



**THE EFFECTIVENESS OF COOPERATIVE LEARNING IN TEACHING
SPOKEN REPORT TEXT TO STUDENTS WITH DIFFERENT ATTITUDES**

(An Experimental study of second semester of the eleventh grade students
of SMAN 1 Karanganom, Klaten in the Academic Year 2015/2016)

a final project

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**THE EFFECTIVENESS OF COOPERATIVE LEARNING IN TEACHING
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ATTITUDES**

**(An Experimental study of second semester of the eleventh grade students of
SMAN 1 Karangnom, Klaten in the Academic Year 2015/2016)”**

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan dan ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana lazim ddalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing skripsi membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya isi ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian hari ditemukan ketidakbenarannya, saya bersedia menerima akibatnya. Demikian pernyataan ini saya buat dengan sebenarnya.

Semarang, 09 April 2016

Yang membuat pernyataan



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MOTTO AND DEDICATION

".. And do not despair of the mercy of God. Surely none despair of the mercy of Allah but the unbelievers."

(Yusuf: 12)



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Thank you for:

My great parents, Datik Purwanti and Suryono

My beloved fiance, Ibnu Sholeh

My best friend, Dita, Rima, and Ucha

All of my friends of Kost Ihwah Rosul 04 and English Education 2012.

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I realize that this final project is not perfect because there are many weaknesses; therefore, criticism and suggestions are certainly needed for its betterment. Finally, I hope that this study will be useful to improve knowledge.

Semarang, April 2016

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ABSTRACT

Sari, Laily Nur Iffah. 2016. *The Effectiveness of Cooperative Learning In Teaching Spoken Report Text To Students With Different Attitudes (An Experimental study of second semester of the eleventh grade students of SMAN 1 Karanganyar, Klaten in the Academic Year 2015/2016)*. Final Project. English Department. Faculty of Languages and Arts. Semarang State University. First Advisor: Dr. Januarius Mujiyanto, M. Hum., Second Advisor: Galuh Kirana Dwi Areni, S.S, M. Pd.

Key Words: Cooperative Learning, speaking, report text, students' attitude.

This study aimed to find out the difference between cooperative learning and existing strategy towards students' spoken report text achievement, the difference between students' positive and negative attitude towards students' spoken report text achievement, and the interaction between teaching method and students' attitudes. This study was designed as a true-experimental research with Factorial design 2x2. The analysis of the data started from try-out, pre-test, treatments, and post-test. The analysis was done by SPSS 16 software. The results of pre-test and post-test of both control and experimental groups could answer the research problems.

Firstly, the result showed that there was significant difference between cooperative learning and existing strategy towards students' spoken report text achievement. It supported by the computation which showed that the average scores was 74.633 for the experimental group and 67.667 for the control group with $p\text{-value} = 0.000$ ($p < 0.05$). Therefore, the cooperative learning was more effective to teach spoken report text than existing strategy used by the teacher. By working in group, students feel comfortable to deliver their ability in speaking in front of their group members. They tried to speak well in giving their spoken report text because the correction was given directly by their friends, not by the teacher. Consequently, they would understand the material better.

Secondly, the result of the study showed that the students with positive attitude were better than students with negative attitude in performing spoken report text. It could be seen from the result of the spoken report average where the students with positive attitude got 74.833 and the negative attitude got 67.467 with the $p\text{-value} = 0.000$ ($p < 0.05$). Students who were active and highly confident always tried to produce better spoken report text in all aspects.

Thirdly, from the interaction parameter, students in Experimental group who got cooperative learning with positive attitude got the highest score ($M = 79.667$) compared to the existing strategy used by the teacher. In this case, the positive students taught by the cooperative learning showed good improvement to the spoken report text achievement. Finally, the teaching method and students' attitude had significant influence in teaching spoken report text.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the reasons for choosing the topic, the statements of the problem, the objectives of the study, the hypotheses of the study, the significance of the study, the limitation of the study, and the outline of the study.

1.1 Background of the Study

Language is important since language is a tool of communication. Without language, there will be no communication. People exchange their feeling and information through language. Language allows people to love, work, and play together. Nowadays English is very important language to be mastered by students in the world since English has become a global language. It means that English is used by people in most countries in the world for communication both spoken and written to express and exchange information about people's wishes, feelings, and ideas.

Brumfit (1982: 1) stated that "English is an International language that is the most widespread medium of international communication, both because of geographical spread of its speakers and because of the large number of non-native speakers who use it for at least part of their international contact". Thus, English education becomes very important in Indonesia; as a result, the education ministry

always makes efforts to improve the quality of English education, such as making a new curriculum and deciding to put English at school started from kindergarten up to university level.

