AN UNDERGRADUATE THESIS

USING COOPERATIVE LEARNING STRATEGY TO IMPROVE SPEAKING PERFORMACE AT THE EIGHT GRADERS OF MTS GUPPI 3 PUNGGUR CENTERAL LAMPUNG

Written by:

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Tarbiyah Department
English Education Study Program

STATE INSTITUTE OF ISLAMIC STUDIES OF METRO
1441 H / 2019 M

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USING COOPERATIVE LEARNING STRATEGY TO IMPROVE SPEAKING PERFORMACE AT THE EIGHT GRADERS OF MTS GUPPI 3 PUNGGUR CENTERAL LAMPUNG

**Presented as a partial Fulfillment of the Requirements
for the Degree of SarjanaPendidikan (S.Pd)
in English Education Department**

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USING COOPERATIVE LEARNING STRATEGY TO IMPROVE SPEAKING PERFORMACE AT THE EIGHT GRADERS OF MTS GUPPI 3 PUNGGURIN THE ACADEMIC YEAR OF 2019/2020

ABSTRACT

By:
Nanik Suparti

The goal of teaching speaking is the students can communicate in the target language. The students find some difficulties in mastering the speaking. Therefore, the teacher expected to be more creative to choose the technique applied in the classroom. Cooperative learning strategy is one of strategy that give students. Chance to speak up by their own words. This research is aimed to find out whether the story completion can improve the students speaking performance. This research is classroom action research.

The research used test, observation, documentation to collect the datas. The classroom action research was conducted by 2 cycle. There are four steps in each cycle: they are planning, acting, observing and reflecting. The researcher gave one pre -test before treatment, two treatments and two post-test, the subject of this action research are the eighth graders in MTs. Roudlotu Tholibin Guppi 3 Punggur. This research used 15 students as object of this research. The researcher used average formula to prove whether hypothesis is accepted or rejected. The invention of this research shows that there was increased from cycle 1 to cycle 2. The result from the data in cycle 1, it was gained the average score of pre-test was 61,66 and post test 65,66 and post test from cycle 2 was gained the average score 68,00. The result of cycle 2 is higher than the result of post -test at cycle 1. The condition of the class was getting better. The students pay attention to teacher's explanation in learning activity. The students are more active in learning process. The students can speak in front of class. It means that the use of story cooperative learning strategy can improve the students speaking performance at the eighth graders of MTS Roudlotu Tholibin Guppi 3 Punggur.

Keywords*: Speaking Performance, Story Completion Technique, classroom action research (CAR).*

PENGGUNAAN STRATEGI PEMBELAJARAAN COOPERATIVE UNTUK MENINGKATKAT KEMAMPUAN BERBICARA SISWA DI KELAS DELAPAN MTS ROUDLOTU THOLIBIN GUPPI 3 PUNGGUR TAHUN PELAJARAN 2019/2020

ABSTRAK

Oleh:
NANIK SUPARTI

Tujuan pengajaran speaking adalah siswa dapat berkomunikasi dalam bahasa target. Siswa menemukan beberapa kesulitan dalam menguasai speaking. Oleh karena itu, guru diharapkan dapat lebih kreatif dalam memilih teknik yang diterapkan di dalam kelas. Pembelajaran cooperative adalah suatu strategi yang memberikan kesempatan kepada siswa untuk berbicara meggunakan kata dari mereka sendiri.

Tujuan penelitian ini adalah untuk mengetahui apakah pembelajaran kooperative dapat meningkatkan kemampuan berbicara siswa. Penelitian ini menggunakan test, observasi, dan dokumentasi dalam pengumpulan data.

Penelitian tindakan kelas ini dilakukan 2 siklus. Ada 4 tahap dalam setiap siklus, yaitu perencanaan, tindakan, observasi dan refleksi. Peneliti memberikan pre-test sebelum tindakan, 2 kali tindakan, dan 2 post-test. Penelitian ini dilaksanakan di kelas VIII MTS Roudlotu Tholibin Guppi 3 Punggur. Penelitian ini menggunakan 15 siswa sebagai objek penelitian. Penelitian menggunakan rumus rata-rata untuk membuktikan hipotesis diterima atau ditolak. Temuan penelitian ini menunjukan bahwa ada peningkatan dari siklus 1 ke siklus 2. Hasil dari data pada siklus 1, mendapatkan nilai rata-rata pre-test adalah 61,66 dan post-test 65,66 dan dari siklus 2 diperoleh nilai rata-rata 68,00. Hasil siklus 2 lebih tinggi dari hasil post-test pada siklus 1. Kondisi kelas menjadi lebih aktif selama proses pembelajaran. Siswa dapat berbicara di depan kelas. Ini berarti bahwa penggunaan. Pembelajaran cooperative dapat meningkatkan kemampuan berbicara siswa pada kelas VIII MTS Roudlotu Tholibin Guppi 3 Punggur.

Kata kunci: *Kemampuan Berbicara, Strategi Pembelajaran Kooperative, Penelitian Tindaka Kelas (PTK).*

APPROVAL PAGE

The Title : **USING COOPERATIVE LEARNING STRATEGY TO IMPROVE SPEAKING PERFORMANCE AMONG THE EIGHT GRADERS OF MTS GUPPI 3 PUNGGUR CENTRAL LAMPUNG**

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NOTIFICATION LETTER

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Matter : **In order to hold the Munaqosah of Nanik Suparti**

To The Honorable,
The Dean of Tarbiyah and Teacher Training Faculty
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Assalamua'alaikum Warahmatullahi Wabarakatuh

We have given guidance and enough improvement to the undergraduate thesis which is written by:

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It has been agreed so it can be continued to the Tarbiyah and Teacher Training Faculty in order to be examined on the munaqosah. Thank you very much.
Wassalamu'alaikum Warahmatullahi Wabarakatuh

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Nama   : Nanik Suparti
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Judul   : **USING COOPERATIVE LEARNING STRATEGY TO IMPROVE SPEAKING PERFORMANCE AMONG THE EIGHT GRADERS OF MTS GUPPI 3 PUNGGUR CENTRAL LAMPUNG**

Sudah kami setujui dan dapat di munaqosahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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RATIFICATION PAGE
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An Undergraduate thesis entitled: USING COOPERATIVE LEARNING STRATEGY TO IMPROVE SPEAKING PERFORMENCE AMONG THE EIGHT GRADERS OF MTs GUPPI 3 PUNGGUR CENTRAL LAMPUNG, Written by: Nanik Suparti, Number: 1292707 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on December 18[h], 2019, at 08.00-10.00. AM

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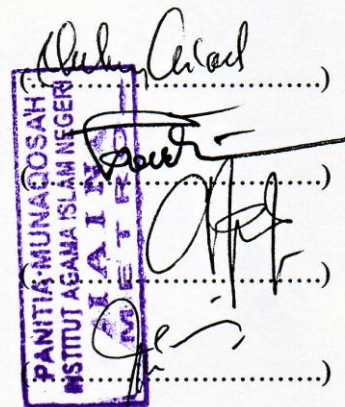
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STATEMENT OF RESEARCH OF ORIGINALITY

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State that undergraduate thesis is original except certain part of it quoted from the bibliography mentioned.

Metro, 17 December 2019

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MOTTO

فَبِأَيِّ ءَالَآءِ رَبِّكُمَا تُكَذِّبَانِ ﴿٥٥﴾

"Then, which of the favours of yourLord willyou deny?"
(Qs. Ar- Rahman :55).

"You don't understand anything until you

learn it more then on way'

(Marvin Minsky)

"The way get started is to quit talking and begin doing"
(Walt Disney)

DIDICATION PAGE

This undergraduate thesis isdedicated to:
Allah SWT, the Most Gracious, the Most Merciful, who has taught us with pen and has taught human beings of what they do not know.My beloved family, my father Mr. Suparmo, my mother Mrs Siti Yaumi, my beloved husband Dicky Panca Setiawan, my mother in law Maryatin, and my beloved son Faqih Zoelfa Lanna who always support me in their perfect love. Thanks for everything, because you bring to me is nothing compare.
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In the name of Allah, the Most Gracious Praise is to Allah, the Lord of the World. Without His Blessings, none of these would be possible. He has given his a chance to accomplish this Undergraduate Thesis. In this lovely chance, the writer would like to seriously acknowledge his gratitude.

The first, the deepest gratitude would be addressed to his beloved parents, for understanding and supporting writer to finish the Undergraduate Thesis, and always pray for her to be a successful person someday (Amen).

The greatest gratitude would also be addressed to both of his advisors, Dr. Mahrus As'ad, M.Ag and Ahmad Subhan Roza, M.Pd within their activities, they were still willing to read and revise the Undergraduate Thesis, to give her helpful idea and guiding way of writing during the writing process.

