DEVELOPING SPEAKING COMPETENCE USING COOPERATIVE LEARNING METHOD

(A Classroom Action Research in English Education Department of Nusantara PGRI Kediri University)

THESIS

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Submitted as Partial Fulfillment of the Requirements for the Degree of Magister in English Education

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PRONOUNCEMENT

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If then this pronouncement proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, 5 December 2008

DEWI KENCANAWATI
S890707004

MOTTO

1. Experience is the mother of wisdom
2. Never easily give up no matter how hard it is
3. Never put off till tomorrow what we can do today
4. It is good to be important, but it is important to be good
This Thesis is Dedicated to:

1. My beloved wise husband, Tunggul Adi Wibowo.
2. My beloved cheerful Son, Bagus Wahyu Adiono
3. My beloved cheerful daughter, Sri Ratih Kencana Dewi

ABSTRACT


The objectives of the research is to examine whether or not Cooperative Learning Method (CLM) can develop the speaking competence of the first year students of English Education Department of Nusantara PGRI Kediri University (UNP Kediri). Besides that, the research is aimed to find out how CLM should be carried out effectively in teaching speaking at the first year students of English Education Department of UNP Kediri. The research is also designed to study the involvement of the students when CLM is applied to develop speaking competence of the first year students of UNP Kediri. The last objective of the research is to find out the strengths and weaknesses of CLM when it is applied to teach speaking at the first year students of English Education Department of UNP Kediri.

The research was conducted in English Education Department of UNP Kediri located in Mojoroto, Kediri, East Java, from January to December 2008. The subject of the research was the first year students of English Education Department of UNP Kediri, academic year 2007/2008, exactly class 1d—consisting of 37 students—27 female students and 10 male ones. There were two kinds of data in the research—the quantitative data and the qualitative one—which were obtained from the respondent, the
event, and the document. The quantitative data were collected by using test and document analysis, while the qualitative data were collected by using observation, interview, questionnaire, and document analysis. The quantitative data were analyzed by using descriptive statistic, while the qualitative data were analyzed by using constant comparative method suggested by Hopkins (1993: 149).

The findings proves that the research on developing speaking competence using CLM at the first year students of English Education Department of UNP Kediri is successful viewed from several dimensions. First, CLM can improve the students’ speaking competence. Second, CLM can improve the students’ involvement in learning teaching process. Third, CLM can improve the relationship building. Fourth, CLM can raise the motivation and interest. Fifth, CLM can establish better atmosphere to study. Sixth, CLM can establish the psychological therapy.

The research findings of the study imply that CLM is a very appropriate and effective method to develop the students’ speaking competence. Therefore, it is recommended that: (1) other speaking teachers apply CLM to develop the students’ speaking competence; (2) the institution encourages the teacher to apply CLM by providing better appropriate facilities needed in learning teaching process; and (3) other researchers develop some dimensions which have not been developed in this research.
ACKNOWLEDGEMENT

Praise be to the God the Almighty for His abundant mercies, grace, blessings, guidance, merry, and bright thinking so that the researcher is able to complete this thesis. In this occasion, the researcher would like to express her great gratitude and appreciation to all people who have helped her to complete the research.

The researcher wishes to express her deepest thanks to the Director of Graduate School—Prof. Drs. Suranto, M.Sc., Ph.D—and the Head of Graduate School of English Education Department—Dr. Ngadiso, M.Pd—, who have given her opportunity and permission to write the thesis.

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She also would like to express her great thank to the Head and boards of Perkumpulan Pembina Lembaga Pendidikan Perguruan Tinggi Persatuan Guru Republik
Indonesia Kediri (PPLP PT PGRI Kediri) for the permission, support, and scholarship fund given. She also wishes to express her great thank to the Rector, the Dean of Education Faculty, and the Head of English Education Department of Nusantara PGRI Kediri University for their encouragement and support as well as permission to conduct the research in Nusantara PGRI Kediri University where the researcher works.

Her great thanks are also for the students of 1d academic year 2007/2008 English Education Department of Nusantara PGRI Kediri University who have helped her much to get the data as the data sources.

Finally, she would like to express her great deepest thanks to her beloved wise husband—Tunggul Adi Wibowo—and her beloved cheerful children—Bagus Wahyu Adiono and Sri Ratih Kencana Dewi—for their love, affection, understanding, support, motivation, patience, and prayer to her as a wife and a mother.

The researcher realizes that this thesis is far from being perfect, therefore any criticisms and suggestions will be gladly accepted.

Surakarta, 5 December 2008

DKW

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CHAPTER I

INTRODUCTION

A. Background of the Research

Speaking is one of the courses taught in English Education Department of Nusantara PGRI Kediri University (UNP Kediri). As the students are going to be teachers, it is very necessary for the students to have good speaking skill. Speaking is one of the productive skills besides writing. Listening and reading are receptive skills. Speaking is a very significant skill in a language since it is used for communication and expressing our idea, feeling, information, and message.

By speaking course given to the students of English Education Department of UNP Kediri, the students are expected to have good speaking competence to communicate in the target language—English. The students are expected to be able to express themselves in English; such as to interview, to give speech, to debate, and many others. The ultimate goal of speaking courses in English Education Department of UNP Kediri is to develop the students’ speaking competence to express ideas in English in formal and informal situations. Theoretically, developing speaking competence in this research means developing pronunciation, vocabulary and diction, fluency, grammatical accuracy, interactive communication, and content.

Having speaking competence is very necessary and beneficial for the students of English Education Department of UNP Kediri. The students of English Education Department should not only be able to communicate in English well but they must also be able to be models for their students. The students will imitate what the teachers say and do. If the model is not good, of course, the students will be worse. It is
supported by Dullay, Burth, and Krashen (1982: 30) saying that when both a teacher and friends speak the target language, learners have been observed to prefer the models for themselves. This statement clarifies that as a model for the students, it is very important for the teacher to have good speaking competence. Therefore, the teacher must give good examples in speaking the target language.

Infact, the speaking competence of the English Education Department students of UNP Kediri is still far from what is expected. In other words, the students speaking competence is still low. It can be recognized from the average score of the students’ pronunciation, vocabulary, grammar, fluency, and interactive communication which were low as shown in table 1.

Table 1: The Average Score of Speaking Aspects

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>Average score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pronunciation</td>
<td>2.34</td>
</tr>
<tr>
<td>2.</td>
<td>Vocabulary</td>
<td>2.32</td>
</tr>
<tr>
<td>3.</td>
<td>Grammar</td>
<td>2.52</td>
</tr>
<tr>
<td>4.</td>
<td>Fluency</td>
<td>2.47</td>
</tr>
<tr>
<td>5.</td>
<td>Interactive Communication</td>
<td>2.40</td>
</tr>
</tbody>
</table>

Those low speaking aspects automatically affect the students’ speaking competence. It can be identified from the achievement they have in speaking course. There is no student getting E (0). It means that 0 % of the students gets E (0). There are 2 students getting D (1). It means that there is 4.5 % of Id getting D (1). There are 25 students getting C (2)—the minimum passing grade. It means that there is 56.8 % of Id getting C (2). There are 17 students getting B (3)—good score—and none of the students gets A (4)—excellent score. It means that there is 38.6 % of Id getting B (3) and there is 0 %
getting A (4). Automatically, the mean score of speaking course is also low—2.38. It means that the mean score is C (2). The complete achievement will be enclosed (appendix 1). Besides that, the students still find difficulties when they are assigned to speak in a natural communication.

As the effect of the students’ low speaking competence, there are many students having low motivation to speak. It is shown by the involvement of the students in the classroom, for example the students do not join the course well, the students are passive in the classroom, even the students rarely respond to the teacher’s questions. The students’ low speaking competence may be caused by some factors as follows; the students themselves, the teacher, the environment, the materials, and the syllabus or the method used by the teacher. This condition is supported by Long and Richards (1987: 21) saying that low achievement is influenced by some factors—unwilling learners, low expectation of success, unattained aims, objectives, syllabus, confusion, insufficient time, poor materials, methods, and intensity of tuition.

Based on preliminary-research done and the questionnaires given to the students by the researcher in odd semester of academic year 2007/2008, there are two problems that make the students have low speaking competence. The first cause is the average score on speaking aspects is low and the second one is the psychological conditions. The low speaking aspects can be identified from the students’ low average score on pronunciation, vocabulary, grammar, fluency, and interactive communication. The psychological conditions that cause the students have low speaking competence are passive and less motivated, less confident, nervous, shy, afraid of making mistakes, and afraid of being laugh by friends.

From the result of questionnaires, the researcher obtained the data. Here is some of the data obtained from it. A student with the data source A01 admitted that:

From the data above, it is identified that the student with the data source A01 is less confident, has limited vocabulary, afraid of making mistakes, and nervous. She added that speaking activities should be done in a group in order to make the students more confident and not to be nervous.

Similar problems—less confident, afraid of making mistakes, nervous, and has poor vocabulary are also faced by student with the data source A09. She wants to have speaking activities in a group because it will be more comfortable and the students will be able to help each other as the researcher quotes below:

“Dalam mata kuliah speaking saya memang kurang bisa berpartisipasi, karena saya akui banyak kekurangan–kekurangan saya dalam mata kuliah ini. Waktu speaking maju ke depan saya merasa kurang percaya diri, saya juga takut salah. Tiap kali maju ke depan badan gemetaran, padahal waktu hafalan di rumah/di kelas saya selalu lancar menghafal. Vocab saya juga kurang, jadi saya takut salah dalam berbicara Bahasa Inggris. Sebenarnya saya mempunyai minat yang besar dalam mata kuliah ini, tetapi kenapa sampai sekarang saya tetep tidak bisa mengikutinya? Tapi saya selalu berusaha dalam hal ini. Saya harap bu Dewi bisa membantu saya dalam menghadapi ini semua. Saya lebih suka belajar dalam bentuk kelompok, karena menurut saya lebih nyaman dan satu sama lain (antara teman) bisa saling membantu kalau diantara kita ada yang tidak bisa.” (Wednesday, 2 January 2008)

Student with the data source A018 has different problems—limited vocabulary, poor pronunciation, less confident, afraid of being laughed by friends, and nervous. She also wrote that it will be much better if the speaking course is carried out in a group of 5 since the students will be able to discuss and debate with other members in a group. Besides that, working in a group will be able to lessen their feeling of shy and make them more confident to speak. It is also good to create the socialization in a group and
make the students closer each other. The following is what student with the data source A018 wrote:


While student with the data source A027 has more problems–less confident, afraid of making mistakes, nervous, shy, limited vocabulary, and afraid of being laugh by friends. She wants to have agreements in speaking courses, relaxed situation, and have friends when the students demonstrate in front of the class. The complete quotation is as follows:


Student with the data source A036 has similar problems–shy, less confident, nervous, afraid of making mistakes, and not closed with the teacher. She prefers to speak in a group as it encourages the students to be more confident. Here is what She wrote:

Some quotations above show the real phenomena occur in speaking classroom. The complete questionnaires spread out and the recapitulation can be read in the enclosers (appendix 4).