In teaching and learning English, Brown (2007: 232) stated that “there are two basic elements that must be developed and mastered by the students. Those are language skills (speaking, listening, writing, and reading) and language components (grammar, vocabulary, pronunciation)”. Obviously, all of those skills must be integrated each other and cannot be separated; listening and reading are the receptive skills, while speaking and writing are the productive skills. These language skills and language components become the target language of teaching English as a foreign language like in Indonesia.

Based on curriculum, the aim of teaching and learning English is to enable students to communicate (spoken and written) with other people by using English. So, students have to master speaking and writing skills to be good in communication. Unfortunately, not all students can speak English although they have already studied since kindergarten until university level. Actually, some teachers may focus only on writing. Based on writer’s interview in SMAN 1 Karanganom Klaten, teachers prefer to teach English grammar in the form of writing sentences or texts rather than speaking. In other words, teachers generally think if students are good in writing, they will be good in speaking, too. On the contrary, students who are good in writing are not always good in speaking.

Learning speaking generally is a difficult task for foreign language learners. In SMAN 1 Karanganom Klaten, especially in the second grade, the

students have many difficulties to speak. Generally, the students are difficult to understand their partner's sentences; as a result, they are confused to reply. Moreover, the teacher generally never divides students into small groups to express and share their ideas. The teacher oftenspeaks all the time, so the students only listen and pay attention to the teacher. In this case, the students don't have enough opportunity to be active and speak in class.

Those difficulties make the students feel frustrated and unconfident in speaking. Furthermore, this will make the students avoid anything related to speaking. That is the reason why the teachers have to give some stimuli, so that the students can be relaxed and ready to speak.

To make English teaching successful, there are some factors which influence the teaching and learning process such as the quality of teachers, books, teaching techniques or strategies, teaching aids or media and classroom interaction. There are many strategies to develop students' speaking skill especially in spoken report text; one of them is Cooperative Learning.

Felder and Brent (2006: 1) stated that "Cooperative Learning is an approach to group work that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team". In this case, students will get motivation to learn because they will work in team.

In addition, Slavin in Isjoni, (2011: 15) stated that "in cooperative leaning method, students work together in four member teams to master material initially present by the teacher". From this statement, we can conclude that cooperative

learning is a method where students can learn and work in a small group that consists of 4 until 6 members collaboratively to stimulate their interest in learning process.

Consequently, cooperative learning is considered as an effective way to teach English, especially speaking, since there are students who can speak, but some cannot. This can be used to help teachers in pushing students to create spoken unified text or monologue genre. Students can do speaking activity with other members in their group.

Cooperative learning method has many techniques; this research will be limited in three steps interviews and talking chips. Three step interviews is a technique which can be used to know concept in detail or can be used as an ice breaker for team members to know one another. The steps are: (1) each member of the team chooses another member to be a partner, (2) partners do interview to ask some questions in turn, (3) the last step is every member should share his/her partner's response with the team.

Furthermore, Talking Chips is an interactive method to enhance students' speaking skill since it can avoid students' domination in class. Materials needed are some of talking chips or tokens (e.g. a pen, a pencil, a crayon, a checker, a name tent, etc). The members of each group are engaged in a structured exchange of information. In sum, cooperative learning can be an alternative teaching method to teach spoken report text.

1.2 Reasons for Choosing the Topic

Based on the general background above, I will give an alternative teaching method which can be used in teaching spoken report text towards students with both positive and negative attitude and find out the effectiveness of the method. The reasons why I choose the topic “the effectiveness” of Cooperative Learning to Teach Spoken Report Text to Students with Different Attitude are as follow.

First, based on the writer’s interview and observation in SMAN 1 Karanganom, Klaten, there are many of gaps in language teaching and learning process. One example, the biggest problem in English learning is about speaking. In particular of dialogue, the students are difficult to understand what their partner speech, so they are confused to reply. Similarly, in monologue, the students are difficult to arrange their words in good sentences; even they are difficult to build their ideas to speak.

Second, classes always consist of students who have different attitudes, positive and negative. Eventually, the students with negative attitude feel unconfident to speak up because their speaking is influent; thereby most of them seldom speak up in class. Only some students who are fluent and confident will speak in class because the students with negative attitude speak less than the students with positive attitude. In other words, the students with positive attitude may dominate in speaking class. If these phenomena happen continuously, the students with negative attitude might be still influent in speaking and they obviously can’t achieve the goal of communicative competence, especially in spoken language.