With the limitation of writer's ability, she stills has many mistakes in writing and presentation items. Therefore, the writer apologizes and hopefully this an undergraduate thesis can be benefit to all of us properly.

Metro, 17 December 2019
The Writer

Nanik Suparti

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CHAPTER I

INTRODUCTION

A. Background of the Study

English as an international language is very important to be learned. By learning English, the students can help themselves to face their future because English is one of the languages in the world that are mastered globally. In learning English, there four basic language skills namely, speaking, reading, listening, and writing that must be mastered by the students. One of the skills that have to be master well by student is speaking because it is seen as the most essential skill to be mastered by the students. For most people, the success in learning language can be seen from how far the students can speak and communicate in the language learning. But in fact, speaking is often neglected in the classroom.

Speaking is a crucial part of foreign language learning and teaching in Indonesia. However today every schools is requires that the goal of teaching speaking should improve students communicative skills because students can express them selves and learn how to use a language.These days, many teachers agree that students should learn to speak the foreign language by interacting to other. For this case, students should master several speaking components, such as: comprehension, pronunciation, grammar, vocabulary fluency.

In brief, English teacher should be creative in developing their teaching learning process to create good atmosphere, improve the students speaking

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skill.In learning English, students have some problem. Many students worry to speak English because they lack vocabulary and they have less confident with the result of speaking. It indicates that they have low ability in speaking. Then, there are some students still confuse in mastering English language because learning English language is different from learning the native language.

In addition, learning speaking is monotonous, so many students feel bored in the classroom. They also have low motivation. Everyday, they only get the explanation about the materials and task. Where as, the students need to get the motivation in order to they interested in learning speaking, especially speaking performance.In this case, the writer tried to study about the influence of usingsmall group instruction on the students speaking performance among the eghth grade at Junior High School of GUPPI 3 Punggur. The reseacher had conducted preliminary research on june 25th 2019 in Islamic Junior High School of GUPPI 3 Punggur about how to express apologize. The researcher asked the students to performance how to express apologize. The data of the students speaking performanceare as follows:

Table 1.1
The Data Speaking performance of Pre-Survey on july 25, 2019 at the
eight gradres of MTS Gupi 3 Punggur

No	Student initial	Score	Category
1	AR	75	GOOD
2	ALA	70	GOOD
3	ADN	55	POOR
4	AP	65	FAIR
5	ASG	45	POOR

6	AP	65	FAIR
7	AG	65	FAIR
8	AH	45	POOR
9	DIB	50	POOR
10	EVA	60	FAIR
11	FA	80	GOOD
12	HG	55	POOR
13	HF	55	POOR
14	JV	45	POOR
15	LU	65	FAIR
Total Of Scores		905	
Avarege		60,4	POOR

Source: *The English teacher archive, taken on June 25th 2019*

Table 1.2
The Result of Pra Survey of Speaking Performance among the Eighth
Gradres at MTS Guppi 3 Punggur

No	Number of Students	Score	Percentage	Category
1	0	≥81	0%	Excellent
2	3	70-80	13%	Good
3	5	59-69	22%	Fair
4	7	≤55	65%	Poor
Total	15		100%	

Based on the result data of pre-survey above, there are only 3 from 15 students who get good score, 5 students who get fair score, and the students who get poor score is 7 students. It should be in the their level, they have to can

mastered how to express apologize. It is caused many factors, are the students do not have good speaking, for example, the students were passive during the learning process or becauce their vocabulary is low.

From the explanation above, it can be inferred that most of the eighth grade at MTS Guppi 3 Punggur in the Academic Year of 2019/2020 are low category. It can be seen from the score of the students, that it less than 70 as the Minimum Mastery Criteria(MMC).

Furthermore, the students still face many problem related to speaking performance among the noticeable problems are the students have low motivation , it needs much time for the students to learn speaking and students may feel afraid in speaking performance. The problems commonly become obstacles in teaching and learning speaking. The problems are native language, age, exposure, innate phonetic ability,identity and language ego, motivation and concern for good speaking. Oneof possible way to deal with the problems above is by examining the Improve of Using Cooperative Learning Strategy on the Student's Speaking Performance.

In this case, the students must study hard to master it and the teacher should create a good atmosphere in class. One of the teacher's responsibilities is to help their students to study together using cooperative learning strategy.

Cooperative learning strategy is one of learning process strategy is when individuals come together as a group to teach or to learn each other what they know or understand of any given subject. Cooperative learning strategy is

not only trains the students speak up but also creates fun and active condition in the class.

It implies that the cooperative learning strategy is a suitable strategy to teach in the school. First, the students fell happy, enjoy and interest. Second, the students become more active in doing activities such as; answering teacher's question, listening, speaking and working together with thier friends. So they do not feel bored in thier study. Third they could improve thier confidence in English class especially in speaking. Fourth, the cooperative learning strategy is also a way to makes the teacher more creative and responsible. the teacher becomes more serious in teaching and learning process prepared well. finally this strategy creates an ideal condution because the teacher explains the materials by fun learning activities and classes.

Base on the explanation above, the researcher is interested in conducting a research with apply cooperative learning strategy. Therefore, this research is entitled " Using Cooperative Learning Strategy to Improve Speaking Performance at the Eight Graders of MTS Guppi 3 Punggur Central of Lampung".

B. Prolem Identification

Regarding to the background of the study, the researcher identifies the problem as follow:

1. The students have less confidence in speaking English

2. The students are lack of vocabulary.

3. The students are not interested with the technique that used in teaching

4. The students find difficulties how to speak well.

C. Problem Limitation

Based on the problem identification above, the researcher just focuses on the students are not interest with the strategy that used by teacher in teaching speaking. So the researcher limits only on theuse of cooperative learning strategy to improve the speaking performance among the eight graders of MTS Guppi 3 Punggur centarl of lampung.

D. Problem Formulation

Based on the background of study and problems identification above, the researcher formulates the problem in this research is "can cooperative learning strategy improve the speaking performance among the eight gradres of MTS Guppi 3 PunggurCentarl of Lampung".

E. Objective and Benefit of the Study

1. The Objective of this Research

Based on the problem formulation above, the objective of the study is to improve the speaking performance among the eight graders of MTS Guppi 3 Punggur Central of Lampung

2. **Benefits of the Study are:**

   After doing this research and finding the results, the researcher hopes that it will be useful:

   a. For the Teacher

   The results of this study are hopefully useful for teachers of English they may also find it easier to develop the materials which are interesting to the students so that teachers will be more creative in teaching.

   b. For the Headmaster

   To give information for headmaster as one of the considerations to develop teacher's achievement, especially English teacher.

   c. For the Further Researcher

   To motivate the further researcher to be creative and innovative in designing the method used in teaching.

   d. For the Students

   By using cooperative learning strategy, it hoped that students become active during the lesson in the class, and they have many chances to express their idea.

   e. For the Readers

   As an inform them about cooperative learning strategy and how to apply it in teaching speaking.

F. Prior Research

There is one prior researchs that the researcher took related to this study. The first is done by Rahmawana, under the title "Using Cooperative learning Strategy in Teaching Speaking Skill to The Second Grade Students of Senior High School in SMAN 6 SOPPENG" the researchs was done on November 08 2017. The instrument used of this research was test. The test was used in the pretest and post-test. The data indicated that, there was a significant difference between the student's pre-test and post-test in the experimental class and pretest and post-test in the control class. The mean score of the students" pre-test of experimental group was (2,88) with standard deviation was (0,79) and the mean score on the post-test was (4,21) with standard deviation was (0,94) in the experimental class was higher than mean score of pre-test (3,28) with standard deviation was (0,76) and the mean score of the post-test was (3,47) with standard deviation was (0,48). From the t- test, the researcher found that, the value of the t-test (4.11) was higher than the t-table (2.021) at the level of significant 0.05 with degree of freedom (df) = 40. The result of the t-test also shown that, the use of Cooperative Learning Strategy a as technique in teaching speaking was effective in improving the students" speaking ability because the t-test, 4.11, was higher than t-table, 2.021 (4.11 2.021). Based on the finding and discussion of the research, the researcher drew a conclusion that, the use of

Cooperative Learning Strategy is effective to improve the students‟ speaking

ability in the second year students at SMAN 6 SOPPENG".[1]

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[1] Rahmawana, *"Using Cooperative Learning Strategy In Teaching Speaking To The Second Grade Students Of SMAN 6 Soppeng".* (Universitas Negeri Alauddin Makassar, 2017).p.13

CHAPTER II

THE REVIEW OF RELATED THEORIES

A. The Concept of Speaking

1. The Definition of Speaking Performance

Spoken language is at the heart of much human interaction, at home, at work and society.[2] It means that everyone use spoken language in everywhere and everytime. When they use spoken language, they often do the conversation to others.

