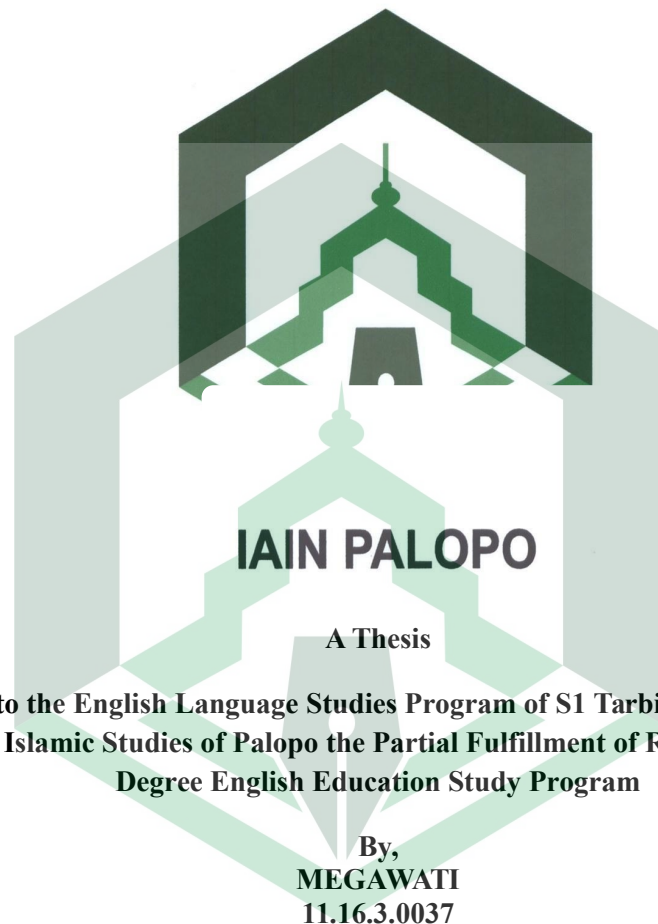**THE IMPLEMENTATION OF COOPERATIVE LEARNING TUDASSIPULUNG TECHNIQUE IN IMPROVING THE SPEAKING SKILL AT THE THIRD YEAR STUDENT OF SMK NEGERI 1 PALOPO STUDENTS**

IAIN PALOPO

A Thesis

Submitted to the English Language Studies Program of S1 Tarbiyah Department of Institute for Islamic Studies of Palopo the Partial Fulfillment of Requirement for The Degree English Education Study Program

By,
MEGAWATI
11.16.3.0037

ENGLISH STUDY PROGRAM OF TARBIYAH & TEACHERSHIP EDUCATION
FACULTY OF THE STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) PALOPO
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IAIN PALOPO

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CHAPTER I

INTRODUCTION

A. Background

Language is a medium of communication for all of humanity. It means that the language that is used by all people to express, convey and deliver a signal or message to others with specific purposes. Language not only serves as a tool of communication but also has a function as the identity of a country.

English is very important to study and to explore because English is an international language. It is used today because modern society apply it. From business, education, social, economic and politic in the world as a tool of communication and tool to exchange information.

There are four skills that someone has to possess in mastering English, they are speaking, writing, listening, and reading. The most important skills to learn is speaking, why? Because speaking ability can facilitate people to communicate and share each other and can improve knowledge.

Learning speaking is very necessary. It can be improved by practicing immediatelly. But many students think that learning English is difficult. A big problem is how to talk to other people correctly. It means speaking is more difficult than the ability to learn more English.

In fact, when the researcher conducted PPL in SMKN 1 Palopo, 2 months ago, the researcher taught English and found the students problem. Most of students did not like learning English especially speaking, because they thought it is very difficult

to learn. Possible the students' learning styles or methods or strategies used by teachers is not interesting, and to develop students' skills in speaking a teacher must create a learning process is creative and enjoyable so that students do not get bored, that is by using of *Tudassipulung*. Cooperative Learning in improving the speaking skill at the third year of SMKN 1 PALOPO students.

The weakness experienced by learners, they have not been able to connect between what they learn and how that knowledge can be used. This is a result of how they get information and self-motivation has not applied by the models, methods and techniques that can really help, teaching methods and techniques that really give an answer to this problem. One of the models that can empower the student is learning approach Cooperative *Tudassipulung* techniques.

Cooperative Learning *Tudassipulung* technique is a learning system that is relevant to the new paradigm of education, because the technique *tudassipulung* match the performance of the brain, to develop patterns that embody meaning, by linking academic content in the context of everyday life in realizing cooperation (team work). So that the information received is not only stored in short-term memory, which is the easier forgotten, but can be stored in memory so that the long-term will be understood and applied in work tasks or later life experiences.

Distinguishing factor between learning model *tudassipulung* techniques of cooperative learning models can be seen more in terms of forms of activities, functions and inter-personal relationships, it means that the pattern of the individual's relationship with other individuals, individuals with an internal group (cooperation),

groups relationship with external group (competition). The principle of cooperative and competition are colored with local culture nuances of the speech act. In addition to the mechanism of the learning process in the classroom as well as other cooperative learning models, *tudassipulung* also emphasizes the completion of tasks outside the classroom, including the manufacture of paper before the presentation of the group in the classroom[1]

Based on the statement above, explanation is one of the most important to stimulate student learning in improving their speaking skills through a topic or news that students understood the meaning and improving their speaking and then students can be active and easy to understand new words and can be applied in the daily life in order to improve students' speaking ability.

Explanation a topic text and use a good model of learning like cooperative learning *Tudassipulung* technique will be used in this research to stimulate the students' interesting in practicing their English speaking by fun and enjoyable situation. In order those have the spirit and interest students in learning and improving their speaking skill.

In the learning process there are some cases that should be understood by the teachers specially in presenting the materials, one of them is the attitude of students

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[1] Rustan. Dkk. *Penguatan Kapasitas Profesional Guru Madrasah Tsanawiyah Model kota Palopo Melalui Penerapan Model Pembelajaran Kooperative*. (Palopo: unpublished laporan akhir: 2014) p.5-10

about the materials. The research uses the technique *Tudassipulung* cooperative learning to improve the speaking skill.

For this reason, the writer was interested to conduct a research on the title "The Implementation of *Tudassipulung* Cooperative Learning in Improving the Speaking Skill at the third year of SMKN 1 PALOPO students".

B. Problem Statement

Based on the explanation on background the writer formulates the researches question namely:

"Does the use of *Tudassipulung* technique improve significantly students' speaking skill at the third year students of SMKN 1 Palopo?"

C. Objective of the Research

The essence objective of the study is actually to answer research question stated in the problem statement above, but the researcher makes it clearer that objective of the research in researching as follows:

"To find out the whether the *Tudassipulung* technique improve significantly students' speaking skill at the third year students of SMKN 1 Palopo ?"

D. Significant of the Research

The result of this research is expected to be useful information for

1. Theoretically, it can be useful a contribution towards the theory of teaching Speaking skill.

2. Practically, it can be useful as guide for lectures and students in teaching Speaking through Tudassipulung Technique.

E. Scope of the Research

The scope of this research was focused the politeness (Language Expression) and local wisdom insertion in speaking skill of implementation of tudassipulung technique to improve the speaking skill at third year of SMKN 1 PALOPO students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In writing this thesis, the researcher found a research related to this research as follows:

1. Rosmawati, in her research "Improving Students' Speaking Skill by Putting Self in the Picture Strategy at the Tenth Year of SMA PMDS Putri Palopo. She states putting self in the picture is one of an appropriate strategy to solve the students' problem in speaking, this strategy can guide the students to generate ideas into a meaningful composition.[1]

2. Andi Fatimah Jollong, in her Thesis "Pengembangan Pendidikan Karakter Melalui Penerapan Strategi pembelajaran Kooperatif Teknik Tudassipulung Di SMA Negeri 1 Mangkutana, Kabupaten Luwu Timur" she stated The application of cooperative learning strategy Tudassipulung technique can increase and develop the cooperative attitude and the students' participation in groups.[2]

3. Irwan Samas, in his thesis "Pembelajaran Pendidikan Agama Islam Berbasis Karakter Melalui Model Pembelajaran Kooperatif Tudang Sipulung Pada SMP

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[1] Rosmawati, Improving students' speaking skill by Putting self in the picture strategy at the tenth year of SMA PMDS Putri Palopo, (Palopo: Unpublished thesis of STAIN Palopo, 2014.

[2] Andi Fatimah Jollong, *Development of Character Education Through the Apllication of Cooperative Learning Strategy Tudassipulung Technique of SMAN 1 Mangkutana.* (Palopo: unpublished of thesis Pascasarjana of STAIN Palopo, 2014)

Negeri 8 Palopo" he stated the Tudang Sipulung is new method, the students can increase and accepted and active in participation in learning process.[3]

Based on the previous researches above, it can be seen that there are some ways in improving students' speaking skill. Those ways can be various based on the media used. Therefore, in this research the writer chose *Tudassipulung* Model of learning in teaching speaking to students in order the students can speak well and fluently.

B. The Concept of Speaking

1. Theories of Speaking

Speaking is the productive skills in oral mode of English skills. It like one other skill is more complicated that it seems at first and involves than more than just pronouncing word.[4]

Speaking is one of the central elements of communication. In EFL teaching it is an aspect that needs special attention and instruction. In other to provide effective interaction, it is necessary for teacher of EFL to be careful to examine the factors, conditions, and components that underline speaking effectiveness. Effective interaction derived from the careful analysis of this area together with sufficient

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3 Irwan Samas, *Pembelajaran Pendidikan Agama Islam Berbasis Karakter Melalui Model Pembelajaran kooperatif Tudang Sipulung Pada SMPN 8 Palopo.* (Palopo: unpublished thesis Pascasarjana of STAIN Palopo, 2014)

4 Herbert H. Clark and Eve V. Clark, *psycology and language.* (New York: Harcourt Brace Jovanovich. Publisher, 1997), p. 233.

language input and speech promotion activities will gradually help learners speak English fluently and appropriately.[5]

According to David Nunan, many people feel, speaking in a new language in harder than reading, writing or listening. For two reasons First, unlike reading or writing, speaking happens in real time: usually that person you are talking to is waiting for you to speak right then second, when you to speak, you cannot edit and revise what you wish to say, as you can if you are writing.[6]

According to Howart Jackson that, we can transmit our language in two ways:[7] Either by Speaking and writing, we are all conscious of what writing involves: the use of the pen or pencil in our hands, the making of special mark (letter) on paper. But, we are not at all conscious of what speaking involves. It involves sound coming out of our mouths. But, how is that sound produced? We learned to speak on our mother's knee. No one talk us to make the right sound, what to do to our tongues or our lips. All natural language have been transmitted by speech.

2. Elements of Speaking

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5 Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching* (Ed. I; New York: Cambridge University Press, 2002), p. 210.

6 David Nunan, *Practical english language teaching*, (United State of America: International Editor) *p.55*

7 Howart Jackson, *analyzing English: an introduction to descriptive linguistics,* (England: Pergamon Press Ltd, 1982, p. 3.

Many students have difficulties in speaking. They are many elements of speaking that must be mastered by students in order to be a good speaker:

a. Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English, but also to use fluent connected speech. In connected speech sounds are modified, omitted, added, or weakened. It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

b. Expressive devices: native of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non verbal means how they are feeling. The use of these devices contributes to the ability to convey meaning. They allow the extra expressions of emotion and intensity, students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

c. Lexis and grammar: spontaneous speech is marked by the use of number of common lexical phrases, especially in their performance of certain language function. Teachers should therefore supply variety of phrases for different functions, such as: greeting, agreeing and disagreeing.

d. Negotiation language: effective speaking benefits from the negotiators language we use to seek clarification and to show the structure of what we are saying.

We often need ask for clarification when we are listening to someone else talk. Speaking is not only having amount of vocabularies and knowing the grammatical structures, but also mastering all elements of speaking above. All messages we delivered will be acceptable by all communicants if we mastered those elements.

3. Types of Spoken Language

According to Brown, there are two types of spoken language, namely:

a. Monologue

In monologues when one speaker use spoken language for any length of time is an speeches, lectures, reading, news broadcast, and the like, hearer must process long stretches of speech without interruption the stream of speech will go on whether or not the hearer comprehends planned monologues (such us speechless and other prewritten natural) usually manifest little redundancy.

b. Dialogue

Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which those purpose into to convey propositional for which those purpose is to convey propositional or factual information (transactional).[8]

4. Speaking as Productive Skill

Language is the main tool of communication of human being that consists of four skills they are listening, Speaking, Reading and Writing. Richard said that conversational competence is a complex is a complex set of abilities that involves many components, including pronunciation listening and grammar skill.

8H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy.* (Ed II; San Francisco: Addison Wesley Longman, 2001), p. 251.

The aim of language teaching courses are very commonly defined in terms of four skill: Speaking, understanding speech (or listening), writing and reading. Speaking and listening are said to relate to language expressed through aural medium another way of representing these skill is by reference not to the medium but to the activity of the language user. Speaking and writing are said to be of use, therefore, is part of reciprocal exchange in which but reception and production active, or productive skill whereas listening and reading are said to be passive or receptive skills. We can express these conventional notions in a simple diagram as follow:

	Productive/active	Receptive/passive
Aural medium	Speaking	Listening
Visual medium	Writing	Reading

Deriving from the understanding of what other people have already said, speaking as an instance play a part, in this sense of the skill of speaking involve but receptive and productive participation. Speaking feeds on listening, this precedes it. Usually, one person speaker and the other respond through attending by means of the listening process in fact, during Injection every speaker plays double role both a listener and as speaker. "While listening, learners must comprehend the text by retaining information in memory".

Integrate it with what follow and continually adjust their understanding of what they hear in the light of prior knowledge and of incoming information. If one cannot understand what is said, one is certainly unable to respond so speaking is closely related to or interwoven with listening. The act of speaking involves not only

the production of sound but also the use of gesture, the movements of the muscles or the face an indeed of the whole bodies, all of these non-vocal accompaniments of speaking. As a communicative activities are transmitted from a speaker through the visual medium. When the people think of speaking in this way, therefore it is no longer true that it is associated solely with the oral medium.

Spoken language abilities involve a certain amount of knowledge about the language (grammar, vocabulary, use of appropriate with function) and skills for communicating the message (use of verbal formulas and speech adjustment: rephrasing, repetition, fillers, hesitation devices) in interactive situation, students have to learn among other things, how to negotiate meaning, how to introduce or change a topics, and how to open and close the conversations with different participants.[9]

5. Speaking Difficulties

Study about foreign language is too difficult for beginners or learners as speaking skill. According to Brown, the following characteristic of spoken language can make oral performance easy as well as in some cases difficult.

a. Clustering

Fluent speech is phrasal, not by word. Learners can organize their output both cognitively and spicily (in breath group) through such clustering.

b. Redundancy

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9 Remain Arnulfo G, *Greeting Context Language For Second Language:* Theory and method (New York: Longman Publisher USA. 1995), p. 233

The speaker has an opportunity to make meaning clearly through redundancy of language. Learner can capitalize on this feature of spoken language.

c. Reduced form

Contractions, elisions, reduced vowels, etc. all form special problems teaching spoke English.

d. Performance variables

One of advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, background and correlation. Learners can actually be taught how to pause and hesitate.

e. Colloquial language

Make sure your students are reasonably well acquainted with the words idioms, and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of delivery

Another silent characteristic of fluency is rate of dilatory.

g. Stress, rhythm and intonation

This is the most important characteristic of English pronunciation pattern convey important messages.

h. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum-without interlocutor-would rob speaking skill of its richest component the creativity of conversational negotiating.[10]

6. Strategies for Developing Speaking Skills

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructor help students learn to speak so that the students can use speaking to learn.

a. Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

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[10]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy.* (Ed II; San Francisco: Addison Wesley Longman, 2001), p. 251.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

b. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

c. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.[11]

7. The Main Aspect of Assessing Speaking Skill

The main aspect of assessing speaking skill divides into three main components, as follow:
a). Fluency

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[11]Anonymous http://www.nclrc.org/essentials/speaking/stratspeak.htm. accessed on june 8th 2014 at 15.13 am.

Fluency is the ability to produce what one wishes to say smoothly and searching. Speak without you great an effort with a fairly wide range of expression. In the past research Rashid and Hash J Nor find that in the students speaking skill they were fairly fluent interaction with speak of 5-89 words per minute with not than fillers per 100 words.

b). Accuracy

Accuracy is the ability in use target language clearly intelligible pronunciation, particular grammatical and lexical accuracy. Brown says that accuracy is achieved to some extent by allowing student to focus on the elements of phonology grammar and discourse in their output.

c). Comprehensibility

Comprehension is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing. Comprehension is exercise to improve one understand.

d) The problems of speaking

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. And sometimes we do not know what to say. It is supported by the statement of Jack Richard and Willy Renandya, said that:

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal

communication, but also paralinguistic elements of speech such as pitch, stress, and intonation.[12]

C. *Concept of Cooperative Learning Model*

1. Definition

Quality learning is learning that is not concerned with external purposes only as the destination but the group or organization concerned with internal purposes anyway so the individual is able to be individuals who are interested to provide benefits for external purposes. This condition would require changing role of the teacher becomes a facilitator teaching model student-centered learning (student center) and no longer centered on the teacher (teacher center). Therefore, teachers must be able to create an effective learning environment. This can be created through the realization of the right model is the selection of active learning, innovative, creative, effective, and fun, in indonesian language (PAIKEM) Pembelajaran aktif, inovatif, kreatif, efektif and Menyenangkan. As stated in chapter IV, article 19, paragraph one Indonesian government regulation No. 19 of 2005 on the national standard of education that: learning process on education unit held an interactive, inspiring, fun, challenging, motivating learners to participate and provide enough

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12 Jack C Richards and Willy Renandya, *Methodology in Language Teaching*. (united States of America: Cambridge University Press, 2002), P.204

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space for initiative, creativity, and independence in accordance with their talents, interests, and physical development, as well as psychological learners.[13]

As one model of learning that can be applied by the teacher is a model of cooperative learning. This model is one alternative learning model that has been used widely by educators earlier. Cooperative learning itself known by the term cooperative learning that comes from the cooperative, which means doing something together with each other to help each other as a group or a team. Viljo Kohenen provides an explanation of cooperative learning, namely:

Cooperative learning teams are deliberately heterogeneous and consist of two of four members. In bigger groups, there is a high achiever. The group are Chosen by the teacher after careful consideration. The teams are responsible for to explain ideas or skills to one another, each member being an active participant and an important the resource person for the whole team.[14]

As for the other notion of cooperative learning, according to experts is as follows:

13 Abuddin Nata, *Persfektif Islam Tentang Strategy Pembelajaran*, (JAKARTA: Prenada Media, 2009), h.22

14 Viljo kohonen, *Experiential Language Learning: Second Language Learning As Cooperatif Learner Education Dalam David Dunan* (ed*).'' Collabotarive Language Learning And Teaching''*, (New York: Cambrige University Press, 2003) h 34-35

a) Suherman et al : cooperative learning include a small group of students who work as a team to solve a problem, complete a task, or doing something other to achieve common goals.[15]

b) Slavin: a model of learning in which students learn and work in small groups whose members are collaboratively 4-6 people with a heterogeneous group structure.[16]

c) Wena: learning system that tried to take advantage of peers as a source of learning, in addition to teachers and other learning resources.[17]

4) Lie found cooperative learning is "learning that gives an opportunity to the students to work together in a structure tasks.[18]

Cooperative learning is a form of learning that is based on a constructivist understanding. In completing the task group, each student member of the group must work together and help each other to understand the subject matter. In cooperative

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[15] Suherman Dkk, *Strategy Pembelajaran Matematika Kontemporer*, (Bandung : Universitas Pendidikan Indonesia, 2003), H. 260

[16] R.E. Slavin, *Cooperative Learning*, (Bandung: Nusa Media, 2005),H. 5

[17] M Wena, *Strategi Pembelajaran Inovatif Kontemporer*, (Jakarta: Bumi Aksara, 2009), h.190

[18] A. Lie, Cooperative Learning : *Mempraktikkan Cooperative Learning D Ruang- Ruang Kelas*, (Jakarta: Grasindo, 2002), H 12.

learning, learning is not yet finished when one of the friends in the group have not mastered the lesson material.

Cooperative Learning is approach to organize Classroom Activities into academic and social learning experiences. Student must work in group to complete the sets of tasks collectively. Everyone succeeds when the groups succeeds.[19]

Basically, the process involves learning that takes students from different backgrounds, ranging from skin color, religion and even of the level of thinking skills and their learning styles. For that a teacher must be good to see the differences in the characteristics of any teaching and learning process.

Cooperative learning is helpful task of a teacher in presenting the material to be presented as cooperative learning requires interaction among their colleagues to perform or complete the task given by the teacher. Historically cooperative learning stems from the understanding of constructivism where students help each other from the beginning to find to understand each of the materials provided by the teacher. Cooperative Learning can generally be defined as a learning process that is designed to help students to interact and work collectively, through structured tasks in order to achieve the learning objectives. Cooperative learning is developed into a variety of techniques, such as: Think Pair Share, Jigsaw, STAD, TGT, and so on. Collaborative learning tradition originated in England, the English teachers trying to explore ways to helping students to play a more active in the learning process, particularly in

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19Cooperative Learning, *Wikipedia the Free Encyclopedia,*
http//en.wikipedia.org/wiki/cooperative_learning. Accessed on january 2, 2013

assessing the literature. Lecturers / teachers analyze every conversation of students when being examined or respond to the literature. While cooperative learning developed in America by John Dewey comes from thinking about the importance of social learning and thinking Kurt Lewin on group dynamics.[20]

According to the Ministry of National Education, for its application, cooperative learning approach has the goal main components namely: constructivism, Inquiry, