test questionnaire in control group showed that significance (2 tailed) was 0.913. Since 0.913 is higher than 0.05, so it can be said that the data obtained was considered approximately normal data (Santoso, 2010, p.97). Meanwhile, the Kolmogorov-Smirnov test of the post-test questionnaire in control group showed that significance (2 tailed) was 0.894. Since 0.894 is higher than 0.05, so it can be said that the data obtained was considered approximately normal data (Santoso, 2010, p.97). The summary of the results of normality test of both groups can be seen in the following table.

Table 22: The Result of the Normality

Variable	Pre Test in Experimental Group	Post Test in Experimental Group	Pre Test in Control Group	Post Test in Control Group
Self Confidence	.405	.974	.913	.894

The Descriptive Statistic of the Students' Self Confidence Questionnaire

Students' Self Confidence in Experimental and Control Group

In the result of the questionnaire on pre-test in experimental group, it was found that the mean score was 82.68 and the standard deviation was 11.979. Meanwhile, the result of the questionnaire on post-test, it was found that the mean score was 91.53 and the standard deviation was 8.561.

In the result of the questionnaire on pre-test in control group, it was found that the mean score was 81.50 and the standard deviation was 20.772. Meanwhile, the result of the questionnaire on post-test, it was found that the mean score was 84.91 and the standard deviation was 10.434. The descriptive statistics are described in the following table.

Table 23: The Score Distribution of Students' Self Confidence

Group	Scores			
	Pre-test		Post-test	
	Mean	Std. Deviation	Mean	Std. Deviation
Experimental	82.68	11.979	91.53	8.561
Control	81.50	20.772	84.91	10.434

Independent Sample T-test Analysis of Students' Self Confidence

Table 24: The Result of Independent Samples T-Test Analysis

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post Test of Self Confidence	Equal variances assumed	2.693	.106	2.859	66	.006	6.618	2.315	1.996	11.239
	Equal variances not assumed			2.859	63.574	.006	6.618	2.315	1.993	11.242

The data showed that the mean difference was 6.618, and the value of t-obtained was 2.859. At the significant level of 0.05 in two tailed testing with the degree of freedom was 66, the critical value of t-table is 1.997. Since the value of t-obtained, which was 2.859, was higher than the critical value of t-table and the significance was 0.006, it can be inferred that there was significant difference in self confidence in the experimental group. This confirms that there was significant progress in self confidence in speaking before and after Cooperative Group Learning strategy was applied. In other words, the fourth problem of the study had been answered. Thus, it could be stated that the null hypothesis (Ho_2) was rejected and the research hypothesis (Ha_2) was accepted. It means that there was significant progress in self confidence in speaking before and after Cooperative Group Learning strategy was applied.

The Students' Perception
The Students' Perception towards Self Confidence

The researchers analyzed the result of self confidence questionnaire responses to find out the percentage of respondent's agreement and disagreement towards each statement in the questionnaire. The objective of the questionnaire distribution was to find out the information about students' self confidence towards their speaking in the classroom.

From the data, the statement number 7, 16, and 20 had higher percentages than others. Here, the table of data presentation for the statement number 7, 16, and 20.

Table 25: Data Presentation of the Self Confidence Questionnaire

Statement	(1) SD	(2) D	(3) U	(4) A	(5) SA	Note
7	8.8%	30.8%	30.8%	66.2%	13.2%	79.4% (Strongly Agree and Agree), 39.6% (Strongly Disagree and Disagree)
16	4.4%	17.6%	52.9%	61.7%	13.2%	74.9% (Strongly Agree and Agree), 22% (Strongly Disagree and Disagree)
20	4.4%	22%	13.2%	88.2%	22%	110% (Strongly Agree and Agree), 26.4% (Strongly Disagree and Disagree

From the table above, it shows that most of the students gave good percentages in strongly agree and agree levels. The responses percentage of the statement number 7 were 79.4% (Strongly agree and agree), the responses percentage of the statement number 16 were 74.9% (Strongly agree and agree) and the responses percentage of the statement number 20 were 110% (Strongly agree and agree). The students' responses towards questionnaire above confirmed that the students have self confidence enough in speaking.