Derakhsan said that Speaking is the second skill and has an important role in communication. Speaking is a part of daily life that everyone should develop in subtitle and detailed language.[3]

Cornbleet and Ronald said that speaking is combining sounds in a recognised and systematic way, according to language-specific principles, to form meaningful utterances.[4] It means that speaking is a set of rules to produce sound that has a meaning.

According to Scott speaking is so much a part of daily life that we take it for granted.[5] It means that most of people produce thousands words a day. To achieve this ability, we have to learn how to do it all over again.

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[2] Crown, *Improving speaking and listening skill*: *a practical guide for skills for life teachers*, (Department for education and skills, 200), p. 2.

[3]. Derakhsan A, "*Developing EFL Learner's Speaking Ability, Accuracy and Fluency,* (Gorgan,Iran: Canadian Center of Science and Education), Vol.VI, No.2/march-may 2016 P.2

[4] Cornbleet Sandra and Ronald Carter, *The Language of Speech and Writing*, (London and New York: Routledge, 200), p.17.

[5] Thornbury Scott, *How to Teach Speaking*, (Longman), p.1.

Moreover, Cameron state that speaking is the active use of language to express meaning so that other people can make sense them.[6] It means that speaking performance is the activity that not only focuses on producing language but also on the understanding the meaning from the speaker.

Speaking is one of the skill that have to be mastered by students in learning English. The ability to speak fluently presupposes not only know knowledge of language feature, but also the ability to process information and language.[7] There are some activities to promote speaking, such as: discussing or debate, role play, simulation, information gap, brain storming, story telling, interviews, and etc. These activities have purpose of discussing or debating is to make the students fluent in speaking and have a special ability in discussing.

Performance is defined as the capacity of the individuals to perform various tasks in a specific job[8]. Performance for basically mean that you have the potential to do something. For example a statement like "you have the ability to pass this test with flying colours" means you have all the potential as well as the brains in order to pass this big test that lies in front of you.

Carrol state that performance refers to the possible variations over individuals in the luminal level of tasks difficulty (or in derived

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[6] Cameron Lyne, *Teaching Language to Young Learners,* (Cambridge: Cambridge University Press, 2001), p.40.

[7]. Harmer Jeremy, *The Practice of English Language Teaching, Third Edition*, (. Longman: Pearson, 2001), p. 269

[8]. Derakhsan A, "*Developing EFL Learner's Speaking Ability, Accuracy and Fluency,* (Gorgan,Iran: Canadian Center of Science and Education), Vol.VI, No.2/march-may 2016 P.177

measurements based on such luminal levels) at which, on any given occasion in which all condition appear favorable, individuals perform successfully on a defined class of tasks.[9]

speaking performance is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message. Lado (1961: 240) points out that speaking performance is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. It can be concluded that speaking ability is a skill, which is communicating the speech sound for expressing and conveying a messages or ideas.

2. **The Kinds of Speaking Performance**

a. Pronouncation and Intonation

Generally pronouncation was one of important aspect in ESL. Pronouncation was the way for students' to produce clever language when they speak. Pronuncation is the manner of uttering or speaking (word or sound), and 'good' pronunciation is the way of speaking that ordinary people find easy to understand. Pronouncation refers to the ability to use to correct strees, rhythm and intonation of a word in a spoken language. A word could be spoken in different ways by various individuals or groups, depending on many factors, such as: the ware in which they grew up, the ware in which they now life.

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[9].John B. Carrol, *human cognitive abilities : a survey of factor-analytik studies,* (USA: Cambridge University Press, 1993), P.8.

Intonation is used to carry a variety of different kinds of information. It signals grammatical structure, though not in a one-to-one way; whilst the end of a complete intonation pattern will normally coincide with the end of a grammatical structure such as a sentence or clause, even quite major grammatical boundaries may lack intonation marking, particularly if the speech is fast. Intonation can reflect the information structure of an utterance, highlighting constituents of importance. Intonation can indicate discourse function; for instance most people are aware that saying 'This is the Leeds train' with one intonation constitutes a statement, but, with another, a question. [10]

b. Fluency and Accuracy

Fluency was an essential element of ESL speaking ability. Brown state that "Fluency was probably best achieved by allowing the. " stream" of speech to "flow".[11] Fluency refers to speech language term that means the smoothness or flow with which sounds, syllables, word and phrases were joined together when speaking quickly. Fluency could be defined as the ability to speak Fluency and accurately. Accuracy was achieved to some extent by allowing student to focuson the elements of phonology, grammer, and discourse in their spoken output.[12]

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[10].Flucher G, *Testing Second Language Speaking,* (USA:Routaledge,2014) h.26

[11]. H.Douglas Brown, *Teaching by Principles. An Interactive Approach to Language Pedagogy*, (San Fransisco:Pearson Education Inc, 2001) , p. 268

[12]. Ibid. h.27.

3. The Problems of Teaching Speaking Performance

Penny Ur describes some problems in speaking activities in her book as follows[13]:

a. Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience.

b. Nothing to say. Even if they not inhibited, ou often hear learners complain that they cannot think of anything to say ; they have no motive to express themseves beyond the guilty feeling that they should be speaking.

c. Low in participation. Only one participant can talk at a time if he or she is to be heard; and in a large group this mean that each one will have only very little talking time.

d. Mother-thongue use. In classes MTS Guppi 3 Punggur. On the other hand, she classified some characteristic of a successful speaking activity, as follows:

1) Learners talk a lot. As much as possible of the period of time allotted the activity is in fact occupied by learner talk.

2) Participation is even. Classroom discussion is not domined by minority of talk active participants: all get a chance to speak, and contributions are fairly evenly distributed.

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[13] .ibid.h.28

3) Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4) Language is of an acceptable level.Learners express themselves in utterence that are relevant,easly comprehensible to each other,and of acceptable level of language accurancy.

The characteristics of both difficulties and successful speaking are very contradictive, it needs a comprehensive cooperation between teacher and students themselves in order that they can help each other to express their idea and act it out, because when they feel comfortable in class activities they would have the same opportunity to practice their language a lot. As time goes by, their ability in speaking will improve by the process they engage.

The difficultes of speaking can be reduced by using by suitable method for the students. So, it will be challenging task for the teacher to create a comfortable atmosphere and help the students' ability though many kinds of techniques which is suitable for their level. With comfortable atmosphere in speaking the students would able to express their idea

4. The Assessment of Speaking

To know the achievement of speaking should be measured use the assessment of speaking. There are the measurements of speaking according to Harris, as follows:[14]

Table 2.1
Harris oral rating scale

No.	Criteria	Rating Score	Description
1.	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, thought one is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2.	Grammar	5	Make few (if any) noticeable errors of grammar and word order.

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[14]. David P. Harris, *Testing English as a Second Language*, (New York: McGraw-Hill Book Company, 1969), P. 81.

		4	Occasionally makes grammatical and word order errors that do not, however obscure meaning.
		3	Make fluent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order. So server as to make speech virtually unintelligible.
3.	Vocabulary	5	Use of vocabulary and idioms is virtually that native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of word and very limited vocabulary makes comprehension quite difficult.

		1	vocabulary limitation so extreme as to make conversation virtually impossible.
4.	Fluency	5	Speeech as fluent and effortless as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and flluency are rather strongly affected by language problem.
		2	usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5.	comprehension	5	Appears to understand everything without difficulty.
		4	Understand nearly everything a normal speed although occasional repetition may be necesssary.
		3	Understand most most of what is said at slower than normal speed without repetition.

		2	Has great difficulty comprehend. Social conversation spoken slowly and with frequent repetition.
		1	Can not be said to understand even siple conversatition.

B. The Concept of Cooperative Learning

1. The Definition of Cooperative Learning

Oxford Advanced Learner's Dictionary is derived from the word 'cooperative' that can be defined as involving doing something together or working together with other towards a shared aim.[15] Its mean that cooperative is learning together in small group to share information with other towards a shared aim.

Terminologically, there are several of the experts that have different definitions for cooperative learning strategies, but here the writer will take several definitions depending on the experts as follows: douglas brown said that Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others[16].

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[15]Hornby, *Oxford Learning Dictionary Eight Adition*,New York,Oxford University Press,p.323.

[16] H. Douglas Brown, *Teaching by Principle, An Interactive Approach to Language Pedagogy,* San Francisco State University, 2001, p. 47

Furthermore. Diane larsen said that cooperative learning is the student work together in pairs and groups, they share information and come to each other, they are a "team" whose players must work together in order to achieve goals succesfully.[17]based on this definition the writer conclude that cooperative learning is children learning together in groups,   which   are   structured so that group members have to cooperate to succeed. Students work together to learn and are responsible for their team-mates' learning as well as their own.