The teacher usually uses pair work in speaking activities. By using this technique many students still have low speaking competence. It is proved by the students’ speaking achievement which is still low (see figure 1). The students also have very low participation in speaking and they are still passive to participate in speaking, especially the slow learners.

![Speaking Achievement](image)

**Figure 1: Speaking Achievement of 1d**

The environment of speaking class may also be a problem for the development of the students’ speaking competence. The environment is one of the factors which determine the success of learning. Dullay, Burth, and Krashen (1982: 13) explain that
the quality of language environment is very important in learning a new language. The assumption above clarifies that environment has an important role in learning teaching process. Speaking course is carried out at the first floor of room L. In front of this class is a field and parking area where motorcycles and cars usually parked. The field is usually used for daily exercises—plays football, volleyball, and running. Beside that, this class is one area with Technical High School PGRI 4 Kediri (THS PGRI 4 Kediri), so when the students of THS PGRI 4 Kediri take a break, the situation is very crowded and at the same time there is speaking course there. This situation also disturbs the activity of speaking as the students of THS PGRI 4 Kediri always pass by the class where speaking activities are being carried out.

Based on the problems and the causes above, the researcher proposes cooperative learning method as a solution to develop the speaking competence of the first year students of English Education Department of UNP Kediri. Kagen (1992: 8) states Cooperative Learning Method is group learning activity which is organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is helped accountable for her own learning and is motivated to increase the learning of others. Based on the definition above, it is identified that Cooperative Learning Method is a learning design by giving a chance to the students to communicate and work together in a group as planned by the teacher. The students work in a group work naturally. Slavin (1995: 4) states that in cooperative learning method, students work together in four member-teams to master material initially presented by the teacher. Based on the statement above, it can be assumed that in cooperative learning the students are assigned to work in a group of four.

Orlich, et al. (1998: 274) states that cooperative learning offers opportunities for the students to learn through speaking and listening processes (oral language) as well as
through reading and writing processes (written language). They (1998: 275) add that cooperative learning enhances students’ enthusiasm for learning and their determination to achieve academic success. They also state that cooperative learning can increase the academic achievement of students of all levels in reading, writing, speaking, mathematics computation and application, comprehension, and critical thinking. Based on the statement above, it can be summarized that cooperative learning can be used in speaking course since it gives a chance to the students to speak more actively. By practicing speaking, the students’ speaking competence will be improved.

Cooperative Learning Method is an appropriate method used to develop speaking competence of the first year students of English Education Department of UNP Kediri. Cooperative Learning Method is appropriate to use in this learning teaching process since this method involves many students to work together. Beside that, Cooperative Learning Method can also be used to increase the students’ achievement and to solve the problems in learning. Slavin (1995: 2) states that there are some reasons why cooperative learning is entering the mainstream of educational practice. One is the extraordinary research base supporting the use of cooperative learning method is to increase students’ achievement, as well as such other outcomes as improved inter group relations, acceptance of academically handicapped classmates, and increased self-esteem. Another reason is the growing of realization that students need to learn to think, to solve the problems, and to integrate and apply knowledge and skills. Cooperative learning is an excellent means to that end. Furthermore, Slavin (1995: 2) states that cooperative learning method can be used effectively at every level to teach every type of content, from math to reading to writing to science, from basic skills to complex problem solving. Increasingly cooperative learning is being used as teachers’ main way of organizing classrooms for instruction.
Orlich, et al. (1998: 275) state that one of the characteristics of Cooperative Learning Method is focuses on task to be accomplished. This statement proves that Cooperative Learning Method facilitates the students to communicate in the target language because the students do the task from the teacher. The task given is to communicate with their friends in the target language. In this case, Cooperative Learning Method increases the students’ motivation to speak because it facilitates the students to do real communication. Beside that, it proves that the target language is practiced in actual communication. That is why Cooperative Learning Method facilitates the students to do real communication. That is the contribution of Cooperative Learning Method in speaking.

Based on the statements above, it can be concluded that Cooperative Learning Method can be used to improve the students’ achievement—speaking competence—and to overcome the problems faced in learning teaching process. Cooperative Learning Method has great contribution in speaking since it is a task-based. It encourages the students to practice their English in real communication. By using Cooperative Learning Method, the students will be more confident to speak because they work together with friends. It is also expected that the problems faced by the students will be overcome that make the students’ speaking competence improves.

B. Statement of the Problem

Based on the background above, the researcher would like to formulate the following problems:

1. Can Cooperative Learning Method develop speaking competence of the first year students of English Education Department of UNP Kediri? If it can, how far is it?
2. How should Cooperative Learning Method be carried out effectively in teaching speaking at the first year students of English Education Department of UNP Kediri?

3. How far is the involvement of the students when Cooperative Learning Method is applied to develop speaking competence of the first year students of English Education Department of UNP Kediri?

4. What are the strengths and weaknesses of Cooperative Learning Method when it is applied to teach speaking at the first year students of English Education Department of UNP Kediri?

C. Objectives of the Research

In general, this research is aimed to develop speaking competence of the first year students of English Education Department of UNP Kediri. The specific objectives of this research are:

1. To find out whether Cooperative Learning Method can develop speaking competence of the first year students of English Education Department of UNP Kediri.

2. To find out how Cooperative Learning Method should be applied effectively in learning teaching process.

3. To find out the intensity of the students involvement in the classroom when Cooperative Learning Method is applied to develop speaking competence of the first year students of English Education Department of UNP Kediri.

4. To find out the strengths and weaknesses of Cooperative Learning Method when it is applied for teaching speaking at the first year students of English Education Department of UNP Kediri.
D. Benefits of the Research

In this research, the researcher does expect some useful results for the students, the other teachers, the institution, and the researcher herself, which are as follows:

1. For the students.

The students will be more motivated and interested in speaking class because they can work together with many friends in their group and can express their idea without being nervous, afraid, shy, and of course they will be more confident to speak and express their idea.

2. For the other teachers

They will be able to try the method has never applied before to overcome the problems arise. Besides that, they can evaluate their learning teaching process have been applying. The most important point is that it gives them awareness of their professional development in teaching English, especially teaching speaking.

3. For the institution

The result of this research can be an input which can be applied in teaching speaking. If the result is good, of course the institution will also be better since the output has good speaking competence.

4. For the researcher herself

This research will give so many inputs which is very important especially in teaching that make the researcher is able to choose the appropriate method to develop the students’ speaking competence. Besides that, the researcher can get a wider
knowledge and experience which is very important on her professional development as a teacher. It also opens her eyes to see what was happened in speaking class as a teacher she has been teaching and to find out the best solution to overcome the problems.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three main sections: theoretical description, rationale, and action hypothesis.

A. Theoretical Description

This section discusses the nature of English Language Teaching (ELT), the nature of speaking competence, and the nature of Cooperative Learning Method (CLM).

1. The Nature of English Language Teaching (ELT)

   a. Language Learning

      Brown (1994: 7) defines learning as a relatively permanent change in a behavioral tendency and is the result of reinforced practice. Based on the definition above it can be assumed that language learning means the process of changing in using a language—English as the target language.

      The aim of language learning is not only to study about a language but also to use it for communication. Language can be used to exchange message between two people or more. One person is as the speaker who sends messages and the other one is as the listener. Finegan (1989: 333) states that people use a language principally as a tool for doing things, such as to ask questions, request favors, make comments, report news, give directions, offer greetings, and perform hundreds of other ordinary verbal actions in daily life. Based on the statement above, it is assumed that language learning means learning how to ask, how to offer, how to give direction, how to express opinion, how to express likes and dislikes, how to report news, how to greet, how to give statement, how
to give command, how to give information and many others concerning with the target language.

The most important thing in language learning, especially learning a foreign language, is to use the language. It means that English as the target language is used for real communication. It is proved by the reality that people who never study the target language formally at school are able to speak English fluently. People who work abroad, people who often travel abroad, people who cooperate with native speakers usually have good communicative competence because they always use the target language in real communication even though they do not know the language rules. Beside that, they usually have high motivation to be able to communicate in the target language in order to run the business they have. They also have enough experience and exposure as well as opportunities to use the target language. In language learning, mastering the language rules is important, but if it is not used in real communication, the language rules will be useless since the language rules cannot develop the communicative competence without being used.

Language learning is expected to develop the students’ competence to use the target language for communication. Communication in language learning can be carried out through the activities of the four language skills – listening, speaking, reading, and writing. The four language skills can be divided into two skills – receptive skills and productive skills. Harmer (1991: 16) states that speaking and writing involve language production and they are called productive skills. Listening and reading, on the other hand, involve receiving messages and are called receptive skills.

Closely connected with the four language skills, Dangerfield (1991: 80) states that an information transfer activity forms a kind of pivot around which any of the language skills may involve:
Based on some statements above, it can be concluded that the forms of communication can be in listening, speaking, reading, and writing. Practically, these four language skills are not used separately, but they all are used simultaneously and integratedly. Those four language skills support one another. A language cannot be used by ignoring the other skills. When reading skill is done of course it needs other skills, such as listening skill. When writing skill is applied, the activity of reading skill also needed. This condition is supported by Ellis (2003: 7) saying that when the students are assigned oral skills, particularly speaking, the materials for the task may also involve some reading. He adds if a planning stage is involved, a learner may also be required to write but the task itself is performed orally. This statement proves that in learning a language, the four language skills must be used integratedly.

In learning teaching process, the students’ roles are very important. The teacher should be able to encourage the students to be involved in communicative activities. The students must be forced to use communicative activities as a means of exchanging information and discussing the messages as well as interacting. These activities are
aimed to reach the goals of learning teaching process—to be able to use the target language.

Concerning with the learning teaching process, the students can make efforts to learn the target language in four activities. They are reproduction, simulation, construction, and application. Reproduction and simulation are the communicative activities in which the students imitate the teacher and people surrounded area. The students will pay attention to what the teacher says and how to say it and after that the students will imitate them in their communication. However, this process needs time since English is a foreign language for them. Construction and application happen when the students apply the language knowledge in their communication. This process is complicated because it needs understanding of the language in use. This process aimed to apply what the students know about the target language into real communication. Of course it does not only need language form but also the language competence.

b. Language Teaching

Brown (1994: 7) states that teaching is showing or helping someone to learn how do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. He adds that teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning. Furthermore he (1994: 7-8) explains that teaching is guiding and facilitating learning, enabling the learner learns will determine the teacher philosophy of education, the teacher teaching style, the teacher approach, methods, and classroom techniques. Based on the definitions above it can be concluded that language teaching means guiding and facilitating the students to be able to study and use the target language. Concerning with
this, the teacher’s role is to design an opportunity for the students to study. The teacher must be clever to facilitate the students to be able to reach the expected goals.

Brown (2000: 7) defines that teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning. The definition above shows that the teacher is responsible to help the learners in learning. The teacher has to be able to facilitate the learning teaching process. Beside that, the teacher is also responsible to create good condition and atmosphere for the learners to learn.

Language teaching aims to develop the students’ competence to use the target language in real communication. The students should be able to use it to do the language expression such as how to invite, how to refuse, how to accept, how to give explanation and so on. It supported by Ellis (2004: 27) saying that the goals of communicative language teaching (CTL) are to develop the learners’ ability to use the language in real communication. Based on the description above, it can be concluded that the teacher rules as the students’ motivator to speak English.

Similar statement given by Long and Richard (1987: 47) saying that the goal as language teacher in the classroom is to maximize opportunities for language acquisition to take place. This statement shows that using the target language is very important since the students will have opportunities to practice. If it is done effectively, the students’ speaking competence will be developed. Furthermore, they add that there are three features of strong communicative components in teaching. The first feature is opportunities for the students to be exposed to real communication. The second feature is opportunities for the students to engage in using real communication. The last feature is activities which are meaningful to the students and which will motivate them to communicate.
Bygate (1997: 3) states that one of the basic problems in foreign-language teaching is to prepare learners to be able to use the language. This statement is very clear that to speak in a foreign language is not always easy, because the students are not used to speak it. To Support the statement above, Price (1994: 9) states that the hardest thing learning a new language is finding the confidence to speak it. Based on the statement above, it can be assumed that it is quite hard for the teacher to encourage the students to speak in the target language. The teacher has to be very clever to encourage the students to be able to speak in the target language.

In learning teaching process the teacher has important roles. The teacher must help the students in learning teaching process. The teacher can help the students by giving guidance, giving advice, and providing the facility to learn in the classroom. The teacher can give guidance to the students by explaining the goals of the learning teaching process and explaining the assignments the students do as well as explaining the strategy of doing the assignment. In providing the facility of learning, the teacher designs the opportunity to learn, creates good condition for learning teaching process, and prepare the teaching aids. Even though the most active participants are the students, the teacher must be active. The teacher must also be responsible for the learning teaching process because the teacher is one of the factors determine the success of the learning teaching process besides the students, the parents, the environment, the government, the materials and the syllabus as well as the learning facilities.

Long and Richard (1987: 20) state that there are two kinds of results in language teaching, that is failure and success. These results show the degree of achievement of particular goals of learning teaching process. The success and failure of the learning teaching process can be identified through the achievement the students get. He adds that these conditions are commonly associated with greater or less achievement. It
means that the greater the students achievement the more successful of the learning teaching process, on the other hand the lower the students achievement the more fail of the learning teaching process.

Long and Richard (1987: 21) add that there are some factors associated with below-average achievement. They are unwilling learners, low expectations of success, and unattainable aims and also the objectives. Beside that unsuitable syllabus or no syllabus, and confusion between language learning and the study of literature also affect below-average achievement. Physical, organizational and psychological shortcomings are the next factors of this condition. While insufficient time, and intensity of tuition, poor materials not compensate by good teachers also have great effect to the low-average achievement. The other important factors associated with below-average achievement are inadequate teacher training, incompetent class teaching and lack of interest in learners.

Furthermore they state that some common factors associated with above-average achievement are willing learners, high expectation, realistic and attainable aims. Some factors which also have great effect to this condition are suitable syllabus and competent organization of teaching learning situation. While sufficient time and helpful materials are also the important factors beside teachers adequately trained and teacher display professionalism and devotion to learners.

Based on the factors above, Long and Richard (1987: 22) explain that unwilling learners mean poor learning. The students are not willing to give time, effort, and attention to the task. Low expectations of success are very personal to the learners who may have been persuaded by family or friends that he will not do well. This condition may happen when the students get stuck. To overcome this problem, the skillful teacher is needed. The teacher can give simple demonstration of personal in learning. The next
problem—unattainable aims and objectives—can be overcome by formulating syllabus or program by the teacher.

Confusion of goals happens when the teacher wants to teach certain materials to catch the goals but he misled the goals instead of the right one. Physical, organization, and psychological shortcomings are squarely the responsibility of the community. Related with insufficient time, the teacher can point out ways of improving the situation. Poor materials not compensated by good teachers can be overcome by preparation of better materials and the improvement of teacher training. To avoid inadequate teacher training, the teacher should have enough understanding and experience and be able to specify immediate action in order to have improvements. The last factor is incompetent class teaching and lack of interest in the learners which can be overcome by organizing for change.

c. Communicative Competence

Brown (1997: 227) defines Communicative competence as the aspect of one’s competence that enables them to convey and interpret messages and to negotiate meanings interpersonally within specific contexts. Based on the definition above, it is clear that communicative competence is very important since it affects the students’ speaking competence.

Richard and Schmidt (1983: 5) state that communicative competence is understood as the underlying systems of knowledge and skill required for communication (e.g. knowledge of vocabulary and skill in the sociolinguistic conventions for a given language). Furthermore they state that communicative competence is an essential part of actual communication but it is reflected only indirectly, and sometimes imperfectly (e.g. in random and inadvertent slips of the tongue, mixing of registers) due to general
limiting conditions. They add that communicative competence refers to both knowledge and skill in using this knowledge when interacting in actual communication. Knowledge refers to what one knows (consciously and unconsciously) about the language and about other aspects of communicative language use. Skill refers to how well one can perform this knowledge in actual communication. Based on the definitions above, it is assumed that communicative competence is very essential since it influences the language use—for actual communication.

Brown (2000: 246) defines four different components or subcategories, making up the construct of communicative competence. They are grammatical competence, discourse competence, sociolinguistics competence, and strategic competence. Furthermore, they add that grammatical and discourse competences reflect the use of the linguistic system, while sociolinguistic and strategic competences define the functional aspect of communication.

Firstly, they explain that grammatical competence is the aspect of communicative competence that encompasses knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology. It can be concluded that grammatical competence is the competence that associates with mastering the linguistic code of a language—the linguistic competence. Grammatical competence focuses on the sentence–level grammar. Examples of grammatical competence are when someone speaks using incorrect grammar or tenses, part of speech, and so on.

Secondly, Brown (2000: 247) states that discourse competence is the complement of grammatical competence in many ways. It is the ability we have to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances. He adds that discourse means everything from simple spoken conversation to lengthy written texts. When someone communicates with other people, automatically he is
involved in it not only to change words. When one speaks, sometime the listeners do not understand because they do not know the context being talked. Beside that, there are also many people who know much about the language and vocabulary, but they are not able to use them in communication.

Thirdly, Brown explains that sociolinguistic competence is the knowledge of the socio cultural rules of language and of discourse. Sociolinguistic competence requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction. Examples of sociolinguistic competence are such consideration of politeness, formality, metaphor, register, and culturally related aspects of language. To be able to communicate well, one should have this competence and to be involved in communication in order to develop the other competences.

Fourthly, Brown (1997: 228) explains that strategic competence is an ability to select an effective means of performing a communicative act that enables the listener-reader to identify the intended referent. He adds strategic competence describes the verbal and nonverbal communication strategies that may be called into action to compensate for breaking down in communication due to performance variables or due to insufficient competence. Brown (2000: 247) states that strategic competence is the strategies that one uses to compensate for imperfect knowledge of rules–limited factors in their application such as fatigue, distraction, and inattention. He adds that strategic competence is the competence underlying our ability to make repairs, to cope with imperfect knowledge, and to sustain communication through paraphrase, circumlocution, repetition, hesitation, avoidance, and guessing, as well as shifts in register and style. Based on the explanation above, it can be assumed that strategic competence is the way to manipulate language in order to reach the communicative
goal. The examples of strategic competence are a function of making the final decision among many possible options, on wording, phrasing, and other productive and receptive means for negotiating meaning. When someone has good strategic competence, he will not give up in using the target language. He will try to use any strategy to use the target language, such as by repeating the words.

Brown (2000: 248) places grammatical and discourse (textual) competence under one node-organizational competence: all those rules and systems that dictate what can be done with the forms of language, whether they be sentence-level rules (grammar). Brown (2000: 248) explains that sociolinguistics competence is broken down into two separate pragmatic categories: functional aspect of language (illocutionary competence, pertaining to sending and receiving intended meanings) and sociolinguistic aspects (which deal with such considerations as politeness, formality, metaphor, register, and culturally related aspects of language). Visually the schematization of the language competence can be seen in figure 3.

![Language Competence Diagram](image)

Figure 3: Components of Language Competence (Bachman 1990: 87)
In keeping with the latest waves of thought, Bachman (in Brown, 2000: 248) adds strategic competence as an entirely separate element of communicative language ability. The strategic competence serves function of making the final decision among many possible options, on wording, phrasing, and other productive and receptive means for negotiating meaning. Visually the schematization can be seen in figure 4.

![Figure 4: Components of Communicative Language Ability](image)

In Communicative Language Use (Bachman, 1990: 85)

2. The Nature of Speaking Competence
   a. The Definition of Speaking Competence
Brown (2004: 140) states that speaking is a productive skill that can be directly and empirically observed and those observations are colored by the accuracy and effectiveness of a test-taker’s listening skill, which necessarily compromises the reality and validity of oral production test. Referring to the definition above, it can be said that speaking score is a measure of oral production. He adds that speaking is the product of creative construction of linguistic strings; the speaker makes choice of lexicon, structure, and discourse. Speaking is categorized successful when the listener can understand what the speaker says, so the meaning, the information, the idea, and the messages can be transferred well. Concerning with this situation, it is needed pay attention to the stress, intonation, meaning, and sentence structure.

A similar idea stated by Crystal (1990: 79) saying that speaking is not oral production of written language, but involves learners in the mastery of guide range sub skills which added together constitute one overall competence in the spoken language. This statement explains that speaking is different from writing since speaking involves all language competences—grammatical competence, discourse competence, sociolinguistics competence, and strategic competence. These four competences used in speaking as productive skill.

In curriculum 2004 (2003: 13) speaking is defined as the ability to communicate in oral language. This statement shows that speaking is producing oral language/oral communication. Speaking is the form of oral communication which happens when there is a speaker and listener. Speaking is one of the forms of communication besides listening, reading, and writing.

Speaking is an oral skill used for communication. The speaker expresses his idea clearly in order to be accepted and understood by the listeners relevant with what the speaker means. In order to express the idea, the concept, the feeling, and the message
effectively, the speaker has to understand everything communicated. Tarigan (1988: 15) saying that speaking is the ability to say and pronoun articulation or words to express, to state, and to send thought, idea, and feeling. This statement shows that speaking is not only expressing sound of words but it also communicating concepts had by the speaker to be listened by the listeners.