The Students' Perception towards the Use of Cooperative Group Learning Strategy

The researchers analyzed the result of Cooperative Group Learning questionnaire responses to find out the percentage of

respondent's agreement and disagreement towards each statement in the questionnaire. The objective of the questionnaire distribution was to find out the information about the use of Cooperative Group Learning in the classroom.

From the data, the statement number 1, 7, and 14 had higher percentages than others. Here, the table of data presentation for the statement number 1, 7, and 14.

Table 26: Data Presentation of the Cooperative Group Learning Questionnaire

Statement	(1) SD	(2) D	(3) U	(4) A	(5) SA	Note
1	0%	0%	2.9%	61.7%	35.2%	96.9% (Strongly Agree and Agree), 0% (Strongly Disagree and Disagree)
7	0%	0%	2.9%	64.7%	32.3%	97% (Strongly Agree and Agree), 0% (Strongly Disagree and Disagree)
14	0%	2.9%	20%	44%	32.3%	76.3% (Strongly Agree and Agree), 2.9% (Strongly Disagree and Disagree

From the table above, it shows that most of the students gave good percentages in strongly agree and agree levels. The responses percentage of the statement number 1 were 96.9% (Strongly agree and agree), the responses percentage of the statement number 7 were 97% (Strongly agree and agree) and the responses percentage of the statement number 14 were 76.3% (Strongly agree and agree). The students' responses towards questionnaire above confirmed that this strategy could help students in process of speaking through Cooperative Group Learning in the class room.

Contribution Analysis
The Contribution of each Aspect of Speaking towards Speaking Achievement

Table 27: Summary Statistics of Multiple Regression Analyses of Speaking Achievement

Model	R Square	Change Statistics	
		R Square Change	Sig. F. Change
Rate	0.716	0.716	0.000
Loudness	0.872	0.156	0.000
Word Usage	0.913	0.041	0.001

Table 27 shows the result of multiple regression analysis. The influence of the aspects of speaking achievement toward the whole aspects of speaking is 91.3%, while 8.7 % is unexplained factor. The contribution of each aspect of speaking achievement toward speaking achievement is as follows: rate 71.6 %, loudness 15.6%, and word usage 4.1 %. In table 28 below, the partial correlation of pronunciation is negative result, it means that pronunciation is not significantly influenced.

Table 28: Excluded Variables[d]

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1 Pronunciation	.192[a]	1.732	.093	.297	.681
Loudness	.481[a]	6.149	.000	.741	.675
Word Usage	.346[a]	4.130	.000	.596	.840
2 Pronunciation	.130[b]	1.700	.099	.296	.669
Word Usage	.233[b]	3.752	.001	.565	.755
3 Pronunciation	-.015[c]	-.181	.858	-.034	.456

a. Predictors in the Model: (Constant), Rate

b. Predictors in the Model: (Constant), Rate, Loudness

c. Predictors in the Model: (Constant), Rate, Loudness, Word Usage

d. Dependent Variable: Students' Speaking Achievement

Interpretations of the Study

Based on the findings above, some interpretations could be drawn. It was proved that teaching by using Cooperative Group Learning strategy can improve the students' speaking achievement and self confidence. In other words, the contribution of Cooperative Group

Learning strategy was higher to the students' speaking achievement. It might be caused by the use of the principles of the strategy where the students were always encouraged to work together, discuss the learning materials with their friends in a group to solve the problem, have individual accountability and positive interdependence. Because a group consists of three variations of level (high, medium, and low), the high level students can transfer their knowledge to his/her friends who are in low and medium level of achievements. In line with that, Roger and Johnson (2009, p.2) state that the purpose of Cooperative Group Learning is to make each member a stronger individual in his or her own right. Individual accountability is the key to ensuring that all group members are, in fact, strengthened by learning cooperatively. In addition, Johnson, Johnson and Smith (1991) say that Cooperative Learning is more than simply "working in groups". It means that Cooperative Learning strategy is not only about working in groups as common but it is supported by Five Essential Elements of Five Pillars of Cooperative Learning; Positive Interdependence, Face-to-face Interaction, Individual Accountability, Social Skills and Group Processing. In applying Cooperative Group Learning strategy, teacher should use these Five Essential Elements of Cooperative Learning in order to be successful in the classroom.

In relation to Cooperative Group Learning strategy, it could be interpreted that all of students in experimental group had applied the rules. They knew the structure of descriptive, presenting reliable information, providing good preparation and then they also knew how to discuss, give their opinions, share opinions to other groups, and support their group. In addition, they were also aware of the aspects of speaking skill such as rate, loudness, word usage and pronunciation.

The students' responses towards questionnaire of self confidence confirmed that the students had sufficient self confidence in speaking. Meanwhile, the students' responses towards questionnaire of the use of Cooperative Group Learning confirmed that this strategy could help students in process of speaking through Cooperative Group Learning in the class room. Meanwhile, the contribution of each aspect of speaking towards speaking achievement, the aspect of rate was high, 71.6 %. It might be caused by the self confidence of the students which increased more after having a treatment and when the students spoke English, they could speak English by using the standard rate. Meanwhile, the aspect of loudness and word usage were not as high as the other ones but the value still existed although it was very little, the percentage of loudness was 15.6% and the percentage of word usage was 4.1%. In this case, pronunciation is not significantly influenced. It might be caused by the

condition that students rarely practiced their pronunciation when they study English such as *vocabulary*, *stress*, *rhythm* and *intonation*, thus, it might be caused by the condition that the teacher did not monitor their pronunciation when the students spoke English. Moreover, the students' knowledge of pronunciation is low. In fact, teacher also had limited time to give learning about pronunciation in the classroom. These conditions made students not care about learning pronunciation. Zhang and Yin (2009, p.142) state pronunciation is considered to be the most difficult parts of a language for adult learners to master. Some students failed to pronounce some words correctly from the beginning. As they become accustomed to their own version of pronunciation, they would be more likely to miss-comprehend when these words are not correctly pronounced. They also state that prior experiences with pronunciation instruction may influence learners' success with current efforts. In line with that, Wallace (2004) says that children, adolescents and adults sometimes are fearful of the challenge of sustained, formal speaking before large groups. Teachers can help reduce such fears by maintaining a friendly atmosphere in the class and providing opportunities for students to practice alone or with one other student and then before increasingly larger groups. It means that the role of teacher is very important. She can also become motivator, supporter and facilitator in the classroom.

Finally, it is important to mention that there is a significant progress of the student in speaking achievement and in students' self confidence after having the interference.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

In this chapter, the researchers present conclusions, and suggestions.

Conclusions

Based on the findings and interpretations of the study, it could be summarized that all of the four problems of the study and the objectives of the study were answered. The writer drew some conclusions as follows: (a) There was any significant progress in speaking achievement between the tenth grade students of SMA Srijaya Negara Palembang year 2012/2013 who were taught by using Cooperative Group Learning strategy and those who were not; (b) There was any significant progress in self confidence in speaking before and after Cooperative Group Learning strategy was applied to the tenth grade students of SMA Srijaya Negara Palembang year 2012/2013; (c) The students' responses towards questionnaire of self confidence confirmed that the students had sufficient self confidence in speaking; and (d) The students' responses towards questionnaire of the use of Cooperative Group Learning confirmed that this strategy could help students in the process of speaking through Cooperative Group Learning strategy in the classroom.

Suggestions

It is important for those who are related to the field of education to pay more attention to these factors; learning strategy, learning experiences, students' characteristics, students' motivation, and classroom atmosphere. In English classrooms, teachers as the facilitators in the classroom should have enough knowledge and information about the materials and the cognitive of students. In relation with the study, talking about the weakness of the rubric, there was no an organization aspect in speaking rubric whereas the researchers used descriptive genre in speaking for the tenth grade students. Because of this, teachers should teach all aspects in speaking English by using the appropriate speaking rubric. Thus, teachers should give learning about English pronunciation in extra lesson because teachers have limited time in learning English in classroom.

It is necessary for the students to be aware in the process of language learning. Thus, the students should do a lot practice of speaking skill. Not only about speaking skill, but the students should learn about

good pronunciation in English. Also, they should not be fearful in speaking English in front of the classroom. Besides, it is hoped that students will have high motivation and clear goals of learning English so that they will be able to have eagerness and powerful reinforcement to maximize their potential in academic achievement.

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