Sometimes the speakers should speak spontaneous and oral their speaking period, that depend on the conversation. If the conversation is easy, the speakers will be spontaneous with their speaking performance

2. The Principles of Cooperative Learning Strategies

Cooperative learning is a teaching approach that is unique in its own way. Cooperative Learning is when individuals come together as a group to teach or to learn each other what they know or understand of any given subject. The true definition of Cooperative Learning is the instructional use of small groups so that students work together to maximize their own and each other's learning.

Cooperative learning is another term for different methods of organizing and teaching a class. Teachers use cooperative learning in numerous ways. In making the cooperative learning methods successful, there

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[17]Diane Larsen-freeman , *techniques and principles in language teaching,* second edition, London: Oxford university press,2000, p.159

are researchers that have developed Cooperative learning procedures, conducted programs of research and evaluation of their method, and then involved themselves in teacher-training programs that are commonly credited as the creators of modern-day cooperative. This combination of theory, research, and practice makes cooperative learning a powerful learning procedure.Actually cooperative learning is a specific kind of cooperative learning. In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work *face-to-face* and learn to work as a *team*.The cooperative principle can be divided into four maxims, called the Grecian maxims, describing specific rational principles observed by people who obey the cooperative principle; these principles enable effective communication is a way to explain the link between utterances and what is understood from them.

3. **The Types of Cooperative Learning Strategies**

Jack Richards Jeffery proposes the types in coopeartive learning strategies as follows:

a. **Jigsaw**

1) Using this structure,a teacher introduce the materials which will be learnt.

2) The teacher may write the topic on white board or power point.

3) The teacher asks to students what do they know about the topic. This activity aims to to activate the cognitive structure of students. So, the students are ready more to learn new material.

4) The teacher divides the class into a small group.

5) The teacher shares the textual material to each group.

6) Make *expert team*. Total of *expert team* are four. Each expert team has 10 members that are from each home teams. Give opportunity to them to discuss and to understand the topic.

7) After the disscussion, they return to home teams. Then they discuss about their disscussion.

8) Before finishing, they disscuss about all materials and then the teacher close the material and give a review about the topic which have been learnt.

b. **Think-Pair-Share**

1) The teacher propose the questions or issues about the topic which are thought by student. The teacher gives opportunity to the student for thinking about the answer (*Thinking*).

2) Teacher asks to the student to form a couple to disscuss the material (*Pairing*), and

3) Its result is discussed with each partner in the class. In this level, we know about "*sharing*" to give integrative knowledge. The students can find the knowledge structure that have been learnt.

c.   **Numbered Heads Together**

1) A teacher divides the class into small groups.

2) The teacher give the questions which must be   answered by each group.

3) Give opportunity to each group to find the answer. In this condition, each groups united their *"heads together"* to discuss and to think what the answer.

4) The teacher calls the member of group which have same number (same task) in each group.

5) Based on the answer the teacher can more develop the discussion deeply, until the studentscan find the answer of question as the whole knowledge.

d. **Group Investigation**

1) This method is begun with dividing a group.

2) The teacher and the students choose the topics with the problems that can be developed from these topics.

3) The students and the teacher establish the research method that is developed to solve the problems.

4) Each group works based on the investigation method that they have been formulated. The activity is systemic that begins from collecting the data, analyzing the data, synthesize, until taking the conclusion.

5) The next is presentation of the result by each group. In this chance, it is hoped that can be occured *inter-subjective* and *knowledge objectivication* that have been formed by a group.

6) Obviously, doing the evaluation at the end. By evaluating, it can add the individual or group assessments.

e. Two Stay Two Stray

1) This method is begun with dividing a group.

2) A teacher give the assignments and the problems that must be discussed the answers for each group.

3) After *intra-group* discussion have done, two of each group leave their groups to visit the other groups. The members of group that are not be the guests for the other groups, they have to accept the guests from the other groups and present the result of their discussion. If two of each group have been finished their tasks, they return to their nature groups.

4) After returning to the nature group, both the students as the guests and the students as accepting the guests, correct and discuss the results of discussion.

f. Make a Match

1) The things that must be prepared is the cards. The cards consist of questions, and the other cards consist of the answers of the questions.

2) A teacher divides the class community become three groups. The first group brings the question cards; the second group brings the answer cards; the third group is as the judge group. Arrange the position of each group formed *letter U*; create the first and the second group are in row and mutually *face-to-face*.

3) If each group has been in right position, the teacher gave a sound-whistle as a sign in order that the first and the second group move to meet each other, and look for the pair of right *question-answer.* Giving them the chances to discuss. When discussion is going on, it would better if there is the soft instrumental music accompany their learning activity.

4) The result of discussion is marked by the pair of question member-group and answer member-group. The pair of member must show the question-answer to the judge group.

5) After doing the assessment, arrange the first and the second group united, then they take the judge position. While, the judge group in the first season is divided in two; some members hold the question cards and the other members hold the answer cards. Arrange them in *letter U* again. The teacher re-give a sound-whistle as a sign to begin moving to look for, to correct, and to discuss the question-answer. Then, the pair of member must show the question-answer to the judge group.

6) It must be known that not all students as holder the question cards, the answer cards, and the judge group have known and have understood exactly whether their assessment is right. Based on this condititon, the teacher facilitate the discussion to give the chance for the students to confirm the things that they have done, pairing the question-answer and doing the assessment.

C. The Use Of Cooperative Learning Strategy To Improve Speaking Performance

The purpose of teaching speaking is a skill or competence that have to be mastered by the students in the activity to communicate each others. The activity that not only focuses on producing language but also on the understanding the meaning from the speaker or we can express our feeling and ideas by speaking.

A technique of learning is an important aspect in teaching learning process. If we want to be successful in teaching and learning English is suggested to use a good strategy. Choosing a good strategy is important. The students will enjoy in studying if the strategy can make them interested in learning, especially for the students of senior high school. One of the strategy to teach speaking is Coperative Learning strategy. The use of cooperative learning strategy will be very helpful to improve students' speaking ability because cooperative learning strategy is one of teaching strategy that can make the students' speaking skill improve. It can improve students' speaking performance because the teacher can monitor the students to be active in the class, not only a student that dominates the speaking activity in the class. In addition, this strategy made the students to be active in the speaking activity in the class.

1. **The Procedures of Cooperative Learning Strategy**

   The procedure of cooperative learning strategy proposes by George and Michael are as in the following[18]:

   a. Decide on group size

      The teacher diveded the student into the small groups and dicided group consist 3 or 4 person in one group

   b. Assign students to groups

      And then the teacher give assign to student to find their group Then, arrange the room

   c. Plan materials

      The teacher assign roles likes (reader, recorder, calculator, checker, reporter, materials handler etc.)

   d. And then the teacher explain the task (explain procedures, give examples, asks questions to check task is understood by all). Then give test and question to individual children or student (to promote individual accountability)

   e. After that,the student promote inter group co-operation (have groups check with each other and help each other).then, the teacher monitor students' behaviour while students are working, circulate to see whether they understand the assignment and the material, give immediate feedback.

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[18]. George M. Jacobs and Michael A. Power, *the teacher's sourcebook for cooerative learning, (*USA: skyhorse publishing, 2016),P.129

f. Then praise good use of group skills.

The teacher provide assistance on understanding a task

g. And then the teacher provide assistance on how the group can work together more effectively.the teacher ask children to reflect on how well they are working together as a group ("process group functioning") by asking children to summarize.

2. **The Steps of Cooperative Learning Strategy**

Lulu T states that make the strategy is successful in teaching learning in the classroom, there are some steps to have to do, such as:[19]

a. Greeting and self-introductions were made.

Example: assalamualaikum wr wb . good morning

Oke… Introduce myself my name is indah dwi astuti, you can call me indah I am from metro.

b. The research prepares the materials and the topic.

Example: The research prepare lesson plan and material about congratulation topic such as: happy graduation, happy birthday, and etc.

c. The students make a team of two or three each students is given Conversation.

Example: the research make team two or three students such as: team 1 (yustika,nurul, and zaenal) team 2 (ahmad and andi) etc.

[19]. Gorjin B and Parviz H *Jurnal of applied linguistics and language lear.* (2015) p.16

d. The students choose the topic and perform in front of the class

Example: every team choose the topic and perform in front of the class.

Based on the steps above the students can implement and participating in discussing.

D. **Action Hypothesis**

Based on the frame of theories and assumptions the researcher formulates the hypothesis as follow: can cooperative learning strategy improve the speaking performance among the eight graders of MTS Guppi 3 Punggur in academic year 2019/2020.

CHAPTER III

RESEARCH METHODOLOGY

A. Definition Operational Variables

In this research, the variable of the research were devided into two variables as follow:

1. Independent Variable

Independent variable is the variable which selected, manipulated, and measured by the researcher. Independent variable of this research is cooperative learning that have technique begins with the specific and moves to the general. It means that how effective is the implementation coopretive learning strategy in order to improve students' speaking performance.