Third, the materials taught to students in Senior High School are not only about vocabulary and grammar, but also genre. A genre refers to a culturally specific text type which results from using language (written or spoken) to help accomplish something. Thereby, genre is culture specific. One type of genre is report text. Therefore, students in SMAN 1 Karanganom, Klaten have difficulties to have spoken report text.

Based on the syllabus of English Curriculum 2013 (Kemendikbud, 2013: 14-15), report text will be taught in second semester of the eleventh grade students in Senior High School.

1.3 Statements of the Problem

Based on the background of study, the problems of this study are:

- a) Is there any difference between Cooperative Learning and Existing Strategy towards students' spoken report text achievement?
- b) Is there any difference between students' positive attitude and negative attitude towards students' spoken report text achievement?
- c) How is the interaction between teaching method and students' attitudes?

1.4 Objectives of the Study

The objectives of this study will be about to find out:

- a) The difference between Cooperative Learning and Existing Strategy towards students' spoken report text achievement.

- b) The difference between students' positive attitude and negative attitude towards students' spoken report text achievement.
- c) The interaction between teaching method and students' attitudes.

1.5 Hypotheses of the Study

“Hypothesis is a temporary conclusion or opinion, which has not been proven, and which supposed to be true after being proven by using qualified instrument” (Arikunto, 2002: 64). There are two hypotheses in this study.

The first hypothesis is working hypothesis or the alternative hypothesis (H_1). The second hypothesis is null hypothesis (H_0). If the working hypothesis is rejected, the hypothesis should be changed into null hypothesis. Based on the objectives of the study, here the hypotheses of this research:

1. a) H_{a1} : There is significant difference between Cooperative Learning and Existing Strategy towards students' spoken report text achievement.
 - b) H_{o1} : There is no difference between Cooperative Learning and Existing Strategy towards students' spoken report text achievement.
2. a) H_{a2} : There is significant difference between students' positive attitude and negative attitude towards students' spoken report text achievement.
 - b) H_{o2} : There is no difference between students' positive attitude and negative attitude towards students' spoken report text achievement.
3. a) H_{a3} : There is interaction between teaching method and students' attitudes.
 - b) H_{o3} : There is no interaction between teaching method and students' attitudes.

1.6 Significance of the Study

The result of the study is expected to be used theoretically, practically, and pedagogically:

Theoretically, the result of this study is expected to be able to widen the skill of teachers in using cooperative learning in order to improve student's spoken report text skill. Moreover, it can be a reference to other researchers who want to study using cooperative learning more intensively in teaching spoken report text.

Practically, the result of this study is suggested to apply the cooperative learning to increase the students' competence in English speaking skill. In addition, the use of using cooperative learning in teaching spoken report text can make the students are more enjoyable and easy in doing their tasks associated with the spoken report text materials because they will learn and work in group. The result of this study can be useful for many people. Firstly, for the students, it may help the students to improve their ability of spoken report text. Besides that, it may help them to decrease their bored and difficulties in learning spoken report text, because they will speak in small group. Secondly, for the teacher, they can use the research of this study as a reference when they want to improve their ability in teaching speaking, especially for spoken report text. Thirdly, for the writer or the researcher, she will get new knowledge and experience in teaching spoken report text using cooperative learning. Fourthly, for the readers, it is hoped that it can give more information and contribution of the

knowledge. Lastly, for the school, it can be a method to improve teaching and learning process.

Pedagogically, this study will provide English teachers with the understanding of the cooperative learning that is used to teach eleventh grade of Senior High School students to improve their speaking competence of report text.

1.7 Limitation of the Study

The limitations of this study are:

- 1) The present study only focuses on the students' spoken report text achievement of the eleventh grade students of SMA Negeri 1 Karanganom, Klaten in the academic year 2015/2016.
- 2) This study is focused on the effectiveness of Cooperative Learning to improve students's spoken report text of the eleventh grade students of SMA Negeri 1 Karanganom, Klaten in the academic year 2015/2016.

1.8 Outline of the Study

This final project consists of five chapters, which can be described as follows.

Chapter I is introduction, which presents the background of the study, the reasons for choosing topic, the statements of the problem, the objectives of the study, the hypotheses of the study, the significance of the study, the limitation of the study, and the outline of the study.

Chapter II presents the review of the previous study, the theoretical reviews and the theoretical framework.