The language used in speaking should be easily understood by the listeners. There are some elements influence speaking, among other things; the speaker, the listener, place of talking, the topic, the situation, and the condition. This means that the speaker should really understand what he speaks about, who the listeners are, what the topic is, where he speaks, and how the condition of the environment. These all elements seem simple but they have very important role in communication.

Fronklin, et al. (1993: 193) states that knowing a language means know how to produce and understand sentence with particular meaning. This definition shows that speaking should be practiced. Many people know the language rules, but they sometime do not know how to use them in communication. That is why it will be much better if the learners produce and practice it in real communication since the ultimate goal of learning a foreign language is to be able to communicate in the target language.

Chomsky (1975: 38) states that competence is the ideal language user’s knowledge of grammar, while performance is the actual realization of that knowledge in utterances and involves a variety of psychological, physical and social factors. Chomsjy (1975: 38) adds that competence as a property of the mind of the individual which is developed as part of his general maturation. Based on the statements, it is assumped that someone whose good performance means that he/she has good competence.

In curriculum 2004 (2003: 13-14) stated that competence is defined as knowledge, idea, feeling, skill, behaviour, thought, and value which accustom to be applied in
habitual thought and action. Based on the statement, it is assumed that competence is the ability of expressing thought, information, feeling, idea, and opinion, as well as developing science, technology, and culture in the target language that is English. There are four competences in a language—listening competence, speaking competence, reading competence, and writing competence. So to communicate well, someone has to master the competence needed.

Schmidt (1984: 5) states communicative competence is the underlying system of knowledge and skill required for communication. The quotation shows how important communicative competence in speaking is. One can speak communicatively if she/he had good communicative competence. Communicative competence reflexes speaking competence. Someone whose good communicative competence usually also has good speaking competence as she/he is able to speak fluently.

Based on the analysis of the definitions above, the researcher concludes that speaking competence is the ability of a speaker to communicate orally in order to express the information, idea, feeling, and science by applying both microskills of oral communication which are related to pronunciation, vocabulary, and grammar and macroskills of oral communication which underlies fluency and interactive communication.

b. The Components of Speaking

Speaking is a complex set of competence that involves the components of a language—pronunciation, vocabulary, grammar, accuracy, fluency, content, and stress pattern. Underhill (1987: 97) states that there are some components of language proficiency especially in speaking. They are grammar, vocabulary, pronunciation
including intonation and stress, fluency and content. Here are the explanations of those components:

1) Grammar

Grammar is one of the important components in speaking. It is a language aspect that relates whether or not the learners are able to use the correct form of the language learnt. Ur (1987: 75) states that grammar is sometime defined as the way words are put together to make correct sentences. This statement shows that by mastering grammar well, the learners will be able to construct phrases or sentences in the correct form. By being able to make the right good sentences, the learners will also be able to speak in the target language correctly, fluently, and accurately. Sentences are made of combination of words using grammar which make them meaningful. It shows that grammar is the language system and it is one of the speaking elements that concern the target language.

In speaking, grammar is another aspect of language system that relates to whether or not the students use the correct forms of the target language. If they ignore this, the listeners may experience difficult to understand them. Briefly, the teacher should recognize that teaching spoken language does not teach the students to speak only, but the students are required to know more about the concept or theory on how to speak. In short, grammar has an important role in speaking in order to develop the speaking competence.

2) Vocabulary

In learning a new language, vocabulary is very important. Without vocabulary, it is impossible for the learners to speak in the target language. Richard and Rodgers (2001: 32) state that vocabulary is one of the most important aspects of foreign language
learning. Similar statement stated by Nunan (1987: 177) saying that vocabulary is very important for the success of the second language use because without an extensive vocabulary, one will be unable to use the structures and function which have been learned for comprehensible communication. Based on the definitions above, it can be concluded that vocabulary is the number of words needed in learning a foreign language. Beside that, vocabulary is viewed as an important factor in a foreign language learning since by using vocabulary the learners can express their idea using sentences in varieties of words to create successful communication.

Closely connected with speaking, mastering a large number of vocabularies is very beneficial for the learners. They can make use of vocabularies they have for communication. The learners are expected to speak more fluently because they can express their ideas by using varieties of dictions in their sentences. In short, it can be assumed that vocabulary also has an important role in speaking in order to develop the learners’ speaking competence.

3) Pronunciation

Pronunciation is the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some correctness or acceptability (http://www.dictionary.com.unabridged//). Based on the definition above, it is very clear that the aim of learning pronunciation is to get the learners to be able to pronounce the words accurately. By having good pronunciation, the meaning of spoken sentences expressed by the speaker can be understood by the listeners easily and correctly. Beside that, misunderstanding among speakers can be avoided. Based on the discussion above, it can be summarized that pronunciation also has essential role in developing speaking competence. Brown (2001: 284) states that there are some factors
affect the learners’ pronunciation—native language, age, exposure, innate phonetic ability, identity and language ego, and motivation and concern for good pronunciation. Based on the statement above, it is assumed that mother tongue, age, experience, phonetic, and motivation can affect the target language pronunciation.

4) Fluency

To be able to communicate in the target language effectively is one of the main aims of learning a new language. The effective way of speaking can be measured by the fluency in producing the target language. Every foreign language learner is expected to produce oral speech fluently in normal speech. Similar statement saying that fluency is described as the ability to speak or write smoothly, easily and readily (http:www.dictionary.com.unbridged//). Based on the statements above, it is clear that the learners should be able to speak the target language fluently. In brief, fluency is also a significant component in a language since it influences the development of speaking competence.

5) Content

Content in this context means the quality of the language production. The spoken language should be easy to be understood by the listeners. Beside that, it should consist of acceptable idea as the topic discussed. The content of the production can not be separated from the language cultures and the language rules. The language expression used should be suitable with the condition of the conversation. Content is the spoken language element which determines the understanding among speakers so that they can communicate well.
Brown (2001: 271) states that in oral production, it is very important to focus both on the forms of the language and on the function of the language. So in speaking it is very necessary for the teacher not to pay attention only on the whole language used but also on the small part of language. It is caused by the small part of language can make the whole on the other hand whole can't be formed without small part of language.

Brown (2001: 271-274) adds that there are six categories applied in oral production. They are as follows:

1) **Imitative**

Imitative speaking is the ability of practicing an intonation or trying to pinpoint certain vowel sound. It is aimed to focus on some particular element of language form not for the purpose of meaningful interaction. This activity is usually done by drilling.

2) **Intensive**

Intensive speaking includes any speaking performance which is designed to practice some phonological and grammatical aspect of language. It can be self-initiated and pair work activity.

3) **Responsive**

Responsive speaking is replying questions or comments which is sufficient and meaningful, but it is not extended into dialogues. For example:

T: How are you today?

S: Pretty well, thanks, and you?

T: What is the main idea in this essay?

S: The United Nations should have more authority.
S1: So, what did you write for question number one?

S2: Well, I wasn't sure, so I felt it blank.

4) **Transactional (dialogue)**

Transactional dialogue is aimed for exchanging specific information. It is an extended form of responsive language. The example of transactional dialogue is in conversation. For example:

T: What is the idea of this essay?

S: The United Nations should have more authority.

T: More authority than what?

S: Than it does right now.

T: What do you mean?

S: Well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons.

T: You don’t think The UN has that power now?

S: Obviously not. Iraq is still manufacturing nuclear bombs.

5) **Interpersonal (dialogue)**

Interpersonal speaking is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some factors—slang, ellipsis, and sarcasm. For example:

Amy: Hi, Bob, how it going?

Bob: Oh, so-so.

Amy: Not a great weekend, huh?

Bob: Well, far be it from me to criticize, but I’m pretty miffed about last week.

Amy: What are you taking about?
Bob: I think you know perfectly well what I’m talking about.

Amy: Oh, that…How come you get so bent out of shape over some thing like that?

Bob: Well, whose fault was it, huh?

Amy: Oh, wow, this is great. Wonderful. Back to square one. For crying out loud, Bob, I thought we’d settled this before. Well, what more can I say?

6) **Extensive (monologue)**

Extensive speaking is extended monologues in the form of reports, summaries, or short speeches.

Concerning with speaking skills, Brown (2001: 272) explains the micro skills of oral communication as follows:

1) Produce chunks of language of different length

2) Orally produce differences among the English phonemes and allophonic variants.

3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.

4) Produce reduced forms of words and phrases.

5) Use an adequate number of lexical English stress units in order to accomplish pragmatic purposes.

6) Produce fluent speech at different rates of delivery.

7) Monitor oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.

8) Use grammatical word classes (nouns, verbs, etc.), system (e.g., tenses, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
9) Produce speech in natural constituents—in appropriate phrases, pause, groups, and sentences.

10) Express a particular meaning in different grammatical forms.

11) Use cohesive devices in spoken discourse.

12) Accomplish appropriately communicative functions according to situations, participants, and goals.

13) Use appropriate registers, implicature, pragmatic, conventions, and other sociolinguistics features in face-to-face conversations.

14) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

15) Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

16) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well one interlocutor is understanding it.

c. **The Characteristics of Successful Speaker**

Richards and Schmidt (1983: 3) state that there are some characteristics of communication, as follows:

1) It is a form of social interaction, and is therefore normally acquired and used in social interaction.

2) It involves a high degree of unpredictability and creativity in form and message.

3) It takes place in discourse and sociocultural contexts which provide constraints on appropriate language use and also clues as to correct interpretations of utterances.
4) It is carried out under limiting psychological and other conditions such as memory constraints, fatigue and distractions.

5) It always has a purpose (for example, to establish social relations, to persuade, or to promise).

6) It involves authentic, as opposed to textbook-contrived language.

7) It is judged as successful or not on the basis of actual outcomes. (For example, communication could be judged successful in the case of a non-native English speaker who was carrying to find the train station in Toronto, uttered “How to go to a passer-by, and was given directions to the train station).

Based on the characteristics above, it is assumed that communication must be interactive, creative, appropriate with the language use, limited under psychological and other condition, purposeful, authentic, and also based on actual outcomes.

Closely related with speaking skill, Bennet (1991: 97) suggests the best way to become a good speaker. He adds that there are two things to be considered if someone wants to be a good speaker. Firstly, he must be natural and be himself. This sentence means that in speaking one must not change the way of speaking to be similar with someone else. He must speak as natural as possible without changing his way of speaking. Secondly, he must prepare the speech scientifically instead of artistically. In speaking, someone must not speak without considering the science of speaking itself. He must make his speaking as scientific as possible. It is not right when someone speaks does not consider the scientific language, on the other hand he only considers about the artistic one. However, practicing speaking is very necessary in order to improve the speaking competence.
Nunan (1991: 39) states that mastering the art of speaking is the single most important aspect of learning a second language. Success is measured in term of the ability to carry out a conversation in the language. Based on what Nunan explains above, it is assumed that speaking can be categorized successful if the learners can use the language in real communication. Speaking can be categorized successful or not depends on whether the idea can be accepted by the listeners or not.