2. Dependent Variable

Dependent variable is the variable which is observed and measured to determine the effect of independent variable. Dependent variable of this research is speaking performance that defined as one of the skills that have to be mastered by students in English learning.

B. Setting and Subject of the Study

This research is classroom action research and the research will conduct in the eight grade's of the MTS Guppi 3 Punggur, central of lampung .

The subject of the study is 15 students of class 8. The researcher chooses this class after getting information from the teacher that most of the

students are low in speaking. So, the researcher wants to increase the students'

speaking performance.

C. Object of the Study

The object of this research is the students at eight graders of the MTS

Guppi 3 Punggur. The researcher used the implementation of cooperative

learning to improve the student's speaking performance.

D. Action Plan

This research is classroom action research. Mcnif states that action

research is a name given to particular way of researching your own learning.[20]

It means that action research is a practical way of research on your practice in

order to solve problem or to repair something.

Action research deals with social practice and it involves the direct

interaction of teacher and group of students. It is portrayed as a cyclical spiral

process involving step of planning, acting, observing and reflecting.

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[20] McNiff. Jean Whitehead, *Action Research: Principles and Practice, Second Edition*, (London and New York: 2002), p.15

Here is step of classroom action research design:


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                    ┌──────────────┐
                    │   Planning   │────────┐
                    └──────────────┘        │
                                            ▼
┌──────────────┐    ┌──────────────┐    ┌──────────────┐
│  Reflecting  │    │   Cycle 1    │    │   Acting     │
└──────────────┘    └──────────────┘    └──────────────┘
                    ┌──────────────┐
                    │  Observing   │◄───────
                    └──────────────┘

                    ┌──────────────┐
                    │   Planning   │────────┐
                    └──────────────┘        │
                                            ▼
┌──────────────┐    ┌──────────────┐    ┌──────────────┐
│  Reflecting  │    │   Cycle II   │    │   Acting     │
└──────────────┘    └──────────────┘    └──────────────┘
                    ┌──────────────┐
                    │  Observing   │◄───────
                    └──────────────┘
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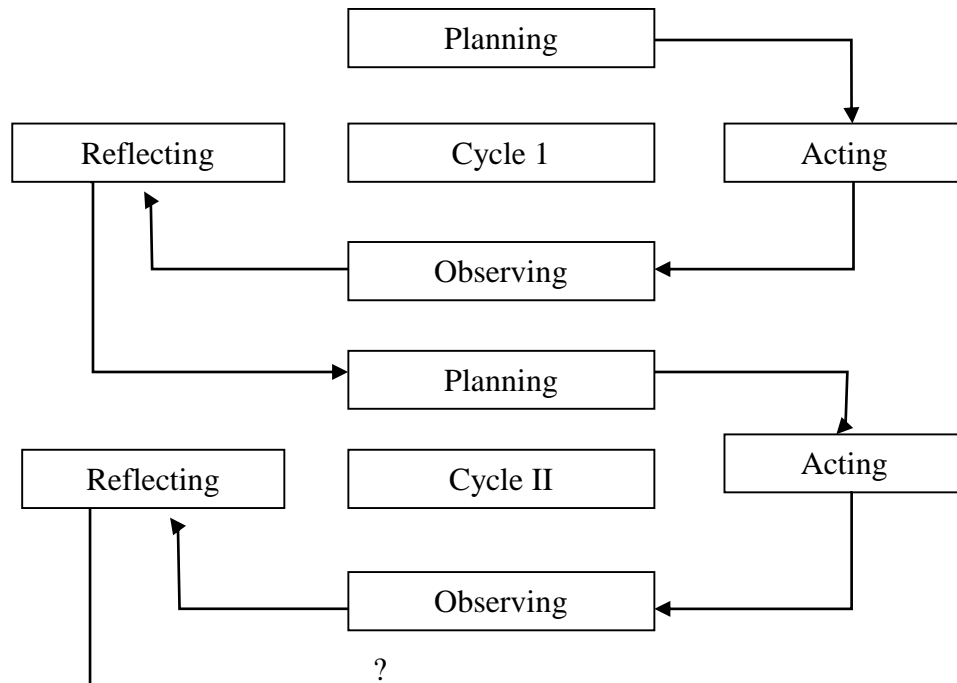
Picture 1. Spiral Classroom Action Research.

Classroom action research (CAR) cycle are:

1. Cycle 1

   a. Planning

   Planning is the first step in every activity, researcher explains about what, why, when, where, who, and how the action is done. Without planning, the researcher activity and not focus. The planning will be reference in doing action.

   Here is the step that the researcher can make in planning:

   1) The researcher identifies the problem causes and finds the problem solving.

   2) The researcher makes a lesson plan.

3) The researcher prepares the material, Method and technique of teaching.

4) The researcher prepares the source of learning.

5) The researcher prepares the observation sheet.

6) The researcher prepares the evaluation format to evaluate the students' activities after teaching learning process.

b. Acting

Doing action is the second step in activity. It is the realization from the planning the researcher has made. Without the action, the planning just imagination that never can be real. After finishing the planning, the learning process will be done in the eight gradres of the MTS Guppi 3 Punggur. It describes about teaching prosedures of the research. There are many steps that the researcher does in the action:

1) The researcher applies the lesson plan.

2) The researcher explains the advantages of the implementation cooperative learning strategy in teaching speaking.

3) The researcher explains the method of learning speaking.

4) The researcher guides the students in the teaching learning process based on the lesson plan.

c. Observing

Observing is the activity of recording the event and action. The observation is doing in teaching learning process. In this step, the

researcher observes the process of teaching learning by using form of observation.

d. Reflecting

Reflecting is the fourth steps that the researcher is done. The researcher will try to see and amuse again something that the researcher has done. It is also know whether there is effect to the students' learning process. By reflection, the researcher knew the strength and weakness from action that the researcher has done. The researcher decides that the next cycle focused on the weakness in preview cycle.

2. Cycle II

a. Planning

1) The researcher identifies the problem and finds the problem from the first cycle.

2) The researcher makes a lesson plan.

3) The researcher prepares the material, Method and tecnique of teaching.

4) The researcher prepares the source of learning.

5) The researcher prepares the observation sheet.

6) The researcher prepares the evaluation format to evaluate the students' activities after teaching learning process.

b. Acting

The researcher applies the action plan II.

c. Observing

In this step, the researcher observes the process of teaching learning by using format of observation to collect the data in action plan II.

d. Reflecting

In this step, the researcher will compare the score of pre-test and post test. The researcher reviews and reflects on students' activity whether there is positive or negative, the second cycle enough or need for the next step.

E. Data Collection Technique

To collect the data, the researcher uses the data collection method as follows:

1. Test

Test is a set of stimuli presented to an individual in order to elicit responses on the basis, which a numeral score can be assigned. In this research, the researcher uses action test. The test is devided by two part as follows:

a. Pre-test

The pre-test is given in the first meeting before doing treatments in order to know ability of students before doing the action research.

b. Post-test

The post-test is given in the last meeting after doing the treatments to find out whether the treatment gave any contribution to the students' achievment in the class or not. The improvement can be seen if the average score of post-test is higher than pre-test. This step will be done

after the treatment to know the influence of the implementation cooperative learning strategy whether is able to increase students' speaking performance.

2. Observation

Observation is data collection technique by observing directly to the object that examined. In this observation, the researcher make some notes and check-list to recheck the data. It means to know the activity and the process of the students in the classroom.

3. Documentation

During the process of creating the research, the researcher will collect documents. The researcher uses this method to get data about the history of the school, teacher, official employed and students at MTS Guppi 3 Punggur in the eihgt gradres.

F. Research Instrument

This research instrument is tool or facility that is used in data collection. Furthermore, the research instrument involves:

1. Instrument blueprint

Research instrument used in this research:

a. The instrument uses for the test is giving a topic. The topic will discuss by students in a group.

b. The instrument which will be used for test, the technique is speaking test. The speaking test was given to the students to know their ability in speaking. The test is divided in two types, namely pre-test and post-test.

The pre-test was the speaking test given before treatment, in this test; the students will ask to deliver free speech. Whereas, the post-test from by using spoken test will used to know the knowledge of students after the treatment conducted.

2. Instrument Calibration

Instrument calibration is the scale of measurement which used to decide the Instrument standard which used. Furthermore, Instrument calibration is screening or examination of items of instrument that made by the research.

In this research, the collect research data by using the test which consists of pre-test and post-test.

a. Pre-test and post-test are Instrument research to know the influence of using cooperative learning strategy toward the students' speaking performance.

b. Speaking test is research Instrument to know the level students' speaking performance.

G. Data Analysis Method

The data will be analyzed step by step to take the average score of the pre-test and post-test in cycle I and cycle II.