Chapter III is research design, the instruments for collecting data, the method of collecting data and the method of analysing data.

Chapter IV presents results which consist of description of the research data and discussion of the results.

Chapter V presents the conclusions and the suggestions based on the results.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, I present reviews of the previous study, theoretical reviews and theoretical framework. The reviews of previous study contain the studies that have already been done. Theoretical review contains the theories that related with this research. Theoretical framework contains the summary of reviews of previous study and theoretical reviews as a background I choose this topic.

2.1 Reviews of the Previous Study

Cooperative learning is an interesting teaching strategy or method for research. Many researchers have conducted the research about cooperative learning. Related to this study, the writer chose some literatures about previous researches which are relevant to the teaching of English speaking using cooperative learning.

Firstly, Nirma Farzaneh and Dariush Nejadansari (2014) studied about students' attitude towards using cooperative learning for teaching reading comprehension. This study project was launched in order to contribute to the studies conducted for investigating the efficiency of different models of reading instruction. The aim of this study was to investigate students' attitude towards using cooperative language learning techniques for reading comprehension instruction in Iranian context. Evaluation of students' attitude towards the cooperative language learning in this research project was conducted using a survey questionnaire. Analysis of the quantitative questionnaire results showed

that the participants generally tend towards supporting the implementation of cooperative strategies in teaching and learning reading comprehension.

Secondly, Suhendan ER and Bengu Aksu Atac conducted a research that investigated the attitudes of students towards cooperative learning in ELT classes. In teaching and learning environments, many methods, techniques and/or approaches are used. Among these one of them is cooperative learning. It is defined as working in the soul of a team and in the team, the members help, motivate and trust each other. This study aimed at investigating the ELT students' attitudes towards cooperative learning. A questionnaire was given to 166 (F=100, M=66) university students whose ages were between 18-20 who were all studying at ELT classes and of different classes. A questionnaire inquiring on the students' attitudes on cooperative learning was administered. The collected data were analyzed by using descriptive analysis method. Results showed that 66,9% of the students are at the side of cooperative learning in ELT classes, whereas 33,1% of them believed that if they worked alone they would have better results and they thought working alone was more enjoyable. A focus group was organized and the students mentioned both negative and positive sides of cooperative work. Furthermore, the findings reported that there was difference in gender in the attitudes towards cooperative learning for the good of females.

Thirdly, Rani Permanasari (2013) did a research to improve students' speaking skill through Three Steps Interview technique. The subjects of this study were 36 students of class X AK.1 in SMK N 9 Semarang. The research method used was an action research. The instruments used in this study were speaking

tests, observation check list, an observation list, and a questionnaire. The result of the study showed that the students' responses in learning speaking were good. They enjoyed the activities using Three Steps Interview Technique in class by having a discussion, sharing, and cooperating well. The students' improvement was proved by their speaking test results which increased from test to test. In pretest, all of students' final scores were under 50. In the cycle one test, no one of them got final score less than 50. From the cycle two test, most of the students got final score more than 70. Then, the data of post-test showed that all of the students got score more than 70. Based on the result above, Three Steps Interview Technique can be used as an alternative teaching technique to improve students' speaking skill.

Fourthly, Khairun Nisa (2014) did a research to know the use of Talking Chips technique to improve students' speaking ability. This study aimed at finding out that there was significant improvement in students' speaking ability after being taught by using Talking Chips Technique and which speaking aspect improved the most. This research used quantitative approach and was conducted to 32 students in class XI ISOS 3. The researcher administered speaking test to collect the data. The result showed that there was improvement in students' speaking ability after being taught with Talking Chips Technique. It could be seen from the increase of students' mean score from pre-test to posttest, 60 to 73.3. Besides, the most improvement of each speaking aspect was comprehension. This could be seen from the result of each aspect which showed that the highest improvement was comprehension from 12.6 to 15.8. The T-test revealed those

result were significant because $p < 0.05$, $p = .000$. Thus, Talking Chips Technique is one of the appropriate techniques to improve students' speaking ability.

Fifthly, Indah Kusumawati (2014) conducted a research to investigate the use of animal documentary films as media in teaching spoken report text. The objectives of this study were to explain and describe the use of documentary films in BBC VCD to teach spoken report texts to the students. This study is an experimental research. The subject of the study was 50 students of the eleventh graders of SMA Negeri 2 Wonosobo in the academic year 2010/2011. They were divided into two groups, experimental group and control group. The results of the pretest and post test of the experimental group were 58.40 and 74.40; whereas, the results of the control group were 59.04 and 69.60. The result of the study shows that the experimental group gains better than the control one. From the calculation of applying the t-test, the mean different test showed that the t value (2.442) was higher than the t table (2.01). It means that there is a significant difference in the achievement between the students taught by using documentary films in BBC VCD and those taught without using documentary films in BBC VCD, proving that the media used in this study are applicable.

