

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

This chapter specifically deals with the result finding and discussion of the data obtained from the use of learning together in cooperative learning to passive student's speaking skill at eight grade of MTss Miftahul Ulum Larangan Badung Pamekasan. Then, it deals with some theories before. This chapter also deals with some interview based on qualitative research of this study, such as interview, observation and documentation.

A. Result of Research

This section will be discuss about the two major of research focus in this research that are 1) the use of learning together in cooperative learning to passive student's speaking skill ability 2) the strengtness and weaknesses of using learning together to student speaking skill.

To collect the data, the researcher conducted observations on teaching and learning activities speaking English in the class. In addition, the researcher also interviewed the teacher who teach English at MTss Miftahul Ulum Larangan Badung Pamekasan. Before collecting the data letter of observation and interview, the researcher asked permission from the teacher as headmaster of MTss Miftahul Ulum Larangan Badung Pamekasan, Mr. Zahrudin,S.Pd.I to conduct research at the school. So that researcher can easily collect data in the field.

In this case, the researcher joined the English class at eight grade MTss Miftahul Ulum Larangan Badung Pamekasan, namely the teacher is Mrs. Kamariyah, S.Pd. Implementation of English lessons in eight grade is held every Monday, Tuesday and Thursday. Actually in English subject there are four skill, namely reading, writing, listening, and speaking but researcher focus on speaking and just observed the use of learning together method in cooperative learning to passive student's twice.

1. The Use of Learning Together in Cooperative Learning to Passive Student's Speaking Skill Ability at MTss Miftahul Ulum Larangan Badung Pamekasan

To obtain the data related with the use of Learning Together in Cooperative Learning, the researcher conducted an observation in the teaching learning process at eight grade of MTss Miftahul Ulum Larangan Badung Pamekasan, especially

a. The First Observation

The researcher entered to the classroom as observer only, and the teacher teach the student by using Learning Together in Cooperative Learning Method. English subject started at 08.00 o'clock¹ The reseacher observed the activities in the class room while the teacher use learning together method in cooperative learning method in learning English speaking in the class. The obsevation do 8 September 2020.

¹Observation on Monday, 8September 2020. 8.30 o'clock

The first use of Learning Together in Cooperative Learning to teach Passive Student's at Eight Grade at MTss Miftahul Ulum Larangan Badung Pamekasan based on three steps of teaching in teaching speaking. That are pre-teaching, whilst-teaching, and post-teaching. Each steps will be explained by the reseacher as follow.

1. Pre-Teaching

The first section in use of Learning Together method in learning speaking English, the teacher taught in the classroom showed by :

- a) As usual the teacher came to the classroom and greet the student as follow :

Teacher : Assalamualaikum Wr. Wb

Student : Waalaikumsalam Wr. Wb

Teacher : Good Morning?

Student : good morning mam

Teacher : How are you?

Student : I'm fine thank you, and you?

Teacher : I'm fine too, thank you.

- b) Before the lesson get started, the teacher invites the student to take a pray together by command with the teacher and after that the teacher checking the attendance of the classroom
- c) The teacher checking the students who not attend to the classroom
- d) The teacher tell to the students to not give up when they are studying english and think it is a fun learning process

- e) The teacher gave the warming up about the materials that will be given at the learning process later

2. Whilst Teaching

- a. After that if the teacher feels the condition of the class are conducive the teacher will divide the classroom into a small group of students



Picture a

- b. The teacher tells the student how to play the game with their group by asking some of them to go to the front of the classroom as an example



Picture b

- c. The teacher write down the word of the game as will,will not,can and can not as much as possible at the whiteboard



Picture c

- d. The teacher will call one by one the students of each group and tell them to play a Japanese suit and the winner will be pick a random paper at the teacher hands



Picture d



Picture e

- e. After one of them pick a random paper they will give 15 seconds to answer about the question based on the paper
- f. The teacher will countdown on them and then the students clap the right answer that already wrote on the whiteboard