The formula to get the average of pre-test and post-test as follow:

Where: $X = \dfrac{\Sigma X}{\Sigma N}$

X = Mean or average score

$\sum X$ = Total students score

$\sum N$ = Total number of students.

Furthermore, to know the result the researcher will compare between pre-test and post-test. The result is matched by minimum standard criteria (KKM) at the school at least 68. If from the cycle I, there are some students are not successful so we conduct cycle II. The minimum cycle in classroom action research is two cyce. So if in cycle II all of the students are succesfull, it is not continue to other cycle.

H. Indicator of Success

The indicator of success of this study will be emphasized on the speaking performance process and result. The study are called success if 80 % students get refferring to KKM 70.

Indicator of success can be grouped into two aspects as follow:

1. The indicator of success of the process. It can be described as follow:

    a. The learning process becomes interesting and fun.

    b. The students follow the learning process actively.

2. The indicator of success of the result. It is determined as follow:

    a. The students can improve their speaking performance.

    b. 80 % students can achieve the grade of KKM 70.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. **Description of Research Setting**

1. **Brief History about the Establishment of State MTS Roudlotu Tholibin Guppi 3 Punggur**

   MTs Roudlotu Tholibin GUPPI 3 Astomulyo Punggur Subdistrict, Central Lampung Regency Lampung Province was established on July 1, 1984 by the Village Community Resilience Institute (LKMD) of Astomulyo Village, standing on land with an area of 1565 m2. The land is a waqf land which was represented by the late KH. M. YASIR in 1986 Certificate Number: AC .004720. 08.03.14.11.1.00009 with the following limits:

   a. West side is bordered by the yard of Hi. Suprapto

   b. The east side is bordered by a village road

   c. North side is bordered by the yard of Ustadz Salim Daroini Ashab

   d. The south is bordered by the yard of Mr. Kosim and Mr. Sarjiman

   Since the establishment of MTs Roudlotu Tholibin GUPPI 3 Astomulyo up to now which has been 33 years old has received a positive response from the community.

2. The Condition of Teachers in MTS Roudlotu Tholibin Guppi 3 Punggur

The data of teachers in academic year of 2019/2020 based on the employment of the status, it can be identified as follow;

Table 4.1
The Data of Teachers in MTs Roudlotu Tholibin GUPPI 3 Punggur

No	Lesson	Permanent	NON Permanent	Total
1	Civic Education	1		1
2	Religion			
	a. IslamicStudy	3		4
	b. Protestant			
	c. Catolik			
	d. Hindu			
	e. Budha			
	f. Konghuchu			
3	Indonesian Language	1		1
4	English	1		1
5	Health	1		1
6	Mathematic	1		1
7	Computer	1		1
8	Art	1		1
9	Science	1		1
10	Social	1		1

11	Lampung Language		1	1
12	Counseling	0	0	0
	Total	12	1	13

source: The documentation result of teacher in academic year of
2019/2020 MTs Roudlotu Tholibin GUPPI 3 PUNGGUR

Table 4.2
The Data of Staff in MTs Roudlotu Tholibin GUPPI 3 Punggur

No	Staff	Permanent	NON Permanent	Total
1.	Administration Staff	1		1
2.	Laboratory assistant	1		1
3.	Librarian	1		1
4.	Security	0		0
5.	Cleaning Service		1	1
6.	Electric Technician		1	1
	Total	3	2	5

source: The documentation result of teacher in academic years of
2019/2020 MTs Roudlotu Tholibin GUPPI 3 PUNGGUR

3. The Quantity of MTs Roudlotu Tholibin GUPPI 3 Punggur

The quantity of MTs Roudlotu Tholibin GUPPI 3 Punggur Students

in academic year of 2019/2020 can be identified as follows;

Table 4.3
The Quantity of the Students at MTs Roudlotu Tholibin GUPPI 3 Punggur

No	Class	Sex		Total
		Male	**Female**	
1	**VII**	4	6	**10**
2	**VIII**	3	12	**15**
3	**IX**	5	7	**12**
	Total	**12**	**25**	**37**

source: The documentation result of teacher in academic year of
2019/2020 MTs Roudlotu Tholibin GUPPI 3 PUNGGUR

4. **Facilities and Infrastructure**

The facilities and infrastructure of MTs Roudlotu Tholibin GUPPI 3

PUNGGUR in academic year of 2019/2020 can be identified as follows;

Table 4.4
The Facilities and Infrastructure
in MTs Roudlotu Tholibin GUPPI 3 Punggur

No	Facilities	Conditions			Total
		Good	Slightly damaged	Seriously damaged	
1.	Headmaster Room	1			**1**
2.	Teacher room	1			**1**
3.	Office house	1			**1**
4.	Library	1			**1**
5.	Computar lab	1			**1**

6.	Science lab	1			**1**
7	Language lab	1			**1**
8.	Hall	1			**1**
9.	Mosque	1			**1**
Total		**9**			**9**

source: The documentation result of teacher in academic year of 2019/2020 MTs Roudlotu Tholibin GUPPI 3 PUNGGUR

B. Description of Research Data

This research used classroom action research. It was conducted in two cycles. The action in cycle I and cycle II were conducted about three meetings in first cycle and two meetings in second cycle, each meeting in these cycles took 2x45 minutes. As it was mentioned before each cycle comprised of planning, action, observation and reflection. In relation to the problem in the class and the analysis, the researcher made lesson plan. The material of classroom action research was cooperative learning strategy as technique to improve the student's speaking perfromance.

1. Action and Learning at Pre-Test

1. Pre-testactivity

The learning was conducted on Monday, Oktober 15th, 2019. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of pronunciation before doing the action of the classroom

action research. The pre-test was administrated to the students to be finished individually. The kind of the test was oral test.

2. The student"s pre-test result

Table 4.5
The Students Pre-Test Result

No	Name	Score	Note
1	AR	60	Incomplete
2	ALA	65	Incomplete
3	ADN	60	Incomplete
4	AP	70	**Complete**
5	ASFG	60	Incomplete
6	AP	55	Incomplete
7	A	75	**Complete**
8	AH	60	Incomplete
9	DIB	55	Incomplete
10	EVA	70	**Complete**
11	FA	60	Incomplete
12	HG	75	**Complete**
13	HF	70	**Complete**
14	JV	60	Incomplete
15	LU	65	Incomplete
	Total	960	
	Avarege	64,00	

High score	75		
Low score	55		

Based on the table above, can be seen that 5 from 15 students were success beside that 9 students were not success. The average from the data was 64,00. To know about percentages from the score of pre-test can be seen on the table as follows:

Table 4.6
Frequency of Students' Score at Pre-test

No	Score	Frequency	Percentage	Category
	>70	5	33,33%	Complete
	<70	9	66,76%	Incomplete
	Total	15	100%	

Graph 4.1
Frequency of Students'
Complete at Pre-test
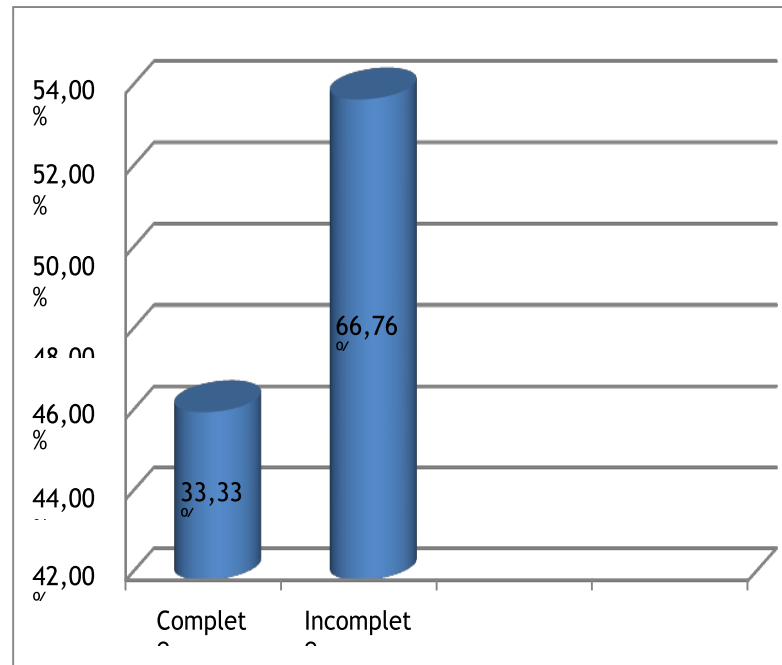
Referring the data above, the Minimum Mastery Criteria (MMC) for English lesson at MTS Roudlothu Thollibin Guppi 3 at least 70. It can be seen that only 5 students (33,33%) got score up to the standard, then 9 students (66,76%) got score less than the standard. That is the reason, the researcher used cooperative learning strategy to improve the speaking performance at MTS Roudlothu Thollibin Guppi.