Penny Ur (1987: 120) explains that there are some characteristics of successful speaking activity:

1) **Learners talk a lot**
   
   As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

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

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

4) **Language is of an acceptable level**
   
   Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Based on the characteristics above, it is assumed that the students should talk and practice to speak as much as possible, participate actively in speaking, and be motivated
to speak without being forced by the teacher, as well as speak appropriately that is understandable.

There are some characteristics of effective communication. They are as follows: understand each other, grammar use, express meaning clearly, and realize the meaning existence. Based on the explanation above, it is clear that effective communication happens when there is mutual communication among the speakers, there is no misunderstanding of the topic discussed, the listeners understand what is being spoken by the speaker, and either the speaker or the listeners realize the meaning of their speaking.

Closely related to the unsuccessful communication, Ur (1996: 121) suggests some ways that can be done to help to solve some of the problems. They are as follows:

1) **Use group work**

   Group work can increase the complete amount of learner to talk going on a limited time. Beside that, it also decreases the inhibition of the unwilling learners to speak in front of the full class.

2) **Base the activity on easy language**

   In general, the level of language needed for a discussion should be lower than that used in intensive language-learning activities in the class. It should be easily recalled and produced by participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review important vocabulary before the activity starts.

3) **Make a careful choice of topic and task to stimulate interest**

   On the whole, the clearer the purpose of the discussion the more motivated the participants will be.

4) **Give some instruction or training in discussion skills**
When the task is based on the group discussion, then include instructions about participation when introducing. For example, tell the learners to make sure that everyone in the group contributes to the discussion, appoint a chair person to each group who will regulate participation.

5) **Keep the students speaking the target language**

It can be done by reminding the learners to use the target language all the time. It is also good to appoint one of the groups as monitor whose job is to remind participants to use the target language and report to the teacher how well the group managed to keep to it.

3. **The Nature of Cooperative Learning Method**

a. **The Definition of Cooperative Learning Method**

Cooperative Learning Method is one of the methods in language teaching referring to instructional methods involving small heterogeneous group working together, usually toward a common goal. It is supported by Slavin (1995: 2) saying that cooperative Learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content. In cooperative classrooms, students are expected to help each other, to discuss and argue with each other, to assess each other’s current knowledge and fill in gaps in each other’s understands. Based on the definition above, it can be understood that in Cooperative Learning Method, the classroom is divided into small groups in which the students can cooperate and work together with the group members. By using this method, it is hoped that it will help the students to be able to solve the problems they might have in learning teaching process.

Cooperative Learning Method is a method used in learning teaching process by making small group in which the students cooperate with to maximize the learning condition to reach the goals. It is clear that this method involves many people to carry
out. The students will be divided into small groups to study together in which they can help and complete one another. By doing so, the students will be motivated to learn since they work with many friends in their group.

Kagen (1992: 8) states 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 helped accountable for her own learning and is motivated to increase the learning of others. This definition explains that in learning teaching process the students are given a chance to communicate and work together as well as interact as planned by the teacher to create good activities naturally.

A similar definition stated by Etin Solihiatin and Raharjo (2007: 4) saying that cooperative learning is an attitude or behavior in working or helping each other in a form of working together in a group consisting of two or more members in which the success of working or learning is much influenced by the involvement of the group member in their group. They add that cooperative learning is more than just a group study or group work because in studying using cooperative learning there must be support and cooperative assignment which enable the group to have opened interaction and effective interdependent relationship among the group members. Based on the definition above, it can be said that cooperative learning method is carried out in a group and all group members must be involved in the activities.

Based on some definitions above, it can be concluded that Cooperative Learning Method is a method used in teaching which is carried out by dividing the class into small groups in which the teacher gives the students cooperative assignments that enable them to be actively involved in the group work in order to reach the goal of learning. In Cooperative Learning Method, the teacher should be able to motivate the
students to be more active working together with their friends in the group and motivate them to help one another.

b. The Characteristics of Cooperative Learning Method

Orlich et al (1998: 275) states that there are some characteristics of Cooperative Learning Method. They are as follows:

1) Uses small groups of three or four students (microgroups)
2) Focuses on tasks to be accomplish
3) Requires group cooperation and interaction
4) Mandates individual responsibility to learn
5) Supports division of labor.

Slavin (1995: 12) states Cooperative Learning Method differs in many ways, but they can be categorized according to the following principal characteristics.

1) Group Goals

Most cooperative learning methods use some form of goals. In the Student Team Learning Methods, these may be certificates or other recognition given to teams that meet a preset criterion.

2) Individual Accountability

This is achieved in two ways. One is to have group scores be the sum or average of individual quiz scores or other assessments, as in the Student Team Learning models. The other is task specialization, whereby each student is given a unique responsibility for part of the group task.

3) Equal Opportunities for Success

A characteristic unique to the Student Team Learning methods is the use of scoring methods that ensure all students an equal opportunity to contribute to their teams.

4) Team Competition
To encourage and to motivate the students, the teacher gives them an interesting competition between teams. This activity is very effective to encourage them to work together in their group.

5) Task Specialization

A key element of jigsaw, Group Investigation, and other task-specialization methods is the assignment of a unique subtask to each group member.

6) Adaptation to Individual Needs

In teaching using Cooperative Learning Method, the teacher uses group-paced instruction, but it should adapt instruction to students’ individual needs.

c. The Procedure of Cooperative Learning Method

Every method has procedures to carry out. Slavin (1995: 129-130) explains the most widely used cooperative learning method which emphasizes on the four elements, as follows:

1) Face-to-face interaction.

Students work in four to five member groups.

2) Positive interdependence.

Students work together to achieve a group goal.

3) Individual accountability.

Students must show that they have individually mastered the material.

4) Interpersonal and small-group skills.

Students must be taught effective means of working together and of discussing how well their groups are working to achieve their goals.
Borich (1990: 424-425) explains that cooperative learning actively engaged the students in the learning process and seeks to improve the critical thinking, reasoning, and problem-solving skills of the learner. Critical thinking, reasoning, and problem-solving can not occur outside a context of attitudes and values, prosocial behavior, alternative perspectives and view behavior, and an integrated identity. Cooperative learning provides the ingredients for higher thought processes to occur and sets them to work on realistic and adultlike task. These higher thought process—required for analyzing, synthesizing, and decision making— are believed to be stimulated more by interaction with others than by books and lectures, which typically are not interactive. Books and lectures may be useful for teaching knowledge, comprehension, and application, but they are seldom sufficient to bring about the private, inner speech required for thinking critically, reasoning, and problem solving. These require interaction with others as well as oneself to “unleash” motivation requires for thinking and performing in complex ways. The model of cooperative learning can be seen in figure 5.
d. The Strengths and Weaknesses of Cooperative Learning Method

Every method has strengths and weaknesses. There is no method which is perfect and the best one. A method can not be said to be the best or the worst one. It depends on the situation happens, the materials given, and also the objectives. In order to maximize the learning teaching process, the teacher should be very clever to choose the method used in learning teaching process.

There are some advantages of Cooperative Learning Method, they are as follows:

1) When there are good efforts in learning teaching process, it will be beneficial for the whole group members. The success of one in the group will be the benefit for the other group member.

2) The students are able to work together when they recognize that they have a common fate. This condition will be very useful since it can encourage them to work more active with those of students having the same fate.

3) The students will be able to have mutual relationship. They will realize that they can not work without other people in the group. One’s performance is caused by oneself and one’s group member.

4) The students will be very proud of their group when they recognize for achievement. They can accomplish each other to gain their achievement.

(http://www.edtech.kennesaw.edu/intech/cooperativelearning.htm).
Lundgren (1994: 6) explains that there are some benefits of Cooperative Learning Method. It can increase time on task and create higher self-esteem. Beside that, Cooperative Learning Method can improve attitude toward science and school. It also improves the attendance and decreases drop-out rate. Cooperative Learning Method can create greater acceptance of individual differences. It can also lessen disruptive behavior, reduce interpersonal conflict, and lessen apathy. Deeper comprehension and greater motivation among students can be created by using Cooperative Learning Method. It can increase the achievement to be higher and longer retention, as well as increase kindness, sensitivity, and tolerance.

Orlich, et al. (1998: 276) state that there are some benefits of Cooperative Learning Method. It can improve comprehension of basic academic content and reinforce social skills. Beside that, Cooperative Learning Method can allow the students making decision and create active learning environment. It also boosts students’ self esteem and celebrates diverse learning style. Finally, Cooperative Learning Method is very good to promote students responsibility and it focuses on the success for everyone.

Beebe and Masterson (1990: 7-9) state that there are some advantages and disadvantages of working in small groups. The advantages of working in groups are as follows:

1) Groups have greater information resources than individuals do.

2) Groups can employ a greater number of creative problem-solving methods.

3) Working in groups fosters improved learning and comprehension of idea discussed.

4) Members’ satisfaction with the group decision increases because they participate in the problem-solving process.

5) Group members gain a better understanding of themselves as they interact with others.
Beebe and Masterson (1990: 9-11) add that working in small groups also has some disadvantages. They are as follows:

1) Group members may pressure others to conform to the majority opinion.
2) An individual group member may dominate the discussion.
3) Some group members may rely too much on others to get the job done.
4) Solving a problem takes longer as a group than an individual

Similar statements given by Harmer (2001: 117) saying that there are some advantages of group work. The advantages of group work are as follows:

1) Group work dramatically increases the amount of talking for individual students.
2) There are more than two people in the group; personally the relationships are usually less problematic. There is also a greater chance of different opinions and varied contributions.
3) Group work encourages broad skills of cooperation and negotiation. Beside that, it is more private than work in front of the whole class.
4) Group work promotes learner autonomy by allowing students to make their own decisions in group without being told what to do.
5) Group work can make the students choose their level of participation more readily.

Harmer (2000: 118) adds that the disadvantages of group work are as follows:

1) Group work is likely to be noisy.
2) Not all students enjoy group work since they would prefer to be the focus of the teacher’s attention rather than working with their friends.
3) Individual may fall into group roles that become fossilized, so that some are passive whereas others may dominate.

4) Group work can take longer to organize–beginning and ending group work activities–especially where people move around the class–can take time and chaotic.

Based on the statements above, it is concluded that Cooperative Learning Method has both strengths and weaknesses. The teacher has to be able to maximize Cooperative Learning Method when it is used in learning teaching process.