Picture f

- g. After that the teacher will checking about their answer and giving score to the fastest one who clap the walls
- h. After receiving score the students ordered to read the answer together at the front of the classroom
- i. The game will be played like that until the teacher have found the winner

3) Post Teaching

- a) The teacher evaluates the student about the material that already given today

- b) The teacher gives a motivation to keep learning and practicing English to the students
- c) The teacher close the classroom by reciting the Hamdalah together
- d) The teacher leave the class by saying salam

b. The Second Observation

1) Pre-Teaching

- a) The teacher as usual came to the classroom and greet all of the students
- b) The teacher checking the students who not attend to the classroom based on attendance list
- c) Before the lesson get started, the teacher invites the student to take a pray together by command with the teacher and after that the teacher checking the attendance of the classroom
- d) The teacher ask the students about the material that have been given on last meeting

2) Whilst Teaching

- a) The teacher divide the classroom into a small group who consists 5 or 6 students.
- b) After the group formed the students will joining their group as the teacher command

- c) The teacher explain to the students about how to play the game by group discussion and giving them an example



Picture d

- d) The teacher come to the first group and tell them to pick one of the paper on the box



Picture e

- e) The teacher gave 1 minute to the group to answer the question based on the paper they pick on the mystery box

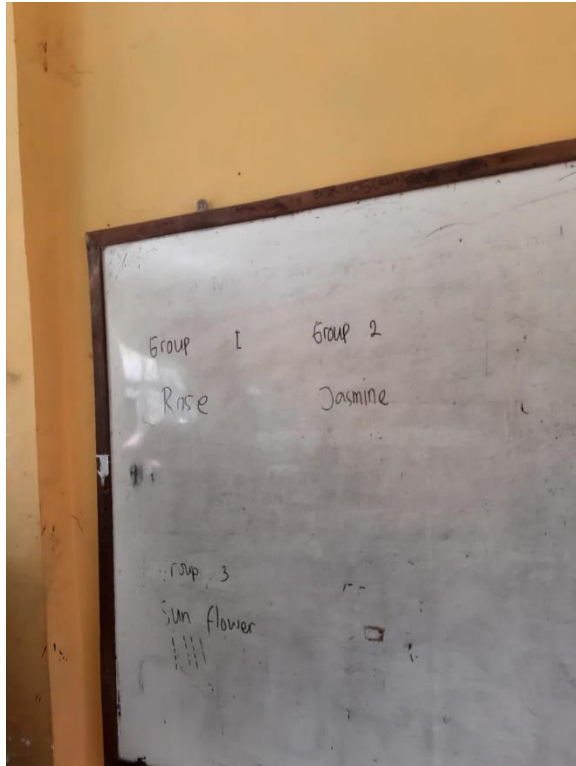


Picture f

- f) After the group finishing the question the teacher ask them by read it loudly with their group



- g) And if the answer is correct the teacher will write down the score on the whiteboard



Picture g

h) The teacher will come to the other group and ordering the group to pick one of the paper on mystery box



Picture h



Picture i

- i) The game will be played like that until the teacher found the winner by checking the group who already has much score

3) Post Teaching

1. The teacher evaluates the student about the material that already given today
2. The teacher gives a motivation to keep learning and practicing English to the students
3. The teacher close the classroom by reciting the Hamdalah together
4. The teacher leave the class by saying salam

2. The Strengthness and Weaknesses of Using Learning Together to Student Speaking Skill at Mtss Miftahul Ulum Larangan Badung Pamekasan

In this case, the researcher want to breakout about the strengthness and weaknesses of using Learning Together method to teach passive student's speaking skill at MTss Miftahul Ulum Larangan Badung Pamekasan. The researcher have found the data and collects it with using interviews, observations, and documentation. For the observations, the researcher following the teaching and learning in the classroom as a guest and also takes a documentations when the teacher delivering English material in front of the class. The researcher interviewing the classroom member or the students and documented it. The researcher did the interview to English teacher and the student the eight grade of MTss Miftahul Ulum Larangan Badung Pamekasan.