Lastly, Risqi Fauzia (2012) did a research about the impact of using one-minute video on students' speaking ability in learning spoken report text. This experimental quantitative research aimed at investigating the impact of using one minute video to improve students' speaking ability. The purpose of this project is to investigate whether the students who were taught by using one minute video gives significant differences on their speaking ability. The population of the study

was the eleventh grade students of SMA Negeri 1 Kajen. The total number of sample in this study was 52 students. The data were collected through speaking test. From the result of *t-test*, the researcher obtained value of post test of experimental and control group (5.152) was higher than *t-critical* value on the table (1.68). It showed that there is a significant difference between experimental and control group on the test. Then, it can be concluded that one minute video as media for teaching spoken report text which was used by experimental group gave an impact on students' speaking ability.

From the six researchers above, there is a field that has not been studied by the researchers. Using cooperative learning as a strategy to teach spoken report text, especially to investigate the difference between students with different attitudes at eleventh graders of Senior High School, becomes an interesting topic to be studied since nobody has conducted this research. Based on that reason, I conducted a research about the use of cooperative learning for teaching spoken report text to students with different attitudes.

2.2 Theoretical Reviews

This study deals with improving speaking skill of report text for the eleventh grade students of SMAN 1 Karanganyar, Klaten in academic year 2015/2016 by using cooperative learning method. Therefore, the research study is conducted with relevant theories related to the topic from many sources.

2.2.1 Teaching Speaking

2.2.1.1 Conception of Speaking Skill

“Speaking is the verbal use of language to communicate with others” (Fulcher, 2003:23). Its function is to convey message which lies in the structure and meaning of all languages, whether this is written or spoken. Moreover, Celce-Murcia (2007:2) stated that “speaking in a second language has been considered the most challenging of four skills are given the fact that it involves a complex process of constructing meaning”. Communication is the ultimate goal of teaching and learning process of language; consequently, speaking skill is one of important language skills to be mastered by students to communicate and convey messages with others.

2.2.1.2 The Rules of Learning Speaking Skill

Based on Instructor’s Guide (2000: 6-7), “in the term of speaking, there are three rules of English learning that teacher should encourage the students to follow these guidelines”. By using the three rules, a teacher could give sufficient time each day to encourage the students to respond without reading and to speak clearly with adequate voice volume. The three rules are:

- 1) To learn to speak English correctly, you must speak it aloud. It is important that you speak loudly and clearly when you are practicing with the recorded exercises.
- 2) To learn to speak English fluently, you must think in English. You will not be "thinking" in English if you are reading your answers. It is very important that, once you understand each exercise, you say it without looking at the

printed lesson. Making your mind work to think of the answer is an important part of learning a language.

- 3) The more you speak correct English aloud, the more quickly you will learn to speak fluently. Every lesson will be difficult when you first begin. However, as you practice, you will learn to speak correctly. You must practice until you can repeat the exercises fluently without looking at the printed lesson.

Furthermore, speaking is a part of daily life that we take it for granted. People usually produce tens of thousands of words a day, but it may become difficult for them to speak over in English as a foreign language. Therefore, Brown (2001: 275-276) stated that teachers also need to apply some principles for designing speaking techniques as follow.

- 1) use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency,
- 2) provide intrinsically motivating techniques,
- 3) encourage the use of authentic language in meaningful contexts,
- 4) provide appropriate feedback and correction,
- 5) capitalize on the natural link between speaking and listening,
- 6) give students opportunities to initiate oral communication, and
- 7) encourage the development of speaking strategies.

Then, Harmer (2013: 126) described that “in assessing students’ live monologues, the candidates should prepare and present a short talk on a pre-selected topic, so they can have ability to handle an extended turn”. In this case,

the teacher should give detail instructions to the students about the background knowledge of the text followed with example, topic, and criteria of assessment before the test, in order that the students can prepare the spoken monologue test well.

2.2.2 Cooperative Learning

To improve students' spoken report text, a teacher should provide many things. Firstly, an appropriate model that gives correct and easy example to be followed by students. Secondly, teacher needs to apply an appropriate method or strategy to stimulate the students to speak up and improve their speaking skill, especially for spoken report text. Thirdly, students should get enough explanation about the background knowledge of the report text itself. Cooperative learning method can be an appropriate method to use in teaching learning process to improve students speaking skill.

Cooperative learning method is a method that divides the class member to several groups and arranges the students to work in a group. This method is useful to encourage the students' activeness and responsibility to their own selves and their team members. Moreover, Slavin (2000:5) stated that "all cooperative learning methods share the idea that students work together to learn and are responsible for their teammates' learning as well as their own". In addition, to get the idea of cooperative work, student team learning methods will emphasize the use of team goal and team success, which can be achieved only if all members of the team learn the objectives being taught. Admittedly, the students' jobs are not to do something as a team, but to learn something as a team.

Isjoni (2011:33) stated that “learning in constructivism or cooperative learning method is able to enhance the students’ conviction to their self and courage to face the problem and solve it in a new learning situation; in addition, students who learn in constructivism are given chances to build their own understanding”.

Thus, in relation with speaking skill, cooperative learning method is an appropriate method to enhance the students’ activeness to construct their own concept or express their ideas or even their knowledge in verbal communication. Cooperative learning method has some techniques that are able to be applied in the teaching and learning process. In this study, the researcher only used two techniques to teach spoken report text.

2.2.2.1 Three Steps Interview

Isjoni (2011: 78) stated that “three steps interview is an appropriate technique to stimulate students’ interaction with the other class’ member”. Because three steps interview is used to know one another, each member of a team should choose another member to be a partner. During the first step, students interview their partners by asking clarify questions. During the second step, partners reverse the roles. For the final step, members share their partner’s response with the team. This technique can help the students to improve their speaking skill by questioning and answering their pair’s opinion when they are sharing it with the team members. As a result, three steps interview is an appropriate strategy to improve studentsspeaking skill.

2.2.2.2 Talking Chips

Talking chips support democratic and accountable participation in a small group interaction. Each student is given a certain number of chips or tokens. Each time they talk, they must submit a chip, but once their chips are gone they may no longer talk. Students must use all their chips. “This helps the teacher to monitor the students’ interaction and ensure all groups’ members have equal opportunity to share their thinking while enhancing communication skill” (Isjoni, 2011:79). As a result, it can avoid students’ domination in speaking class.

2.2.3 Report text

Gerot & Wignell (1994:196) stated that “report text retells what phenomenon under discussion is and tells what the phenomenon under discussion is like in terms of parts, their function qualities and habits or behavior and uses”. It is a text which gives description about the way things are, with reference to a range of natural, man-made, and social phenomena in our environment. It is taught by a teacher in order to describe about something or somebody which are considered newsworthy or important.

In addition, “report texts also give information about things in the world”(Macken, M., et al, 1991:12). Report texts contain living things like plants and animals, non-living things like volcanoes, tidal waves, satellites and galaxy, things in society like the way we organize parliament, our economy, trade unions and different kinds of technology like computers, televisions or appliances. Gerot and Wignell (1994:197) stated that report text has some characteristics as follow.

1) Social function

To describe the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment.

2) Generic structure

- a. General classification: tells what the phenomenon under discussion is.
- b. Description: tells what the phenomenon under discussion is like in terms of parts, qualities, habits or behaviors (if living); and uses (if non-natural).

3) Significant Linguistic Features

- a. Focus on generic participants
- b. Use of relational processes to state what is and that which it is.
- c. Use of simple present tense (unless extinct)
- d. No temporal sequence.

2.2.4 Attitude

According to Ajzen and Fishbein's (1980) theory in Farzaneh and Nejadansari (2014), "attitudes are a function of beliefs." (p. 7). Based on this theory, believing that performing a task will result in mainly positive outcomes will result in taking a favorable attitude towards the task. On the other hand, mistrust of the success of performing a task will lead to taking an unfavorable attitude. Therefore, if participants believe that, for example, cooperative methods will have a significant effect on their speaking skill, then this method will be to their benefit. Attitudes, once formed, can shape the way students think, understand, feel, and behave.

"Attitudes and beliefs are a subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive a person's actions" (Richardson, 1996, p. 102, as cited in Rimm-Kaufman

& Sawyer, 2004). The evaluation of students' attitude may provide new insights into the way these attitudes may hinder or facilitate learning.

2.3 Theoretical Framework

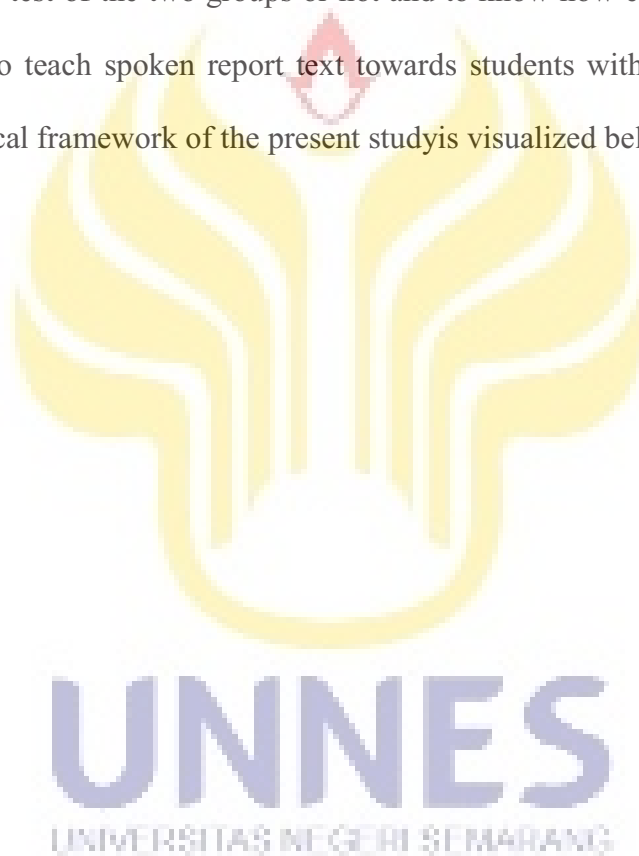
In conducting the present study entitled "*The Effectiveness of Cooperative Learning in Teaching Spoken Report Text to Students with Different Attitudes*", I concerned to students' spoken report text achievement. In this study, I used factorial design. I divided the subjects of the study into two groups, experimental group and control group in which each of them has students with positive and negative attitudes. In experimental group, I taught students by using cooperative learning, while in control group I taught the students by using existing strategy used by the teacher. When conducting the study, the writer designed speaking test as a main instrument to collect the data in both groups and to measure the effectiveness of cooperative learning in teaching spoken report text to students with different attitudes.

In the beginning of the research, I distributed questionnaires to students in both experiment and control groups to categorize the positive and negative students. Then, I did a try out test in a different class to find out the validity and the reliability of the speaking test instrument.

Before I gave treatments, the pre-test was given to both groups to assess students' basic ability on spoken report text before getting treatments. Then I gave treatments with the help of the English teacher. After giving the treatments, I gave post-test in both groups to assess the significant differences of students' spoken

report text achievement between experimental group and control group after getting treatments.

After finding the result of the test, I calculated the computation of the mean score by using Two-Way Anova in SPSS 16 software. The mean scores are compared in order to know whether there is a significant difference between pre-test and post-test of the two groups or not and to know how effective cooperative learning is to teach spoken report text towards students with different attitudes. The theoretical framework of the present study is visualized below.



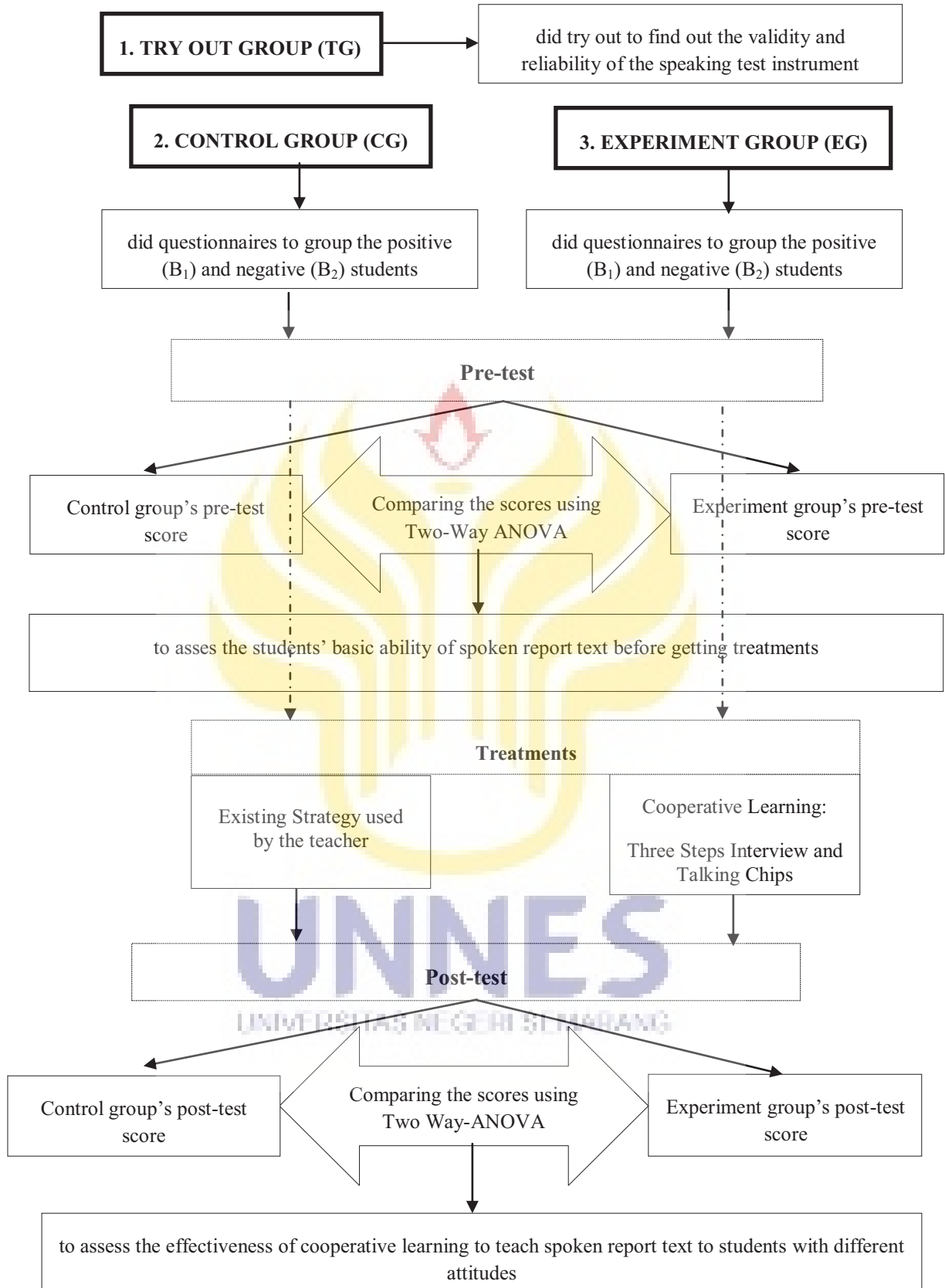


Figure 2.1 Theoretical Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The Two-Way Anova test in the pre test and post test answered the three research problems in this study. The first research problem is whether there is any difference between cooperative learning and existing strategy towards students' spoken report text achievement. The result shows that there is significant difference between cooperative learning and existing strategy towards students' spoken report text achievement after getting treatments, where the achievement of experimental group was better than control group. Therefore, the cooperative learning is more effective to teach spoken report text than the existing strategy.

The second research problem is whether there is any difference between students' positive attitude and negative attitude towards students' spoken report text. The result of the study shows that the students with positive attitude are better than students with negative attitude in performing spoken report text. It means that there is significant difference between students with positive attitude and negative attitude towards spoken report text achievement.

The last research problem is how the interaction between teaching method and students' attitude. From the interaction parameter, students in experimental group who got cooperative learning with positive attitude got the highest score compared to the existing strategy used by the teacher. In this case, the positive students taught by the cooperative learning showed good improvement to

the spoken report text achievement. Finally, the teaching method and students' attitude have significant influence in teaching spoken report text.

5.2 Suggestions

Some suggestions are offered below to the teachers and other researchers in relation to the use of cooperative learning in teaching spoken report text.

The data analysis in this study shows that using cooperative learning is effective to teach spoken report text. Therefore, the English teachers should have many variations in teaching English especially for speaking, such as using some techniques of cooperative learning. It will motivate students to speak, because they will feel more comfortable to speak in small team. In conclusion, cooperative learning is one of the alternative method that is suggested to teach spoken report text.

Cooperative learning strategy is a kind of alternative teaching strategy that is effective to teach spoken report texts. Therefore, other researchers may use cooperative learning strategy in teaching others skills, such as writing, reading, and listening. Moreover, the strategy could also be used in teaching other genres, such as narrative, recount, descriptive, procedure, hortatory, analytical, news item, and spoof. The other researchers should have a breakthrough to stimulate the students to speak up confidently by using other techniques in cooperative learning method. I hope this final project can be used as a scope to the English learning for the further study.

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