2. **Cycle 1**

1) **Planning**

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation

sheet of the students'' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to gave evaluation to measure the students'' mastery on the given materials.

2) Acting

    a) The first meeting

        In the first meeting was conducted on Oktober 15th 2019. In this meeting, the researcher was being the observer and the collaborator was being the teacher, the action as follow:

(1) The teacher greeted the students and checks the attendance list.

(2) The teacher gave the information about the material.

(3) The teacher gave instruction based on the procedure of cooperative learning strategy.

(4) The teacher gave the picture to the students.

(5) Teacher asked the students to look at the picture

(6) The teacher asked the student about what they looked.

(7) The teacher asked students to speak up what they look in the picture.

(8) The teacher and the students to review and made the conclusion about the subject material that was studied.

(9) Closing the learning process

    b) The second meeting

        In the second meeting was conducted on Monday, Oktober

22th 2019. In this meeting, the researcher was being the observer and the collaborator was being the teacher. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. The students did the test by individually, after the students were given the action in the first meeting. The result of the students" score in post- test 1 will be showed in the following table:

Table 4.7
The Students' Post- Test 1 Result of Cycle 1

No	Name	Score	Note
1	AR	65	Incomplete
2	ALA	60	Incomplete
3	ADN	75	**Complete**
4	AP	75	**Complete**
5	ASFG	70	**Complete**
6	AP	60	Incomplete
7	A	80	**Complete**
8	AH	60	Incomplete
9	DIB	60	Incomplete
10	EVA	70	**Complete**
11	FA	70	**Complete**
12	HG	70	**Complete**
13	HF	75	**Complete**

14	JV	65	Incomplete
15	LU	70	**Complete**
	Total	**1025**	
	Aver age	**68,33**	
	High Score	**80**	
	Low Score	**60**	

Table 4.8
Frequency of Students' Score at Post-test 1 of Cycle 1

No	Score	Frequency	Percentage	Category
1	<70	9	60%	Complete
2	>70	6	40%	Incomplete
	Total	15	100%	

Graph 4.2
Frequency of Students' Complete at Post Test 1 Cycle 1
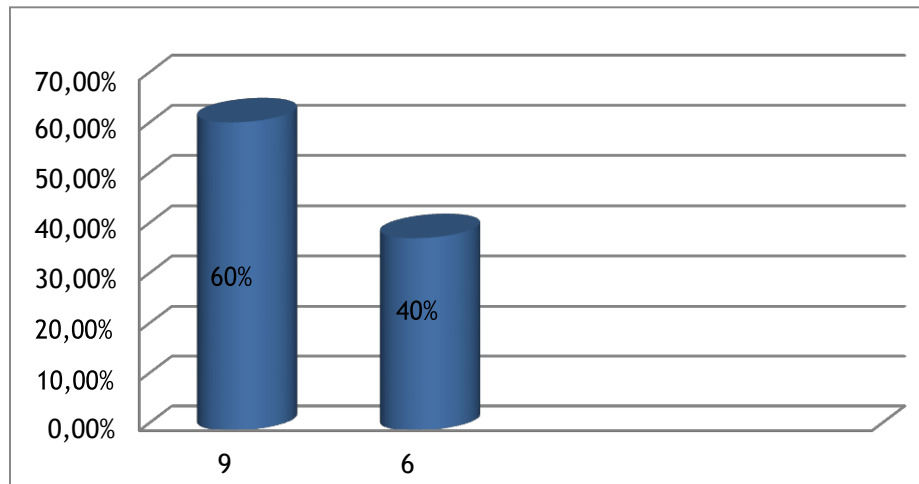
Based on the data above can be seen that 6 students (40%) got score less than standard and 9 students (60%) got score up to the standard. It was higher than the result of pre- test. The criterion of students who was successful in mastering the material was the students who got minimum score of 70. Learning process is said success when 80% students got score 70. From the data above, it can be seen that there are an increase of 20% from the pre-test.

c) Observing

The result of learning process to improve the student's speaking performance by using cooperative learning strategy in cycle 1 was rising than before. It can be seen from the score at pre-test and post-test. The using of cooperative learning strategy in the learning process is something new at this class, because the students are supposed to be active, not only in a pair at every students, each

one of them, also be expected to be active in this case.

In the test 1 there were 9 (60%) out students got good score. Although, only 9 the students who got good score. But, the result of the student's test was better than student's yet before giving treatment.

Table 4.9
The Result of Students' Activities In Cycle 1

No	Name	Indicator			
		Payattention of the teacher explanantion	Understanding the material	Active in the class	The students able to the task
1	AR	√			
2	ALA	√			
3	ADN	√			
4	AP	√			
5	ASFG		√		
6	AP	√			
7	A				√
8	AH	√			
9	DIB			√	
10	EVA				√
11	FA			√	
12	HG	√			
13	HF			√	
14	JV			√	

15	LU			√	
TOTAL		7	1	5	2

Table 4.10
Frequency of students' activities result in cycle 1

No	Indicator	Frequency	Precentage
1	Pay attention of the teacher explanantion	7	46,67%
2	Understanding the material	1	6,67%
3	Active in the class	5	33,33%
4	The students able to the task	2	13,33%
	Total	**15**	**100%**

Source : the result of students activties cycle 1

According to the result above, it can be conclude that the learning process is sufficient. Although there are some of students making noisy, it can be inferred that the learning process has done well.

3) Reflecting

From the result of cycle 1, it showed that there was an increasing of the result at pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled. Some students still did not interested on the material and made the condition be noise.Based on the analyzing above, the researcher concluded that this research should be continuing in cycle 2. The researcher tried to get solution as follows:

a) The researcher should manage class well

b) The researcher asks students to focus on study and not make a noise.

c) Teacher should motivate students to be more active in class.

3. **Cycle 2**

The action in the cycle 1 was not success enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

1) Planning

Based on the reflection that had been conducted in the cycle 1, the researcher and the collaborator made the planning of the action, as follow:

a) Preparing the media of the material

b) Preparing the lesson plan.

c) Preparing the items that will be examined as the post-test in the end cycle.

d) Giving instruction to the students as following the procedure.

e) Preparing the observation sheet of the student's activity.

2) Acting

a) The first meeting

The first meeting was conducted on Tuesday, 22 Oktober 2019 The action that was conducted as follow:

(1) The teacher greeted the students and checked the attendance list.

(2) The teacher gave the information about the subject that would study.

(3) The teacher reviewed the picture that had studied in the cycle 1.

(4) The teacher gives instruction based on the procedure of cooperative learning strategy .

(5) The teacher gave the example.

(6) The teacher asked the student about how to pronounce words that they spell when make sentence.

(7) The teacher asked the students to practice it and learned how to pronounce the word correctly.

(8) The teacher and the students to review and made the conclusion about the subject material that was studied.

(9) Closing the learning process.

b) The second meeting

The second meeting was conducted on Oktober 23th 2019. This meeting used as the post-test II in the end of cycle II, the students was given the action. It has been finished well by the students where they had to describe invitation card used cooperative learning strategy. The result of the students" score in post-test II can be seen in the following table:

Table 4.11
The Student's Post- Test 2 Result of Cycle 2

No	Name	Score	Note
1	AR	75	**Complete**
2	ALA	70	**Complete**
3	ADN	75	**Complete**
4	AP	70	**Complete**
5	ASFG	60	Incomplete
6	AP	70	**Complete**
7	A	80	**Complete**
8	AH	60	Incomplete
9	DIB	60	Incomplete
10	EVA	75	**Complete**
11	FA	75	**Complete**
12	HG	75	**Complete**
13	HF	75	**Complete**
14	JV	75	**Complete**
15	LU	75	**Complete**
	Total	1070	
	Average	71,33	
	High Score	80	
	Low Score	60	

Table 4.12
Frequency of Students' Score at Post-test 2 of Cycle 2

No	Score	Frequency	Percentage	Category
1	>70	12	80%	Complete
2	>70	3	20%	Incomplete
	Total	15	100%	

Based on the table above, it can be seen that there was an increasing from the score of post-test 1 and post-test 2. The highest score was 80 and the lowest score was 60. According to standard score, 80% students had passed the test. Most of students could develop their speaking performance. It means that cycle 2 was successful.

3) Observing

The observing was done by the researcher that presented about two meeting in cycle 2. In this stage the students more active and enthusiastic in following the teaching learning process. It can be seen as follow:

Table 4.13
The Result of Students' Activities in Cycle 2

No	Name	Indicator			
		Pay attention of theteacher Explanantion	Understanding the material	Active in the class	The students able to the Task
1	AR		√		√
2	AL		√		

	A				
3	AD N		√		
4	AP		√		
5	AS FG		√		
6	AP		√		
7	A		√		
8	AH		√		
9	DI B			√	
10	EV A				√
11	FA				√
12	HG			√	
13	HF				√
14	JV		√		
15	LU	√			
	TOTAL	1	7	2	4

Source: the result of students" activities in cycle2

According to the result of the observation sheet above, it can be
seen be concluded that the learning process was successful. It can be

inferred that the learning process has done well and the students were active in the cycle 2.

