

# The Effect of Language Content-Based Cooperative Learning Against Public Speaking Skills

Enny Rahayu<sup>1</sup>, Gusman Lesmana<sup>2</sup>

<sup>1</sup>Indonesian Language Department, Universitas Muhammadiyah Sumatera Utara, Indonesia

<sup>2</sup>Guidance and Counseling Department, Universitas Muhammadiyah Sumatera Utara, Indonesia

## ABSTRACT

This study aims to determine the significance of the effect of cooperative learning on the development of students' speaking skills in public. The population in this study was 100 people and a sample of 10 students as the control class and 10 students as the experimental class. The research instrument is a questionnaire in the form of questions with reference to indicators 1) speaking fluency; 2) accuracy of word choice; 3) sentence structure; 4) intonation of reading sentences and 5) speaking expressions. Data analysis concluded that: (1). The cooperative learning process was carried out well with a 50% presentation in the high category. (2). The tendency of students' speaking ability has a good development tendency with a presentation of 30% in the sufficient category. (3). There is a positive and significant effect of cooperative learning on the development of students' public speaking skills with a connectedness coefficient of 95.6%.

**Keyword: Cooperative Learning; Language Content; Speaking Skills**

*Corresponding Author:*

Gusman Lesmana, S.Pd., M.Pd.,

University of Muhammadiyah Sumatera Utara,

Jl. Kapten Muktar Basri No 3 Medan 20238, Indonesia

Email: gusmanlesmana@umsu.ac.id



## 1. INTRODUCTION

The ability to speak is one level of proficiency in Indonesian (Setyonegoro, 2013). The ability to speak is also a means by which people relate to other people for a specific purpose to convey intent and purpose. Speaking can be seen from the point of view of art and science. The ability to speak is seen from the perspective of art as a means of collaborative communication. Speaking from a scientific perspective means dealing with problems of language mechanics, basic language practice, speech sounds, and subject pathology. Language skills are interrelated so learning one skill can support another.

Speaking is a language skill that aims to express ideas, ideas, and feelings verbally as a communication process to others. In the process of speaking, a person will experience a thought process to express ideas and ideas widely. The process of speaking is closely related to the development factor of thinking, based on the underlying experience. This experience can be obtained through reading, listening, observation and discussion. In their daily life, people need more time to communicate. The most dominant form of communication in social life is oral communication. People need communication with others to provide information, get information, or even entertain. In addition, the ability to communicate is very important for someone to express opinions to others.

Speaking is one of the four language skills that must be mastered by language learners. One of the four more difficult language skills is public speaking. Mastering this skill requires a variety of skills, such as asking questions, answering questions, explaining, expressing ideas, and retelling events. In the process of learning Indonesian, individuals must pay attention to their speaking skills in order to be able to communicate well and accurately. A person can choose the right expression to say when interacting with other people. In this case, the speaker usually always chooses the correct sentence. The choice of linguistic form is largely paradigmatic and not syntactic. Likewise, students who study must have language skills,

because language is a very important student medium for success in improving the quality of student learning itself.

Speaking skills are divided into several aspects. Nurgiyantoro (2001: 287) divides speaking skills into five forms, including: 1) speaking based on pictures, 2) interviews, 3) telling stories, 4) speeches, 5) discussions. These speaking skills are learned in both formal and informal environments. Mulgrave (in Tarigan, 2008: 22), divides speaking skills into two, namely speaking as an art and speaking as a science. Speaking as an art, the emphasis is placed on its application as a means of communication in society, while speaking as a science emphasizes the mechanisms of speech and hearing, basic training for teachings and sounds, sounds and language. Permana (2015) explains that speaking skills have indicators, namely 1) speaking fluency; 2) The accuracy of word choice; 3) Sentence structure; 4) Intonation of reading sentences and 5) Expression of speech.