Here are the findings strength and weakness of learning together method in teaching learning speaking by English teacher at MTss Miftahul Ulum Larangan Badung Pamekasan. The researcher interviewed students by group regarding the responses of English teacher that were taught by Mrs. Kamariyah S.Pd.

Saya suka ketika ibu membuat pembelajaran grup seperti ini karna menurut saya pembelajarannya menarik². Dan itu sesuai dengan hobi saya yakni bermain game.³ Agar saya juga bisa tau tentang pelajaran Bahasa Inggris juga⁴. Kesulitannya ketika harus mencari kalimat yang tidak cocok ketika akan menggunakan Bahasa Inggris tentang ini dan itu. Mencari kalimatnya harus dicari melalui buku

²AlfanSyafikullah, voice recorder, 14 September 2020

³ Ibid

⁴ Mohammad FadlanArdillah, voice recorder, 14 September 2020

translator agar baik.⁵Perbedaannya ketika menggunakan belajar kelompok ini saya merasa lebih bisa menggunakan Bahasa Inggris daripada harus belajar sendiri. Iya saya merasa nyaman karena belajarnya bersama teman kelompok.⁶

(I like it when the teacher make a learning with grouping like this because the material is so interesting. And this is my hobby that i like playing games. This is for i learn English too. Mrs. Kama is good when delivering the maerial so the students excited to learn English and made me really learnt it. The difficulties is when i have to found the not suitable when using English this or that. To find the word have to use a vocabulary book for being good. The differences when using this method i feel more can using English than I learn it alone. I feel comfortable when I learn as a group).

Saya menikmati pembelajaran seperti ini.⁷ Saya menikmati dan saya suka.⁸ Pembelajaran seperti ini yang membuat anak anak jadi suka belajar Bahasa Inggris apalagi belajar kelompok.⁹ Alasan kenapa saya suka ya karena saya merasa nyaman ketika harus belajar menggunakan cara seperti ini. Ibu Kama juga orangnya lucu jadi saya tidak bosan dan pelajarannya mengentakkan.¹⁰ Iya tertarik karena seru. Tertariknya karena saya bisa belajar sambil bermain dan juga belajar kelompok.¹¹ Saya suka pembelajaran seperti ini karena tidak membosankan dan teman teman lain sepertinya satu pikiran.¹² Pelajarannya membuat saya tidak merasa mengantuk lagi. Saya bisa belajar sambil bermain.¹³ Kesulitannya karena kesulitan berfikir ketika berbicara dan saya suka gugup¹⁴. Saya merasa kesulitan ketika harus mengucapkan kosakata yang tidak saya tau sebelumnya.¹⁵ Perbedaannya ketika saya bisa belajar kelompok saya merasa nyaman. Saya merasa lebih cepat mengerti ketika belajar seperti ini.¹⁶ Saya bisa sedikit lebih mengerti ketika menggunakan pembelajaran seperti ini.¹⁷

(I enjoying learning process like this one. I enjoying and i like it. This learning process make a student want to know to learn English moreover with a group. The reason why i like it because i enjoying it when have to use like this. Mrs. Kama is a funny person so im

⁵ Mohammad ArifAffandi, voice recorder, 14 September 2020

⁶Reyhan Aditya Maulana and Zainuddin, voice recorder, 14 September 2020

⁷Athoillah, voice recorder, 14 September 2020

⁸RaditFirmansyah, voice recorder, 14 september 2020

⁹HarisMunandar, voice recorder, 14 September 2020

¹⁰WildanMaulanaIlham Rahman, voice recorder, 14 September 2020

¹¹ Alex Nasrullah, voice recorder, 14 September 2020

¹²RaditFirmansyah, voice recorder, 14 september 2020

¹³Athoillah, voice recorder, 14 September 2020

¹⁴HarisMunandar, voice recorder, 14 September 2020

¹⁵Athoillah, voice recorder, 14 September 2020

¹⁶ Ibid

¹⁷HarisMunandar, voice recorder, 14 september 2020

not bored and the teaching process is enjoyable. I interest because Ibidplaying games. I like it because it not make me bored and I think the others is just like me. The teaching learning process does not make me sleepy anymore. I can learn while I playing games. The difficulties is when i have to think and i feel nervous. I feel hard when i have to say word that I did not know before. The differences is i feel enjoy it. I feel more easier to understand when i have to learn like this. I feel more understand when using learning process like this.)