B. Rationale

The ultimate goal of learning a language is to use it in communication or what we usually call speaking. Speaking is very important in learning a new language. It is used to express idea and feeling, to send messages, to state what is being thought by the speaker. As one of the four language skills, speaking is very essential to be used since without being used, learning a language will be nothing. Speaking can not be separated from the three other language skills–listening, reading, and writing. When speaking is practiced, automatically other language skills are also needed, especially listening skill. When a person speaks, he needs listeners to listen to. Speaking must be practiced as much as possible in order to increase the speaking competence.

Speaking competence is very important in language learning. It involves four language competences–grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. If the learners master these four language competences, their speaking will be better. However, in speaking there are some language components to be used. They are grammar, vocabulary, pronunciation,
fluency, and content. All those language components have important roles in speaking since they influence the students’ speaking competence.

In gaining the speaking goals, it is not always easy. There are two kinds learning result–successful and unsuccessful. There are many factors that make speaking successful. Good language components and mastering the language competence are the factors influencing the success of speaking. So it is assumed that having good grammar knowledge, rich vocabularies, good fluency, good pronunciation, and good understanding of content can make the speaking successful.

Besides that, when the learners master the grammatical competence, discourse competence, sociolinguistic competence, and strategic competence, automatically the speaking will be more successful. Without good language competences, the speaking competence will be less successful. The success of speaking does not only depend on the language components and language competences, but it is also influenced by the language culture. When the learners understand the language cultures, they will know how to speak well. Beside that, they will be able to say words in the right expression, to use the right good body language or gestures. When the learners speak with appropriate language culture and gestures, the listeners will easily understand what being discussed is. This condition makes speaking to be successful.

Cooperative Learning Method is one of the methods used in teaching done by making small group. The group in Cooperative Learning Method consists of four or five students. Working, discussing, and doing as well as learning in a group are more interesting for the students. The ultimate goal of Cooperative Learning Method is to let the learners work together to overcome the problem they may have concerning with the lesson. Cooperative Learning Method is a method used in learning teaching process which emphasizes on teamwork in the group. It is aimed to encourage the learners to
speak more actively so that the speaking competence develops. In Cooperative Learning Method, the learners are able to increase their involvement in speaking.

In Cooperative Learning Method, the learners are assigned to discuss with their friends in a group. It is very beneficial for the learners since they will be motivated to talk in small group without being afraid of being laugh by their friends. Beside that, they will not be afraid of making mistake. The learners will be proud when their group is active and their speaking achievement improves. They will also feel that working together will be much better instead of working alone. Beside that, they will be freer to talk with their friends without being hesitate. The learners will not be shy as they were. The most important thing is that the learners will be confident to speak in front of their friends in the group.

By using Cooperative Learning Method, the learners will have much time to practice their speaking in a group. The learners will be involved in speaking activities. They will not be passive in speaking because they work together in a group. When one student has difficulties, he or she will be helped by the group members. The learners are able to help each other in learning teaching process. Beside that, they feel that they are the same when they realize that they have the same goal and the same problem.

Cooperative Learning Method can increase the students’ motivation to speak since it facilitates the students to do the task—speak in the target language. The students are assigned to communicate with their friends in a group. By doing this, they practice English in real communication. The students are facilitated with real language context. In this case, Cooperative Learning Method can improve the students’ activities in speaking. It can be seen from the communication done by the students in learning teaching process. That is the contribution of Cooperative Learning Method in speaking.
Cooperative Learning Method is an appropriate method used in teaching speaking since it involves many students in the activities. By using this method, the teacher is able to make the students to work together with the group members and encourage the students to be more active. Besides that, the students are freer to talk with their friends in the group without being afraid of making mistakes and shy or being laugh by friends, enough confidence to talk in the group and lessen their nervousness. By having these conditions the students will be more motivated to speak in order to practice their speaking, so that their speaking competence will also be developed. In other words, when the teacher teaches speaking using Cooperative Learning Method, the speaking competence of the first year students of English Education Department of UNP Kediri will develop.

C. Action Hypothesis.

Based on the rationale described above, the researcher proposes action hypothesis as follows: Cooperative Learning Method can develop the speaking competence of the first year students of English Education Department of UNP Kediri.
A. The Setting and Time of the Research

This classroom action research was carried out in English Education Department of Nusantara PGRI Kediri University (UNP Kediri). It is located on jalan K.H. Achmad Dahlan no 76 Mojoroto Kediri, East Java, phone number (0354) 771576 and (0354) 771503, and fax number (0354) 771576.

Geographically, UNP Kediri is a very strategic place. It is located not far from the center of the city near the Brantas River—the longest river in East Java. It is only about 500 meters north of official house of the regent “Karesidenan Kediri” and not more than one and a half kilometer from the official house of the city major “Balai Kota Kediri”. It is also not far from many high schools complex—located on jalan Veteran and jalan Penanggungan. It is also very easy to get UNP Kediri by any means of transportation since it is located on the main road.
UNP Kediri is the merger from Institut Keguruan dan Ilmu Pendidikan PGRI Kediri (IKIP PGRI Kediri), Sekolah Tinggi Ilmu Ekonomi Kediri (STIE Kediri), Sekolah Tinggi Tehnik PGRI Kediri (STT PGRI Kediri), and Akademi Keperawatan PGRI Kediri (Akper PGRI Kediri). These four institutions belong to the same foundation–Perkumpulan Pembina Lembaga Pendidikan Perguruan Tinggi Persatuan Guru Republik Indonesia Kediri (PPLP PT PGRI Kediri). “Dirjen Dikti” officially merged these institutions into UNP Kediri in October 2006, but it was officially announced in February 2007. UNP Kediri is considered as the most favorite private university in Kediri. It is proved by the most number of students in this university. The number of the students are getting more each year. In academic year 2007/2008 there is about 7,000 students in UNP Kediri. There are approximately 1,500 students of the first year of UNP Kediri, 204 students are English Education Department. It is a big number of students for private university. Moreover UNP Kediri is completed with many good new facilities to study, for examples: the sophisticated audio visual used in the language laboratory that is not owned by other university in Kediri, the sophisticated latest micro teaching, computer laboratory, internet, air conditioned classes, and many more facilities which has been progressing.

UNP Kediri consists of five faculties and 19 departments. UNP Kediri is a private university which has got accreditation B from “Badan Akreditasi Nasional (BAN).” History Education Department, Moral Education Department, Accounting Education Department, Biology Education Department, Indonesian Education Department, English Education Department, and Sport Education Department get accreditation B, while Mathematics Education Department and Counseling Education Department get accreditation C. While all departments from Economics Faculty, Technical Faculty, Health Faculty, and Agriculture Faculty get accreditation C.
English Education Department of UNP Kediri has been progressing each year. It is proved by many facilities and number of students which is also increasing. There are 25 lecturers in English Education Department—4 full timer lecturers and 21 part timer lecturers. The researcher is one of full timer lecturers in UNP Kediri. Most of part timer lecturers are Senior High School teachers. They usually teach their students at school in the morning. In the afternoon, they teach in UNP Kediri. There are also some lecturers who only teach in UNP Kediri. Most of the lecturers in English Education Department in UNP Kediri graduated from under graduate program. Some of them graduate from private university. There are only two lecturers graduated from graduate school—IKIP Malang. Besides that, there are 5 lecturers invited from UNESA. They usually teach only once a month to cooperate with UNP Kediri.

This research was conducted for about eleven months, from January 2008 up to December 2008 for writing the thesis proposal up to writing the thesis report. The time was longer than the researcher planed in her proposal because of some reasons, that is: (1) the researcher’s mother was sick and had to be hospitalized and a few months then passed away; and (2) the classroom usually used for speaking was borrowed by nursing faculty for accreditation from Badan Akreditasi Nasional (BAN) for quite long time. The complete time schedule for the research can be seen in table 2.

Table 2: Time Schedule of the Research
### ACTIVITIES

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<tr>
<th>NO</th>
<th>ACTIVITIES</th>
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<td>NOV</td>
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<td></td>
<td>DEC</td>
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</tbody>
</table>

1. Preliminary Research  
2. Proposal  
3. Reviewing Literature  
4. Developing Research Instrument  
5. Collecting and Analyzing the Data  
6. Writing the Research Report  
7. Submitting the Document

### B. The Subject of the Research

The subject of the research was the first year students of English Education Department of UNP Kediri, academic year 2007/2008. They consist of five classes—Ia consists of 43 students, Ib consists of 41 students, Ic consists of 48 students, Id consists of 44 students, and Ie consists of 28 students. So the total number is 204 students.

In this research, the researcher took Id consisting of 37 students—27 female students and 10 male students. The number of students was different from what the researcher planned in her research proposal. When the researcher did preliminary research there were 44 students in the class consisted of 33 girls and 11 boys. When the researcher conducted the researcher there were 37 students because three students—student with the data source In-O23, In-O25, and In–O34—moved to afternoon class as
they got a job in the morning and four students—student with the data source In-O04, In-O08, In-O17, and In-O20—stopped studying. The researcher carried out this research in this class because of some reasons. The first reason was the class is carried out in the morning. The second reason was the students in this class had low speaking competence. The third reason was most of the students in this class had very low participation in speaking. The fourth reason was that this research involved many people—the collaborators, the students, the cameraman, and the photographer. In the afternoon, the collaborators also teach, so it was too difficult to match the time with the researcher. Those are some reasons why this research conducted in Id—the morning class.

Most of the students in Id are graduated from private senior high school. In other words, they did not graduate from favourite senior high schools. Only a few of them are graduated from state senior high school. Many students from Id came from other cities—Nganjuk, Kertosono, Blitar, and Trenggalek. There were two kinds of test in the enrolment test—general test and English test. However, the test was not so strict because it is a private university. Most of students tested were accepted. Basically, they had encouragement to study but the background of their study influenced their speaking competence.

The social condition of the students from Id is from middle up to low social class. It could be identified from their appearance, the financial problem they had before the final examination. They usually paid their school fee came close to the date line. Besides that, the researcher was quite close with the students in this class since the students often came to her—as the class advisor of Id—to consult about the financial problem. However, there were also some students coming from high social class.
C. The Method of the Research

In this research, the researcher applied Classroom Action Research (CAR). Kemmis in Hopkin (1993: 44) states action research is a form of self-reflective inquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. It is most rationally empowering when undertaken by participants collaboratively, though it is often undertaken by individuals, and sometimes in cooperation with outsiders.

In this research, the researcher's role was as a teacher and also as an active participant observation. In this research, the researcher used the four phases developed by Kurt Lewin in 1946 (in McNiff, 1992: 23) which involved planning, acting, observing, and reflecting.

Visually, the phases can be seen in figure 6.