Currently, the condition of the child's speaking ability is still at the point of a developmental process which is much influenced by life situations when dealing with other people. Language is used in most human activities, without language humans cannot express their feelings, convey desires, give suggestions and opinions, even to the level of one's thoughts related to language. The higher the level of mastery of a person's language, the better the use of language in communication. Humans express their language differently, some prefer to talk about it directly and some prefer to use writing. Speaking includes language development which is one of the fields that need to be mastered by early childhood. At this time, early childhood requires a variety of stimuli that can improve children's language development, so that with the right stimulation, children's language can be achieved optimally.

One of the speaking learning activities that students must have is speaking with a negotiation activity. So that the benefits of speaking skills as a communication tool play a role in solving problems and providing solutions related to learning in teaching and learning activities in schools. Learning activities, tools or facilities, and learning models can affect students' enthusiasm for learning. The use of inappropriate learning models can make students feel bored and ultimately have a negative impact on their learning outcomes. Therefore, the teacher must be able to choose the right and appropriate learning model so that students are motivated to learn so that the expected learning objectives can be achieved. To improve speaking skills in learning activities can use learning models. The learning model is a cooperative learning model. Cooperative learning is a learning approach that focuses on using small groups of students to work together in maximizing learning conditions to achieve learning goals (Nurhadi, 2004). In general, cooperative learning is a learning model using a grouping system or small team.

Based on the fact that speaking skill activities are still carried out in one direction. That is, the models and methods used have not encouraged students to be actively involved in every learning activity. This is because the teacher is not effective in using the learning model during learning activities. In addition, factors related to students such as lack of motivation, response, and student activity in participating in learning activities. Speaking is a difficult activity, because speaking is not just issuing words and sounds through the mouth, but the preparation of ideas that are developed according to the listener or listener (Mulgrave in Tarigan, 2008: 16).

The essence of speaking as stated by Nurgiyantoro (2011:399) is a second language activity carried out by humans in language life, namely after listening activities. Based on the sounds of the language that is heard, then humans learn to pronounce and are finally able to speak. This speaking activity, as stated by Nurgiyantoro (2011:399), requires mastery of sound symbols both for the purpose of conveying and receiving ideas, while visual symbols are not required for speaking activities. This proves that the mastery of spoken language is more functional in everyday life. According to Isjoni (2013:135) cooperative learning models can make great progress for students towards developing attitudes, values, and behaviors that enable them to participate in their communities.

Sunal and Hans (in Isjoni, 2013:15) suggest cooperative learning is an approach or a series of strategies specifically designed to encourage students to work together during the learning process. Furthermore, Stahl

(in Isjoni, 21013:15) states that cooperative learning can improve student learning better and increase mutual assistance in social behavior. Hamdani (2011: 30) suggests the characteristics of cooperative learning, including: a) each member has a role, b) there is a direct interaction between students, c) each group member is responsible for their learning as well as their group friends, d) the teacher helps develop group interpersonal skills, and e) the teacher only interacts with the group when needed.

Based on the expert opinion above, it can be concluded that the cooperative learning model is effective learning to improve students' thinking skills, the application of cooperative learning to motivate students to dare to express their opinions, respect the opinions of friends, and give each other opinions. Through cooperative learning activities, researchers will see and prove the extent to which this learning strategy contributes to the development of students' speaking skills in public.

**2. RESEARCH METHOD/MATERIAL AND METHOD/LETERATURE REVIEW**

In this study the author uses the method of literature or literature review. The study of literature or literature according to Anwar (2016), is the most important part of the various steps of the research method. The method in this study begins by recording all of the research problems raised, then combining all findings with the problems discussed, then analyzing each finding, then criticizing and giving ideas.

This type of research is quasi-experimental research (quasi-experimental) using treatment on the object of research involving two classes, namely students of SMA Muhammadiyah 1 Medan being taught by cooperative learning model and class XI IPA 3 being taught by cooperative learning model with class XI IPA 4 learning by using cooperative learning model. usual technique. The design of this research is the Pretest-Postest Control Group Design (Sugiyono, 2013) which can be seen in Table 1 below:

Table 1. Research Design

No.	Research Design		
	Pre test	Treatment	Post test
1	O1	X1	O2
2	O3	X2	O4

Annotation : X1: Application of cooperative learning model

X2: Application of the usual learning model

There are two types of variables in the study, namely the independent variable (independent variable), namely cooperative learning, and the dependent variable (dependent variable), namely the ability to speak in public.