4) Reflecting

According to the result of the observation above, it can be inferred that the result of using Cooperative Learning Strategy to teach speaking perfromance was good. The researcher was checked the student's score before and after using cooperative learning strategy to improve speaking performance. The researcher found the significant improvement in student's score in speaking performance. The students who got score more than 70 were 12 (80%) out of 15 students. The research did not continue to the next cycle because the student's average 71,33.

C. Interpretation

1. Action and Learning Result in Cycle I and Cycle II

There was an increasing score of the students" pre-test, post test 1 and post test 2 in cycle I and cycle II. This is the result score as follow:

Table 4.14
**The Result Score of Students' Pre test, Post-test 1 and Post test 2**

No	Name	Cycle I		Increasing %	Cycle II	Increasing %	Criteria
		Pre-test	Post-test I		Post test II		
1	AR	60	65	8,33	75	8.33	Increase

2	ALA	65	60	8,33	70	0	Increase
3	ADN	60	75	8.33	75	7.69	Increase
4	AP	70	75	0	70	7.69	Increase
5	ASFG	60	70	0	60	0	Constant
6	AP	55	60	9.09	70	0	Increase
7	A	75	80	0	80	0	Increase
8	AH	60	60	0	60	0	Constant
9	DIB	55	60	9.09	60	8.33	Increase
10	EVA	70	70	4.28	75	0	Increase
11	FA	65	70	8.33	75	0	Increase
12	HG	75	70	0	75	0	Constant
13	HF	70	75	4.28	75	0	Increase
14	JV	60	65	8.33	75	0	Increase
15	LU	65	70	7.69	75	7.14	Increase
	Total	960	1025		1070		
	Avarege	64,00	68,33		71,33		

From the increasing each cycle, it can be seen know that the use of cooperative learning strategy can improve the student's speaking performance, because the students able to speak in front of the class, they could improve their speaking performance. It can be seen from the average 64,00% from the data become 68,33% in the cycle II. It means that the students could achieve the target, the target is 80% students gained score

70. Furthermore the increasing score in each cycle can be seen in the graph below:

Graph 4.3
The Average of the Students' Score on Pre test, Post test 1, and Post test 2
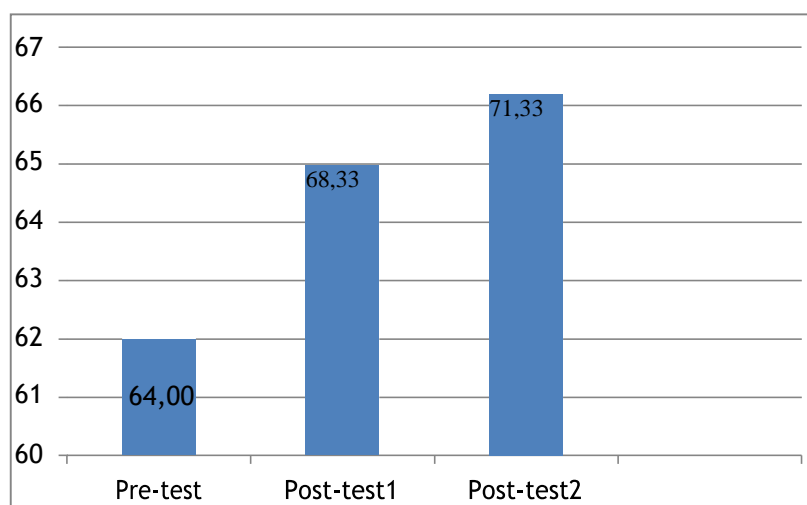
There was an increasing of the students who got score up to the standard from the pre-test to the post-test 1, and from post-test 1 to the post-test 2. From 5 students (64,00 %) in pre-test to 9 students (60%) in post-test 1 and become 12 students (80%) in post-test 2.

Based on the explanation above, the researcher concluded that the research was successful because the result score of the students had achieved the indicator of success that was 80% with the minimum mastery criteria was 70.

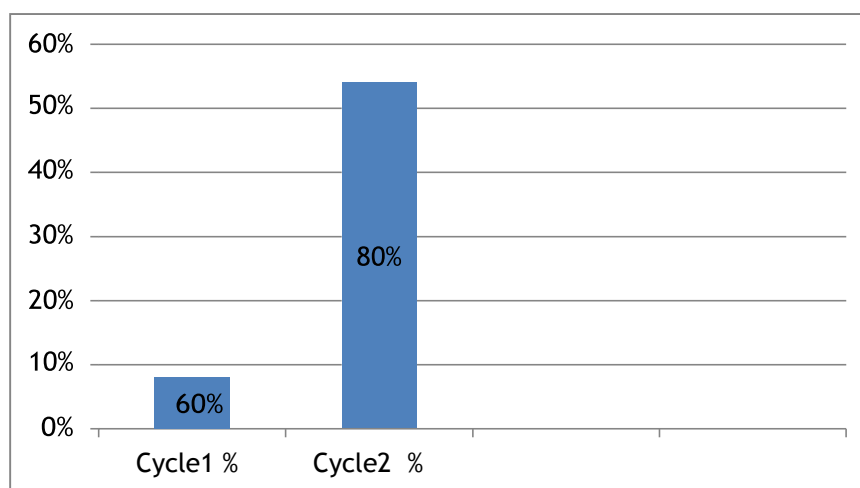2. **Result of the Students' Activities**

This observation sheet result was gotten when the learning process happened by the researcher. The result of the student's activities in cycle I and cycle II could be seen as follow:

Table 4.15
The result of students' activities
in cycle 1 and cycle 2

Indicator	Cycle 1		Cycle 2	
	Frequecy	**Precentage**	**Frequency**	**Precentage**
Pay attention of the teacher explanantion	7	46,67%	7	
Understanding the Material	1	6,67%	1	
Active in the class	5	33,33%	5	
The students able to the task	2	13,33%	2	
Total	15	100%	15	

Graph 4.4

The comparison of percentage students' activity in cycle 1 & 2

Based on the table above, it could be concluded that there is an increasing of student's activities during the learning process of cycle 1 and 2 though using cooperative learning stratetegy as the strategy of learning. It means that the cooperative learning strategy has positive effect in improving the teaching learning process. And then, the students more active and easy to get the point from the material. Therefore, this research was stated finish and could be stopped in cycle 2 because the result of the student's activities had achieved the indicator of success that was 80% and the students get the Minimum Mastery Criteria (MMC) score is 70.

D. Discussion

Based on the explanation of cycle I and cycle II, it could be inferred that the use of cooperative learning strategy could improve the student's

speaking performance. There was a progress average score from pre-test was 64,00 there were 9 students (66,67%) who got score ≤ 70, the average score post-test 1 in cycle I is 68,33 there were 11 students (60%) who got score ≤70. The cycle II from the post-test 2 the average score is 68,00 there were 12 students (71,33%) who got score ≤70. We could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post- test II.

In this case, students of MTS Roudlothu Thollibin Guppi 3 Punggur have low skill in the speaking performance. So, the researcher has to be more creative to make students more active in learning process especially in speaking. It was the reason why the researcher chooses cooperative learning strategy to improve the students's speaking performance because this technique seems to be good way in learning process. cooperative learning strategy contained some steps that made the student more active to learning with other students so that the student's speaking performance could improve after trained cooperative learning strategy continuously.

Moreover, the researcher used cooperative learning strategy contained of some steps in order to improve the student's speaking performance. The researcher devided some groups and give one topic and the student's can describe by thier own sentence, the students speak well and the students become confidence with their self. This activity was done until the end of the meeting. After did the cycle I, and cycle II the student's speaking performance improves because the researcher used cooperative learning strategy.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of the use of cooperative learning strategy in speaking performance. It can be concluded that there is improving the student's speaking performance through cooperative learning strategy in MTS Roudlothu Thollibin Guppi 3 Punggur. It can be seen that result of pre-test and post-test on cycle I to cycle II from the result of pre-test that is lower than the result of post-test.

The use of cooperative learning strategy can be effective strategies in speaking performance and it can be used as alternative choice in learning activity because this technique so easy to implementation in speaking performance.

B. Suggestions

Based on the result of research, the researcher would like to give some suggestion as follows :

1. The teachers are suggested to use this media to help the students more active in the class.

2. The other researchers are suggested to use this media as their research.

3. The headmaster should support the English learning process by the preparing the facilitation and instrument completenly .

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DOCUMENTATION
AT MTs. ROUDLOTU THOLIBIN GUPPI 3 PUNGGUR

TREATMENT

CURRICULUM VITAE

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