Iya saya menikmati pembelajaran ini. Iya saya juga merasa mengerti setelah pembelajaran ini.¹⁸ Saya menikmati sekali pembelajaran yang diajarkan oleh ibu guru. ¹⁹ Pembelajarannya sangat seru karena berkelompok. Saya menikmati karena saya suka bermain bersama teman²⁰. Saya menikmati juga karena saya merasa lebih mengerti dan menikmati keseruannya itu.²¹ Saya menikmatinya karena tidak mendapatkan pekerjaan rumah tambahan. ²²Iya tertarik karena saya mulai suka bahasa Inggris.²³ Karena saya belajar secara berkelompok jadi saya merasa senang²⁴. Saya merasa tertarik karena pembelajarannya mampu membuat anak anak konsentrasi. ²⁵Kesulitannya saya kebingungan untuk berbicara. ²⁶Kesulitan saya berbeda karena saya merasa masih gugup ketika akan berbicara.²⁷ Kesulitan yang saya alami itu karena kelasnya menjadi ramai sehingga tidak bisa mendengar.²⁸ Kesulitannya saya juga sama karena tidak bisa mendengar karena kelas ramai.²⁹ Perbedaannya saya merasa senang bisa berkelompok sehingga mengerti. ³⁰Perbedaan yang saya rasakan itu karena saya suka bermain jadi saya antusias mengikuti pembelajaran. Saya juga merasa seperti itu antusias dalam belajar.³¹ Saya merasa nyaman karena seru belajar kelompok³². Saya merasa nyaman karena saya bisa berkelompok dengan teman lain. Sesuatu yang membuat saya nyaman yaitu ketika belajar seperti ini jadi tidak membosankan.³³
(Yes I like this learning process. Yes me too, I feel more understand after this learning process. I really enjoyed the learning

¹⁸ Mohammad MiftahulUlum, voice recorder, 14 september 2020

¹⁹ChoirulUmam, voice recorder, 14 september 2020

²⁰RiyanMaulidi, voice recorder, 14 september 2020

²¹ Mohammad Syarifuddin, voice recorder, 14 september 2020

²²MiftahulUlum, voice recorder, 14 september 2020

²³BahrudinSyadali, voice recorder, 14 september 2020

²⁴Mohammad Agustintanto, voice recorder, 14 september 2020

²⁵HilalurRosidi, voice recorder, 14 september 2020

²⁶ Mohammad ZainalArif, voice recorder, 14 september 2020

²⁷Agus Salam, voice recorder, 14 september 2020

²⁸BahrudinSyadali, voice recorder, 14 september 2020

²⁹ Mohammad Agustintanto, voice recorder, 14 september 2020

³⁰MiftahulUlum, voice recorder, 14 september 2020

³¹ Mohammad Syarifuddin, voice recorder, 14 september 2020

³²BahrudinSyadali, voice recorder, 14 september 2020

³³ Mohammad MiftahulUlum, voice recorder, 14 september 2020

process from the teacher. The learning process is so fun because its grouping. I enjoying it because I play it with friends. I am enjoying it too because I feel more understand and enjoying the fun. i enjoying it because there are no homework. Yes i feel interested because I started like English. Because I learn it with group I feel happy. I feel interest because the learning process can make other concentrate. The difficulty that I feel is the classroom becoming crowd so i can not hear. The difficulty that I feel is just the same because the classroom is crowded. The diffierences i feel happy can be grouping so that I can understand. The differences that i feel are about because I like to play so I eel excited to joining the classroom. I feel like it too, excited on studying. I feel comfortable because its fun to grouping with others. Something that made me comfort are when studying like this so its not bored.)

From the interviewing, researcher can reviewed that students like the way of teaching from teacher in class which makes them easy to understand. Students can learn grouply with the guidance of the teacher and also with its friend, and it actually makes students comfortable. Based on that point the use of appropriate method needs to be considered before teaching. The researcher also interview with teacher that teach at MTss Miftahul Ulum Larangan Badung Pamekasan.

Walaikumsalam, iya dengan saya sendiri. Saya mengajar di kelas 8A. Learning Together adalah metode yang digunakan saya ketika saya pertama kali mengajar pada zaman dahulu, mengapa saya memilih metode ini karena ya menurut saya metode ini gampang untuk diaplikasikan kepada anak-anak dan juga bisa membuat anak-anak lebih berkonsentrasi untuk mengikuti pelajaran. Selain itu agar murid disini juga bisa berinteraksi antara satu dengan yang lainnya sehingga kelasnya tidak menjadi monoton dan juga pasif. Penyampaian materinya juga bisa dengan mudah dimengerti oleh para murid yang belajar bahasa Inggris. Kekurangannya kelasnya bisa menjadi ramai, sehingga kelas tidak terkondisikan akibat ramainya itu ya biasalah anak anak kan ya. Kelebihannya ya anak anak disini bisa menambah vocabulary yang dimiliki mereka dengan cara belajar bersama tentunya dengan murid yang lebih mengerti. Selain itu cara ini juga bisa membuat para siswa disini khususnya yang pemalu mau untuk speak up dan tidak hanya menjadi penonton ketika belajar sendiri. Dampaknya anak-anak bisa berani untuk berbicara didepan kelas, selain itu anak-anak juga dapat suntikan moral sehingga tidak ada lagi namanya murid yang malu malu ketika harus belajar berkelompok. Anak-anak juga dapat berargumen antara satu sama lain sehingga mereka dapat bertukar pikiran antara satu sama lainnya. Intinya melatih keberanian untuk berbicara sehingga mereka bisa dengan nyaman dan percaya diri ketika berbicara bahasa Inggris. Saya rasa kesulitannya itu pada

saat akan membagi anak-anak menjadi kelompok dan harus menunggu mereka untuk bergabung dengan kelompoknya itu memakan waktu yang lama. Setelah itu juga kelasnya menjadi sedikit ramai juga. Setelah itu bisa membuat kerja sama antar murid itu tercipta atau lebih baik kan inti pelajarannya seperti itu kan. Its fun.³⁴

(Walaikumsalam, yes it is with myself. I teach 8A class Learning Together method is a method that I used when I teach at the first time at the present, and then why I choose this method because I think it is an easy method to apply to the students and also can make students to concentrate on studying. Other than that for students who study here to interact with others so the classroom is not monotone and passive. The delivery process of the material can be easy to understand by the students. The deficiency is the classroom will be crowded so that the classroom will not be unconditioned from that it's just a children thing. The advantages are about making students have more vocabulary because they can learn from others who have more vocabulary. The others this method can make the shy student to speak up and not just being a spectator when they have to learn alone. The impact of it can make students have courage to speak in the front of the class, and the students have more self-esteem so that there will be no passive students when they are learning together. The students also argue with each other so that they change their minds one to another. The bottom line it teaches students to have courage to speak and also have self-esteem when speaking English. I think the difficulty is when we have to divide students into several groups because it takes more time and I have to wait for them to group with their own group. After that the classroom will be noisy. After that it can make the students cooperate to each other better because the goal of the learning process is to make the students have it. Its fun.)

