

## **THE EFFECTIVENESS OF COOPERATIVE LEARNING METHODS ON STUDENTS' ENGLISH-SPEAKING ABILITY AT SMP CORPATARIN**

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### **ABSTRACT**

*This research aims to examine the effect of the STAD-type cooperative learning methods on the English-speaking ability of eighth-grade junior high school students using a quantitative approach with an experimental design through pretest and posttest. Sample used in this research was 8<sup>th</sup> grade students at Corpatarin Junior High School, with a total of 57 students were involved in two classes, which were divided into an experimental class and a control class. The results of the independent sample T-test analysis showed that the average post-test score of the experimental class was higher than the average pre-test score of the control class ( $M = 82.63 > 79.00$ ), the mean difference in the control class was 7.15 point and in the experimental class was 7.67 points in the paired sample T-test, indicating a highly significant difference in average scores between the two groups. It means that all students experienced an increase in scores from the pre-test to the post-test, although the increase in the control class was not as significant as that in the experimental class, which was achieved through group assistance.*

**Keywords:** *Cooperative Learning, English-Speaking Ability, Confidence, Effectiveness*

### **ABSTRAK**

Penelitian ini bertujuan untuk mengkaji pengaruh metode pembelajaran kooperatif tipe STAD terhadap kemampuan berbahasa Inggris siswa kelas VIII SMP menggunakan pendekatan kuantitatif dengan desain eksperimental melalui pretest dan posttest. Sampel yang digunakan dalam penelitian ini adalah siswa kelas VIII SMP Corpatarin, dengan total 57 siswa yang terlibat dalam dua kelas, yang dibagi menjadi kelas eksperimen dan kelas kontrol. Hasil analisis uji t sampel independen menunjukkan bahwa rata-rata skor posttest kelas eksperimen lebih tinggi daripada rata-rata skor posttest kelas kontrol ( $M = 82,63 > 79,00$ ), selisih rata-rata di kelas kontrol adalah 7,15 poin dan di kelas eksperimen adalah 7,67 poin dalam uji t sampel berpasangan, menunjukkan perbedaan yang sangat signifikan dalam rata-rata skor antara kedua kelompok. Hal ini berarti semua siswa

mengalami peningkatan skor dari pra-tes ke pasca-tes, meskipun peningkatan di kelas kontrol tidak sebesar di kelas eksperimen, yang dicapai melalui bantuan kelompok.

**Kata kunci:** Pembelajaran Kooperatif, Kemampuan Berbahasa Inggris, Keyakinan Diri, Efektivitas

## A. INTRODUCTION

English has 4 fundamental skills such as listening, speaking, reading, and writing, which are bolstered by constituents such as vocabulary, pronunciation, language structure (grammar), and others. In Indonesia, English has been taught from an early age, starting from kindergarten to the higher education levels. English is one of the compulsory subjects for all students. However, because English is not the first and main language in Indonesia, many students find it difficult to use the language, especially in speaking.

According to Widiyani (2021) courage and self-confidence are very important when speaking English, because without them, students will be afraid and nervous when expressing their opinions. Nervousness and fear of making mistakes can hinder speaking practice and communication, thereby hampering the development of English-speaking ability. Ningsih quoted by Firna et al., (2024), adds that anxiety when speaking English is often experienced by learners, and this has a negative impact on their ability to convey ideas clearly

At school, many students feel anxious, hesitant, embarrassed, and have less confidence when speaking, even when simply reading in English. As stated in the article by Damaianti et al., (2023), "*Pengaruh Model Pembelajaran*

and effectively, as well as disrupting the learning process and social interaction.

Speaking ability is not only about uttering words but also the ability to convey ideas, thoughts, and feelings through speech using appropriate and easily understood language. Haryadi (2020) quotes Pegayasa, who states that speaking ability is the ability to express, state, and convey ideas, thoughts, concepts, or feelings to others using verbal language that is easily understood by others. When speaking, learners need to gather their thoughts and then convert those ideas into words and sentence structures in the target language. Pratiwi & Ayu (2020) say that speaking is the ability to create language and convey thoughts. It can be concluded that speaking ability is an interrelated and constantly active skill that requires a good understanding of language. Well-developed speaking ability is very important in language learning so that communication becomes more comfortable, clear, and targeted, as well as helping to form better social relationships.

*Tipe Time Token Terhadap Kemampuan Berbicara dan Hasil Belajar Siswa*" it was found that the use of inappropriate learning strategies can make students feel bored and reduce their enthusiasm for learning. Furthermore, the experiment

conducted by Mendo-Lázaro et al. (2022) shows that cooperative learning is an effective way to help students develop academic goals that encourage them to participate fully in the tasks assigned so that they can acquire the necessary knowledge and skills.

Cooperative learning is a learning method that uses small groups, so that students work together to improve their own understanding and that of their friends (D. W. Johnson & Johnson, 2009). According to Wang (2020), in cooperative learning, each student strives to achieve results that are beneficial not only for themselves, but also for all members of the group. Students interact and help each other in building knowledge. For example, to achieve group goals, students are asked to help each other, discuss, and share information (Filippou et al., 2022). In cooperative learning, each student in the group is active in maximizing their abilities and knowledge, while also helping their friends to support each other in social interaction and cooperation. This process helps students develop knowledge actively, so that in addition to improving academic achievement, cooperative learning also

Therefore, the researcher wanted to experiment and try cooperative learning methods on 8<sup>th</sup> grade Junior High School students to see how much improvement there would be in their English-speaking ability and to evaluate the results produced by this approach.

## **B. RESEARCH METHODS**

strengthens emotional and social development. Therefore, cooperative learning encourages students to collaborate and participate more actively in the learning process.

The STAD cooperative learning method was developed by Robert Slavin and his team at Johns Hopkins University. This method divides students into small groups of 4 to 5 people with varying abilities. This method is a simple form of cooperative learning and is suitable as a prototype for teachers who are new to the cooperative approach (Ariani & Agustini, 2018; Sulistio & Haryanti, 2022). In this method, students learn together, thereby improving their ability to work together, think critically, motivate themselves to learn, and feel responsible for their group. STAD learning creates an interesting and engaging atmosphere, helping students achieve better learning outcomes (Suratmin, 2020; Wulandari, 2022). Overall, the STAD method has proven effective in improving cooperation among students and their learning outcomes. By encouraging students to help each other, think critically, and learn independently, this method helps them achieve better academic understanding.

The research method used is a quantitative approach with an experimental method. This experimental method aims to explore the impact of one variable on another under strictly controlled conditions (Karimuddin et al., 2022; Sugiyono, 2013), so that researchers can conclude a cause-and-effect relationship (Privitera, 2018). The main objective of experimental research is to find out what might happen based

on the influence of one variable on another (Abdillah et al., 2021; Morden & AHSC, 2024; Sahir, 2022). This proves that an experimental research design is a more organized and systematic way to understand how variables are related. Thus, using numerical data and analyzing it can confirm and evaluate the effect of a treatment under controlled conditions.

The respondents used for this research were students of Corpatarin Junior High School with a population of 250 students and a sample of 57 students divided into two class groups: class 8B (30 students) as the experimental class and class 8C (27 students) as the control class.

The main instrument is an English-speaking test that covers fluency, pronunciation, vocabulary, grammar, and confidence. Assessment is based on the Speaking Assessment rubric, which refers to several experts such as Brown (2004); Weir cited in Dewi (2020); Flucher & Harding (2022); Harmer (2003, 2007); Linse (2005); McKay (2006); and Puskas (2017) who emphasize the importance of confidence in oral interaction, speaking ability, and psychological aspects that affect speaking performance. This research used a pre-test and post-test model. The experimental class was taught using recount texts in the form of dialogues using a cooperative learning approach, while the control class was taught using recount texts in the form of monologues using a student-centered learning approach. Speaking tests were

conducted before the treatment (pre-test) and after the treatment (post-test).

The reliability of the measurement instrument for speaking ability is determined based on a single assessor (intra-rater reliability). The assessor conducts direct assessments during the test and also uses recordings for review. The reliability level is calculated using the Intra-class Correlation Coefficient (ICC) as described by Shrout & Fleiss in Bryer (2023); McGraw & Wong (1996). The calculation will be performed using IBM SPSS Statistics version 25.

The data were analyzed using descriptive statistics, including calculations of the mean, median, mode, range of values, and standard deviation (Field, 2018; Gravetter & Wallnau, 2017; Privitera, 2018). To test the hypothesis, Paired Sample T-Test and Independent Sample T-Test were used (Freund & Wilson, 2003; R. A. Johnson & Wichern, 2007; Toutenburg & Shalabh, 2009). Before testing, the data were checked using the Shapiro-Wilk normality test (Hanusz et al., 2016) and the Wilcoxon Signed Ranks Test (Gunawan, 2017). The homogeneity of variance between groups was tested using Levene's Test and the Independent Sample T-Test (R. A. Johnson & Wichern, 2007; Toutenburg & Shalabh, 2009). All analyses were performed using IBM SPSS Statistics version 25.

## **C. RESEARCH RESULTS & DISCUSSION**

### **1. Research Results**

This section describes the results of the data analysis, which includes instrument reliability testing, pretest and posttest comparison results in both classes (experimental and control classes), descriptive analysis, analysis requirements testing, and inferential analysis to test hypothesis.

The reliability test indicates that the speaking skills assessment instrument has excellent consistency. The Intra-class Correlation Coefficient (ICC) value for Average Measures is 0.904, which falls into the excellent category, while for Single Measures it is 0.702, which falls into the good category. These results show that the instrument can be trusted to measure students' speaking abilities.

**Table 1.** Pretest and posttest comparison results in both classes (experimental and control classes).

Class	N	Min (Pre-Post)	Max (Pre-Post)	Average (Pre-Post)	≥78 (Pre-Post)
Experimental	30	65-78	78-90	74.97 – 82.63	20% - 100%
Control	27	62-70	78-85	71.85 – 79.07	11.1% - 88.9%

Corpatarin Junior High School has established a Merdeka Curriculum KKTP of 78. Class 8B achieved a pretest score of 65-78 and a posttest score of 78-90 with an average increase of +7.66 points, it means that all students (100%)

successfully met the specified criteria. Class 8C obtained a pretest score of 62-70 and a posttest score of 78-85 with an average increase of +7.15 points, but only 88.9% of students met the criteria. Thus, both classes experienced an increase, but the experimental class (STAD) proved to have higher and more consistent results than the control class.

Calculating the mean, median, mode, range, and standard deviation using SPSS showed an increase in both classes. In the control class, the pretest scores had a mean of 71.85, a median of 73, a mode of 70, a range of 16, and a standard deviation of 4.538. After the learning process, the average increased to 79.07, the median and mode were both 79, the range was 15, and the standard deviation was 2.999. This shows more even and uniform results, even though this class did not receive the experimental treatment. In the experimental class, the average has increased from 74.97 to 82.63, the median increased from 75 to 82, and the mode changed from 77 to 85. The range of scores decreased from 13 to 12, while the standard deviation increased slightly from 3.211 to 3.429 because some students experienced a greater increase in their scores. These findings indicate that the cooperative learning method is effective in significantly and consistently improving students'

speaking ability, which not only increases average scores but also encourages active participation and more comprehensive development of students' speaking ability.

The results of the Paired Sample T-Test show a significant increase in both classes; namely, the control class increased by 7.15 and the experimental class increased by 7.67 with a significance value of 0.000. However, the increase in the experimental class increased is more consistent, with a 95% confidence interval ranging from  $-0.435$  to  $6.899$ . From these results, it can be concluded that the cooperative learning method is more effective than the student-centered learning method in improving students' speaking ability.

The Shapiro-Wilk test results show that the posttest data for the control class ( $p = 0.000$ ) and the experimental class ( $p = 0.029$ ) are not normally distributed, so the Wilcoxon test was used. In the control class consisting of 27 students, all students experienced an increase in scores (positive ranks = 27; Sig. = 0.000). Meanwhile, in the experimental class consisting of 30 students, all students also experienced an increase (positive ranks = 30; mean rank = 15.50; sum = 465.00;  $Z = -4.803$ ; Sig. 0.000). These findings indicate that both learning methods improved students' speaking ability, with the

experimental class showing more consistent results.

Levene's test on the pretest ( $F = 6.012$ , Sig. = 0.017) and posttest ( $F = 5.071$ , Sig. = 0.028) showed that the variances of the two groups were not equal, so the analysis used the "Equal variances not assumed" row. The results of the independent sample t-test on the pretest ( $t = -2.961$ ;  $df = 46.284$ ;  $p = 0.005$ ) showed that there was a difference in the mean between the control class ( $M = 71.85$ ) and the experimental class ( $M = 74.97$ ), although the difference was not huge. In the posttest, the difference became more significant ( $t = -4.258$ ,  $df = 54.937$ ,  $p = 0.000$ ) with the control class average of 79.00 and the experimental class average of 82.63, indicating that the treatment in the experimental class was more effective in improving students' speaking ability.

In the hypothesis testing section, the results of the independent sample t-test show that the students' initial abilities in the pretest were almost the same, but in the post-test, there was a very significant difference ( $p = 0.000$ ), where the experimental class scored better than the control class. The paired sample T-test also showed a significant increase from the pretest to the posttest in both classes ( $p = 0.000$ ). Therefore, the null hypothesis ( $H_0$ ) was rejected and the alternative

hypothesis ( $H_1$ ) was accepted, indicating that the learning method used was successful in improving students' speaking ability. The STAD cooperative learning method in the experimental class was more effective than the student-centered learning method and had a greater positive impact.

## **2. Discussion**

Research shows that the STAD cooperative learning method is better than student-centered learning (SCL). This is because in STAD, students learn in small groups, which encourages them to discuss, help each other, and practice speaking together. Thus, the learning atmosphere becomes more friendly, collaborative, and helps boost students' confidence. In contrast to SCL, which emphasizes independence, students tend to become passive, confused, and have limited confidence due to a lack of opportunities for discussion and support from their peers. Therefore, the application of the STAD method has been shown to increase student engagement in learning and English-speaking ability, while also contributing positively to the learning process.

- The STAD method achieved better and higher average scores than SCL.
- STAD encourages cooperation, discussion, and mutual support, which increases students' confidence and speaking ability.
- SCL makes students more passive, so the STAD method is better and should be implemented in junior high schools.

## **2. Suggestion**

- For teachers: It is recommended to use the STAD cooperative learning method to make the learning process more interesting and enjoyable, as well as to increase the responsibility of each individual and group.
- For students: It is recommended to practice English speaking ability by recording your voice, speaking in everyday life, imitating speech from videos, and getting used to thinking in English.
- For future researchers: It is necessary to extend the research period, try other cooperative methods such as Jigsaw, Think-Pair-Share, or TGT, and pay attention to the school environment and the suitability of the subject matter.

## **D. CONCLUSION & SUGGESTION**

### **1. Conclusion**

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