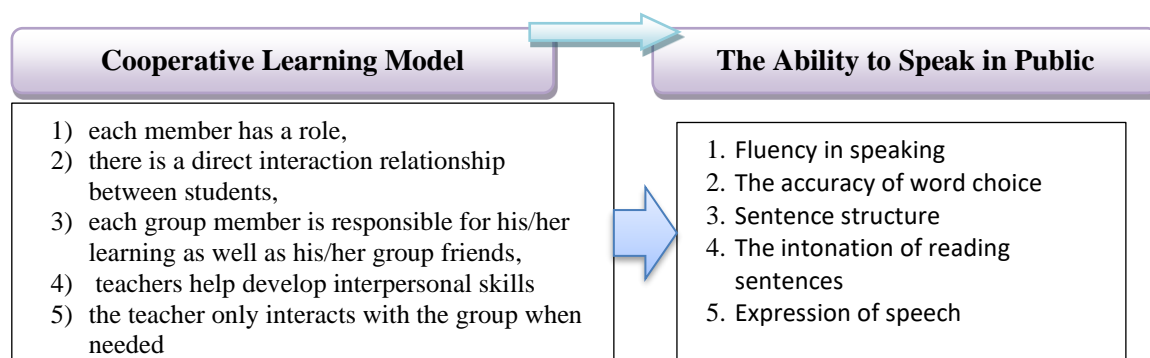


Fig 2. Conceptual Framework

**3. RESULTS AND DISCUSSION**

One of the problems related to language in early childhood is the ability to speak in early childhood does not get the attention of teachers, because it focuses more on reading and writing. As a result, the vocabulary of

early childhood is still limited, so that children are less able to express ideas or ideas when answering questions from teachers and children sometimes feel they do not understand what they are talking about. (Brian Boscolo, 2002: 4) claims that "the existence of continuous stimulation, interaction processes and verbal language formulation can improve children's speaking skills". With the implementation of cooperative learning that focuses on developing competence through social maturation strategies, it is very suitable and suitable for developing students' speaking skills in public. During the learning process, students are given the opportunity to conduct intensive interaction.

The scope of Indonesian language subjects includes knowledge of language and literature. It covers four aspects: speaking, listening, reading and writing. Of the four dimensions, speaking is one of the most important language skills. Read and listen. In life, humans need to obtain information directly orally from the environment. This requires good speaking skills, just as students in the learning process need the ability to communicate the information given to them.

It is very important to provide stimulation through interesting, appropriate and innovative methods and media in meaningful play activities, especially to develop children's speaking skills. We need a method and media that can train children's speaking skills, by pronouncing words and understanding the words that have been spoken, expressing ideas and experiences obtained in simple sentences. But in reality, having speaking skills is not as easy as imagined for students, it takes longer to get used to practicing speaking skills.

Researchers tested the development of students' speaking skills in public by using cooperative learning which was carried out with experimental research methods resulting in significant positive research results with a correlation coefficient of 0.965. This means that the connectedness between cooperative learning strategies and the development of students' public speaking skills is 95.6%.

		Correlations	
		Kontrol	Ekperimen
Kontrol	Pearson Correlation	1	.965**
	Sig. (2-tailed)		.008
	N	5	5
Ekperimen	Pearson Correlation	.965**	1
	Sig. (2-tailed)	.008	
	N	5	5

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Fig 3. Research result

Speaking also becomes boring and scary because students find it difficult to express their ideas and thoughts. This is because students do not yet have the ability to: (1) identify detailed stories, (2) choose and use the right words, (3) organize ideas systematically and coherently, (4) speak with good voice quality, pronunciation, and intonation. (5) are not used to communicating their ideas in front of the class. Some of the factors causing the low speaking ability if not addressed immediately will have an impact on the ongoing low speaking ability of students. Therefore, learning speaking skills should receive attention in learning language skills in formal education.

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Trisiantari (2013) explains that in the stage of pairing up with their seatmates, students have indirectly implemented speaking activities. By expressing their ideas or opinions to their classmates, it means that students have begun to be trained to speak, and in the third stage, namely the stage of sharing responses or

opinions that have been discussed with their classmates in front of the class. This activity is very helpful in practicing speaking skills, because at this stage, students are trained to speak in front of the class, this causes students to be motivated to perform perfectly in front of their classmates, so that they can master speaking activities well without neglecting aspects of speaking skills, both aspects of speaking. linguistic and non-linguistic only students' continuous speaking skills. Therefore, learning speaking skills should receive attention in learning language skills in formal education.

The results of the different speech abilities of children in the control class with children who get the process of cooperative learning strategies in the experimental class can be seen from the graph below.

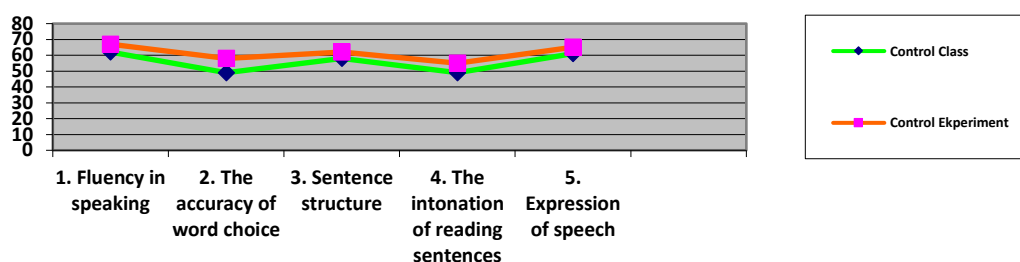


Fig 4. Difference Graph

#### 4. CONCLUSION

Some of the speaking skills of class XI students of SMA Muhammadiyah 1 Medan are still low. This happens because the learning process still applies conventional models and the learning process is less than optimal, students are not given the opportunity to develop their speaking skills by the teacher, and if there is material that students do not understand, students do not have the courage to ask the teacher.

Having speaking skills is not as easy as imagined. Many people are good at writing, but when asked to convey their writing in oral form the results are not so good. And vice versa, many people can speak well, but encounter problems when asked to write down their ideas. In line with this, Arsjad and Mukti (1993:1) argue that sometimes the subject matter conveyed by someone is quite interesting, but because the presentation is less attractive, the results are not satisfactory. Therefore, speaking skills need to be continuously trained. Many factors cause low speaking skills in students, namely: motives/motivations, study habits, mastery of linguistic components, mastery of content components, mental attitudes, relationships/interactions between teachers and students, use of teaching methods, use of learning media and relationships/interactions between students and students. To address this condition, the researcher concluded that by increasing the number of students interacting with study groups through cooperative learning activities, students gradually got the development of speaking skills because there was practice and habituation during learning which in this case the researchers tested cooperative strategies. And the results conclude that 95.6% of these strategies can develop students' speaking skills.

Stimulation of language development during the preschool year can support the success of children's reading skills in the following year (Whorrall & Cabell, 2016). The preschool period plays an important role in aspects of children's language development. This is because children begin the process of socializing and interacting with various things. In addition, children who attend PAUD services get more new experiences than those who do not. Through various activities in PAUD, children will unconsciously bring out all their language skills. In fact, they will continue to add new vocabulary in every activity that involves peers, adults, and the media.

Cooperative Learning is a general term for a set of teaching strategies designed to educate group cooperation and interaction between students. According to Afghani (2011), cooperative learning is an extension of small-group work. Furthermore, Afgani and Sutawidjaja (2011) also revealed that "when teachers

prepare cooperative learning strategies, there are two main things that need to be considered, namely student motivation and the learning process that students will use.”

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