B. Discussion

1. The Use of Learning Together Activities in Cooperative Learning to Passive Student's Speaking Skill at MTs Miftahul Ulum Larangan Badung Pamekasan

As stated in Slavin's book *Learning Together*, a model of cooperative learning developed by David Johnson and Roger Johnson, involves students working in four- or five-member heterogeneous groups

³⁴Kamariyah, The Use of Learning Together Method in Teaching Learning Speaking by English Teacher at MTs Miftahul Ulum Larangan Badung Pamekasan, voice recorder, 14 September 2020

on assignments.³⁵ On Learning Together the students have to work in pair so they are communicate to each other to solve a problem based on teacher quest. Learning Together is based on Cooperative Learning related to the use of intelligence from within individuals and it will be forming into a group discussions that aims to solve a problem together as a group. While Spencer Kagan stated that students hold each other on task and regularly receive encouragement, tutoring, and praise. They feel included. Students become part of a community of learners; they experience joy in working and learning together.³⁶

He also stated that the Learning Together model can be applied to have students master facts and skills, or it can be used to have students engage in cooperative investigations. It differs from the other approaches to cooperative learning in that it is a principles based approach. Teachers are trained in five principles, and then they make specific decisions to design lessons that incorporate those principles.³⁷

As Nunan states speaking is the productive oral skill and it consists of producing systematic verbal utterances to convey meaning.³⁸ There are so much activities that need speaking as a tools to communicate each other.

The use of Learning Together method in teaching speaking is precisely because its suitable with the need of the students who studied

³⁵ Robert E. Slavin, *Educational Psychology Theory and Practice Eight Edition*, (Boston:Pearson Education,2006) 259.

³⁶Dr. Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (California: Kagan Publishing,2009) page 4.1

³⁷ Ibid, page 17.22

³⁸Nunan D, *The Impact of English as a Global Language on Educatinal Policies and Practices in the Asia-Pasific Region* vol.37, page 597

english on the intermediate level. This method used for train students oral skill by group and try to push student passive speaking skill into the active one.

As stated by Slavin, Learning Together method emphasizes team-buliding activities before students begin working together and regular discussions within groups about how well they are working together.³⁹

According to Mrs. Kamariyah using this method can help her when teaching in the classroom. She states that the students will follow her instructions and have focused on the teaching and learning process in the classroom. The Learning Together method also make the passive students to have a part on the group so there is no student who has not part on the group. In addition, she also said that the selection of learning methods must be considered properly because it was very influential in the learning process in class.

2. The Strengthness and Weaknesses of Using Learning Together to Student Speaking Skill at Mtss Miftahul Ulum Larangan Badung Pamekasan

a. Strength

As a learning method, Learning Togeteher has several strength as namely :⁴⁰

- 1) Students find it easier to find friendship choices significantly when studying together than studying alone.

³⁹Robert E. Slavin, *Educational Psychology Theory and Practice twelfth edition*, (New York: Pearson, 2018), page 201.

⁴⁰RizkiSidiqNugraha, "Model Pembelajaran Learning Together (LT)" 24 September 2020,

- 2) Eliminate the gap between smart students and less smart students.
- 3) Students become more active in learning because they are given discussion material by the teacher and must think critically in completing the assignment given by the teacher.
- 4) Increase student cooperation in groups with the principle of collective learning.
- 5) Train the responsibility and self-confidence of students.
- 6) Students are motivated to deepen their understanding in mastering the material.

b. Weaknesses

While the weaknesses of the learning together (LT) learning model, including:⁴¹

- 1) Only suitable for discussion or presentation activities
- 2) Requires a relatively long time and a little tedious.
- 3) Cannot see the abilities of each student because they are working in groups.
- 4) There are students who take a shortcut by asking their friends to find answers.

Based on interview and observation above the researcher can say Learning Together activities can make teacher to easier when teach on the classroom and make students more easier to understand. There are several strength of using this activities in the classroom such as :

⁴¹ Ibid.

(1.) The strength of this activities to make students more active than the usual especially to them who has passive speaking skill to speak up their minds. This is have a relation based on Rizki Sidiq Nugraha on Model Pembelajaran Learning Together.

(2)Meanwhile, they can sharing their opinion to the others and make a communication so the classroom will be more active. It can also make students to think critically and boost their self esteem to speak in English.

And then such as an activities in the classroom the use of learning together itself also have a weaknesses and here is the weaknesses :

(1) While the weaknesses the classroom will be noisy because of the group member have to communicate to other group member.

(2) The other is if the teacher use this method it will take a long time because of the group dividing. The teacher have to wait the students to grouping with the other member group.