![Diagram of the phases of Classroom Action Research](image)

**Figure 6: The Phases of Classroom Action Research**

Developed by Kurt Lewin (in McNiff, 1992: 23)

The procedures of those phases were as follows:
1. **Planning**

In this phase, the researcher proposed solution—using Cooperative Learning Method—to develop speaking competence of the first year students of UNP Kediri. In this phase, the researcher designed a lesson plan using Cooperative Learning Method to teach speaking. The activities in this phase consisted of designing syllabus, preparing learning teaching plan, preparing teaching media, and preparing test instruments. All these set of teaching equipments were enclosed. (See appendix 7)

2. **Acting**

Acting was the implementation of the plan. In this phase, the researcher did what had been planned in the previous phase—planning. The researcher implemented Cooperative Learning Method to teach speaking to develop the speaking competence of the first year students of English Education Department of UNP Kediri. In this phase the researcher taught the students by using Cooperative Learning Method. The collaborators were involved in this phase. The learning teaching process was documented in the form of audio visual aid. The concrete lesson plan was made and can be seen in the encloser. (See appendix 8)

3. **Observing**

This phase was designed to know the effect of acting. The activity in this phase was observing whether Cooperative Learning Method could develop the speaking competence of the first year students of English Education Department of UNP Kediri or not. Besides that, it also observed the students’ activities and involvement in learning teaching process. The researcher and the collaborators also observed about how Cooperative Learning Method should be carried out in learning teaching process.
Finally in this phase it was aimed to observe the strengths and weaknesses of Cooperative Learning Method when it was implemented in speaking learning teaching process.

These all observations were carried out by writing all the students' activities and reaction in learning teaching process on the teacher and collaborators journal which had been prepared in advanced. In this phase, the researcher also gave questionnaires to the students and interviewed the students about the learning teaching process using Cooperative Learning Method they had attended. (See appendix 9)

4. Reflecting

Reflecting was the time in which the researcher checked the result. This phase was aimed to find out what the strengths and weaknesses of Cooperative Learning Method when it was applied in teaching speaking were. Besides that, it was also to identify what had been reached and what had not reached. It was also to find out why it was so and to decide the following plan that was done.

The researcher discussed about the result of the implementation with the collaborators. It was done in the form of discussion with the collaborators. The discussion with collaborators was aimed to evaluate the process of teaching speaking using Cooperative Learning Method, the problems, the effects, and the successful or unsuccessful action, as well as to reconstruct the research.

D. Data and Data Sources

In this research, there were two kinds of data–quantitative data and qualititative data. The quantitative data is the data which is in the form of number, while qualititative data is the data which is in the form of words or description. The quantitative data in this
research is the achievement of the students' speaking competence obtained from the
learning teaching process and also from the test. This achievement was expressed based
on the scoring guide in odd semester of academic year 2007/2008 in table 2, ranging
from 0 to 100. It was also in the form of written documentation from the result of the
study--“Kartu Hasil Studi (KHS).” The qualitative data in this research is the students'
behavior, activities, and involvement in learning teaching process and comment from
the students in learning teaching process.

Table 3: Scoring Guide

<table>
<thead>
<tr>
<th>No.</th>
<th>Score Interval</th>
<th>Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>80 – 100</td>
<td>A / 4</td>
<td>Excellent</td>
</tr>
<tr>
<td>2.</td>
<td>70 – 79</td>
<td>B / 3</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>56 – 69</td>
<td>C / 2</td>
<td>Fair</td>
</tr>
<tr>
<td>4</td>
<td>45 – 55</td>
<td>D / 1</td>
<td>Poor</td>
</tr>
<tr>
<td>5</td>
<td>0 – 44</td>
<td>E / 0</td>
<td>Fail</td>
</tr>
</tbody>
</table>

The data of the research is obtained from the following sources:
1. The respondent: the students of Id English Education Department, the teacher, and
   the collaborators.
2. The Event: the learning teaching process of teaching speaking using Cooperative
   Learning Method.
3. Document: handout given to the students, the materials, the syllabus, the teacher’s
   and collaborators’ journal, tape recording, and video shootings.

E. Technique of Collecting Data
The techniques of collecting data used were test, observation, interview, document analysis, and questionnaire. To collect the quantitative data, the researcher used test. To collect the qualitative data, the researcher used observation, interview, document analysis, and questionnaire.

The following was a brief description of the techniques used to collect the data:

1. Test

Test was used to obtain the quantitative data. In this research, the researcher evaluated the result of teaching speaking using Cooperative Learning Method at the first year students of English Education Department of UNP Kediri every the end of a topic by giving oral test. The collaborators also took the score from the students in order to crosscheck the result of the test done by the teacher. It was aimed at finding out whether the students' speaking competence improved or not after Cooperative Learning Method was implemented.

In the test, the teacher and the collaborators used the scoring rubrics as follows:

Table 4: The Scoring Rubrics of Speaking Assessment

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspect to be evaluated</th>
<th>Description of Criteria</th>
<th>Score/Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pronunciation</td>
<td>a. Have few traces of foreign accent.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Always intelligible, through one is conscious of definite accent.</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>c. Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Very hard to understand because of pronunciation problems. Must be frequently</td>
<td>2</td>
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</tbody>
</table>
|   | being asked to repeat.  
   | e. Pronunciation problems so severe as to make speech virtually unintelligible. | 1 |
| 2. | Vocabulary | a. Use vocabulary and idioms is virtually that of a native speaker.  
   | b. Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies. | 4 |
|   |   | c. Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabularies.  
   | d. Misuse of words and very limited vocabulary make comprehension so quite difficult. | 2 |
|   |   | e. Vocabulary limitations so extreme as to make conversation virtually impossible. | 1 |
| 3. | Grammar | a. Make few (if any) noticeable errors of grammar or word order. | 5 |
|   |   | b. Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning | 4 |
|   |   | c. Makes frequent errors of grammar and word order which occasionally obscure meaning. | 3 |
|   |   | d. Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns. | 2 |
|   |   | e. Errors in grammar and word order so severe as | 1 |
| 4. Fluency | a. Speech as fluent and effortless as that of a native speaker. | 5 |
|  | b. Speed of speech seems to be slightly by language problems. | 4 |
|  | c. Speed and fluency are rather strongly affected by language problems. | 3 |
|  | d. Usually hesitant; often forced silence by language limitations. | 2 |
|  | e. Speech is so halting and fragmentally as to make conversation virtually impossible. | 1 |

| 5. Interactive Communication | a. Confident and fluent in taking turns and able to correct by herself when making mistakes. | 5 |
|  | b. Confident even though sometime ask for the repetition and also doubtful. | 4 |
|  | c. More responsive than initiative. | 3 |
|  | d. Hard to speak although has been elicited. | 2 |
|  | e. Unable to respond initiation. | 1 |

The maximum score: $25 \times 4 = 100$

**Scoring Guide:**

Table 5: The Scoring Guide
<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80 – 100</td>
<td>4</td>
<td>A</td>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>70 – 79</td>
<td>3</td>
<td>B</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>56 – 69</td>
<td>2</td>
<td>C</td>
<td>Fair</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>45 – 55</td>
<td>1</td>
<td>D</td>
<td>Poor</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>0 – 44</td>
<td>0</td>
<td>E</td>
<td>Fail</td>
<td></td>
</tr>
</tbody>
</table>

2. **Observation**

In this research, the observation was done in speaking class when the teacher implemented Cooperative Learning Method. The activity was watching and recording with personal involvement in the research context and observing the activities in speaking when Cooperative Learning Method was applied. It is supported by the statement stated by Wallace in his book entitled Action Research for Language Teachers. Wallace (1998: 106) states that the real observation and analysis as the learning teaching process actually happens by using any electronic means of recalling the data and it will be done by making checklist or simply taking notes.

In this research, the researcher worked together with 2 teachers to be her collaborators. The roles of collaborators in this research was to crosscheck and evaluate the teacher in applying Cooperative Learning Method in teaching speaking in order to develop the students’ speaking competence. Besides that, the collaborators helped the researcher to create the students’ motivation to speak and evaluate whether the students’ speaking competence improved or not.

The researcher did not only become the observer but she also became the teacher who gave treatment to the students—teaching speaking using Cooperative Learning Method. Besides that, the researcher was the active participant observation—she did not
only observe the process but also involve in all activities. She observed the students’ activities while learning teaching process occurred.

The researcher and the collaborators observed the activities of teaching speaking using Cooperative Learning Method for 3 months. The researcher documented all the activities of learning teaching process by making recording whatever happen during the actions and made field notes.

3. Interview

Concerning with the issue and allowed the specific issues to be discussed by other people perspectives. In this research, the researcher interviewed the students for 17 times. The first interview had been done—in the preliminary phase of this classroom action research. The other interviews were done every the end of the meeting and after each cycle finished as well as after the three cycles finished. While the last interview, was given at the end of the research.

The aims of giving interview were to find out the students feeling, opinion, and idea when the teacher taught them speaking using Cooperative Learning Method. Interview was also given to the collaborators to find out any information concerning with the application of Cooperative Learning Method in teaching speaking at Id, for examples; to know the strengths and weaknesses, the problems, the students’ involvement, whether the learning teaching process is effective or not. The most important of interviewing the collaborators was that the data obtained can be used to revise the plan if the result was not successful.

4. Document Analysis
Document analysis was taken from the students’ speaking achievement in speaking, “Kartu Hasil Studi (KHS)”, the materials, the handouts, the syllabus, journal, tape–recording, and video shootings.

5. Questionnaire

Questionnaires was given to the students in order to get the data concerning with the research. The questionnaires given were open questionnaires since the researcher wanted to get more data. Questionnaires was given to get the data concerning with speaking learning teaching process using CLM. In the research questionnaires were given four times that is once in pre-observation—on Wednesday, 2 January 2008, three times after the learning teaching process using CLM exactly at the end of each cycle—on Wednesday, 23 April 2008, on Wednesday, 30 May 2008, and on Wednesday, 4 July 2008.

F. Technique of Analyzing Data

After collecting the data, the next step done in this research was analyzing the data. The quantitative data was analyzed by using descriptive statistics. The researcher used mean as a technique to describe the description of the speaking competence based on the average score of Id. According to Sugiyono (2007: 49) mean is obtained by adding all the scores of the students divided by the number of the students in the group. The formula is as follows:

\[ M = \frac{\Sigma X}{n} \]
Note:

\[ M = \text{mean (average)} \]
\[ \Sigma X = \text{the total score of the whole students} \]
\[ n = \text{the number of the students} \]

Based on the scoring guide in odd semester of academic year 2007/2008 there were five categories of achievement–A/4, B/3, C/2, D/1, and E/0. Firstly, the student got A/4 if the score was 80-100. Secondly, if the score was 70-79, the student got B/3. Thirdly, the student got C/2 if the score was 56-69. Fourthly, the student got D/1 if the score was 45-55. Finally, the student got E/0 if the score was 0-44. The mean score of speaking was 2.38. It means that the mean score was C/2—fair score.

The qualitative data was analyzed by using the constant comparative method as suggested by in Hopkins (1993: 149). We described in four stages of the constant comparative method: (1) comparing incidents applicable to each category; (2) integrating categories and their properties; (3) delimiting the theory; and (4) writing the theory. The following is a brief description of each step:

1. Comparing incidents applicable to each category

   This process was also similar to specify the nature and dimensions of the concepts arising from the data. The researcher expressed the result of the test, observation, interview, document analysis, and questionnaires in the form of field note. The researcher took the appropriate information in order to answer the statement of the problem.

2. Integrating categories and their properties

   In this step, the researcher made information categories based on the similar characteristics.
3. Delimiting the theory

In this step, the researcher determined sort of relationship among categories.

4. Writing the theory

Finally, the researcher developed her findings into sentences to be shared with others. At this stage, the researcher developed the theory based on the relationship among categories in order to express the phenomenon occurred.

CHAPTER IV
RESEARCH FINDINGS

This chapter sets out to describe the stages of activities as part of implementing Cooperative Learning Method (CLM) in the classroom action research. The objective is to present the research findings which provide evidence in order to answer the problem statement stated in chapter 1. The description of findings was based on the data from the researcher’s field note and journal, the collaborators’ journal, the observation, the interview, the document analysis, and the questionnaire. The activities were carried out for 12 weeks which were divided in three cycles. Each cycle was carried out in four weeks—four meetings.

A. Introduction

As stated in chapter 1 of this thesis, the problems faced by the students is that the students had low speaking competence. In UNP Kediri, the students are taught speaking one until speaking six. In this research, speaking meant is speaking 2. As stated in
curriculum in UNP Kediri, the scope of speaking 2 is focused on functional speaking. In this case, the main competence developed is the appropriateness of using the language function, such as how to express agreement and disagreement, how to express gratitude, how to express likes and dislikes, how to describe people, how to give opinion, how to ask questions and so on. Besides that, speaking 2 is aimed at developing the microlinguistics aspects consisting of pronunciation, the correctness of sentence structure, and word choice/vocabulary.

The students’ low speaking competence was identified by the low score in speaking—2.38. The score was obtained from the average score of the five aspects of speaking—pronunciation, vocabulary, grammar, fluency, and interactive communication. The average score of pronunciation was 2.34, the average score of vocabulary was 2.32, the average score of grammar was 2.52, the average score of fluency was only 2.47, and the average score of interactive communication was 2.40. The average score before the research can be seen in table 4.

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>Average score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pronunciation</td>
<td>2.34</td>
</tr>
<tr>
<td>2.</td>
<td>Vocabulary</td>
<td>2.32</td>
</tr>
<tr>
<td>3.</td>
<td>Grammar</td>
<td>2.52</td>
</tr>
<tr>
<td>4.</td>
<td>Fluency</td>
<td>2.47</td>
</tr>
<tr>
<td>5.</td>
<td>Interactive Communication</td>
<td>2.40</td>
</tr>
</tbody>
</table>

Based on the fact that the students had low speaking competence, it was recognized that the students had problems in: (1) pronunciation; (2) vocabulary; and (3) grammar.
The following is the histogram of speaking competence before the research was carried out.

![Histogram of Speaking Competence](image)

**Figure 7: Speaking Achievement before the Research**

From the histogram above, it can be described that there is no students getting 0/E. It means that 0% of the students get 0/E. There are only two students getting 1/D. It means that 4.5% gets 1/D. There are 25 students getting 2/C. It means that 56.8% of the students get 2/C. There are 17 students getting 3/B. It means that 38.6% of the students get 3/B. There is no student getting 4/A. It means that there is 0% getting 4/A. The mean of speaking score is 2.38. It means that the mean score is C/2—fair score.

The problems faced by the students in speaking 2 are caused by the method used by the teacher and also the psychological factors from the students. The teacher usually used the pair work technique and individual task in speaking activities. Pair work technique and individual task were boring for the students. By using pair work technique, the students got bored because the students only had a partner. Individual
task was also boring for the students since the students could not explore their idea and knowledge because they did not have any friend.

When the teacher used pair work technique, the teacher usually asked two students to do the conversation in front of the class. Similar with the pair work technique, when the teacher used individual task, the teacher asked a student to speak or tell a story or retell a story in front of the class alone. Because the students had to speak in pair and sometime alone, it made the students felt less confident, nervous, shy, afraid of making mistakes, and afraid of being laughed by their friends. Those conditions influenced the students’ speaking competence. That’s why their speaking competence was low.

Based on the problems and the causes above, the researcher purposed Cooperative Learning Method. Cooperative Learning Method is small group learning activities consisting of four or five students in which the students should work together and help each other in order to exchange information among the students. The success of the learning is much influenced by the involvement of the group members in their group. By implementing Cooperative Learning Method in speaking class, it was expected that the speaking competence of the students improved. By using Cooperative Learning Method the students would have more friends/partners and the activity would be more various, there was compaign in the group, and the students became more motivated to speak. By Cooperative Learning Method, it was expected that the students were able to have more practice in speaking with many friends, so that the students’ pronunciation, grammar, and vocabulary improved.

By implementing Cooperative Learning Method in speaking class, it is hoped that the average score can be increased. By implementing Cooperative Learning Method, the target expected is that the average score of speaking will be at least 2.75. To overcome the problems faced in speaking by using Cooperative Learning Method (CLM), the
researcher used three cycles. Each cycle consisted of four phases—Planning, Acting, Observing, and Reflecting.

B. Cycle 1

This section describes in details the process of implementing Cooperative Learning Method in speaking including: (1) planning; (2) acting; (3) observing; and (4) reflecting.

1. Planning

To overcome the problems in speaking class using Cooperative Learning Method, the researcher purposed a planning consisting of some steps: (1) Socialized the research including reported and asked permission that there would be a research in English Education Department to the Head of English Education Department and to the Dean of Teacher Training and Education Faculty as well as to the Rector of UNP Kediri and also told the students that there would be a research in their speaking class. The researcher made an agreement with the students about the time, the roles, and the schedule of the research; (2) made a lesson plan containing the learning teaching process in speaking using Cooperative Learning Method; (3) discussed and cooperated with the collaborators in order to create the same assumption and understanding about the learning teaching process using Cooperative Learning Method and everything that would be done in the research, for example: what would be observed in the classroom and assessed in speaking; and (4) prepared the instruments consisting of speaking assessment using Cooperative Learning Method, protocol interview, and observation sheet (appendix 10).

2. Acting
Acting was the implementation of the activities that have been made in the planning. The stage of acting included 4 meetings for different materials as scheduled bellow:

Table 7: Schedule of Cycle 1

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Day / Date</th>
<th>Materials</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wednesday, 2 April 2008</td>
<td>Describing people 1—describing physical appearance and special features</td>
<td>L7</td>
</tr>
<tr>
<td>2</td>
<td>Wednesday, 9 April 2008</td>
<td>Describing people 2—describing personality/characters</td>
<td>L7</td>
</tr>
<tr>
<td>3</td>
<td>Wednesday, 16 April 2008</td>
<td>Describing people 3—describing physical appearance and special features as well as personality/characters</td>
<td>L7</td>
</tr>
<tr>
<td>4</td>
<td>Wednesday, 23 April 2008</td>
<td>Assessment on describing people</td>
<td>L7</td>
</tr>
</tbody>
</table>

a. The First Meeting

The first meeting was conducted on Wednesday, 2 April 2008. There were two collaborators—AR and SG—and 37 students attended the class. There were a cameraman and a photographer in charge of documenting the research—recorded the research and took the pictures of the research. The class was carried out on the first floor, room L7. It was a new classroom which was equipped with the air conditioner (AC). The course was done in 100 minutes—starting at 09.15 a.m. and finishing at 10.55 a.m.

The material for the first meeting was “describing people 1”. It was focused only on the description of physical appearance and special features. The activities of the first
meeting were pre-activities, whilst-activities, and post-activities. There were three activities in whilst-activities—presentation, practice, and production.

The activities of the learning teaching process were started by greeting. The students replied the teacher by saying “good morning” entusiastically. The teacher then continued the activity with checking the attendance by asking “who is absent today?” and the students answered “no one mom, all of us comes today”. The teacher asked the students about the previous topic “do you still remember our material last meeting?”. Most of the students kept silent while thinking to the previous material. Suddenly, a very active student “In-01” anwered correctly “future plan, mom”, and then the teacher praised him “very good, you still remember it. Today we will have new topic to discuss”.

After that the teacher gave some leading questions to the students. “OK student, can you tell me what your father is like?” Student In-O01 answered “Sorry mom, my father passed away when I was still a child” The teacher replied “Oh, I’m sorry to hear it, if it is so how is your mother like?” Student In-01 answered “my mother is beautiful, old, tall, and wears veil. She loves her children, including me”. The teacher then said “very good, what about student In-O02 can you tell me about your sister, how does she look like?”. Student In-O02 anwered it wrongly “my sister is a student, mom”. After that, the teacher asked her again “Is your sister tall or short?”. The student In-O02 answered “short mom”. After that the teacher replied”OK thank you student In-O02, what about student In-O03, can you tell me how does your brother look like?”. Student In-03 answered loudly “my sister is young, beautiful, she is a student, and tall”. The teacher was happy to hear the answer and said “very good In-O03, OK students, what do you think about our topic today? Do you know what it is about?”. Some students gave wrong answers “describing family” and some gave the right ones “describing people”.
The teacher then appraised the students by saying “very good, so our topic today is…” describing people”, some students answered correctly.

In whilst-activities the teacher asked the students to identify some expressions about describing people. The students could identify the expressions well. After that the students were also asked to identify what should be described and the good orders of describing people. The students could identify them well, and they were very active in finding the good orders of describing people. They were as follows:

a) Physical Appearance

1) Body: Height (tall, medium height, short)

   Body (well-built, medium-built, slim, fat, thin)

   Examples: He is tall and slim

   She is medium height and fat

2) Age: young, middle-age, old

   Examples: He is still young

   He is old

3) Hair: (a) length: short, medium length, long

   (b) style: straight, wavy, curly, frizzy

   (c) colour: black, grey, red, blond, light brown, dark brown

   Examples: He has short straight black hair

   He has got short wavy black hair

4) Eyes: (a) Size: small, round

   (b) Colour: black, green, blue, dark brown, light brown

   Examples: He has round black eyes

   He has got small blue eyes

5) Nose: flat, pointed
Examples: He has pointed nose

He has got flat nose

6) Face: round, oval

Example: She has oval face

She has got oval face

Her face is oval

7) Skin: fair, pale, light brown, dark brown, black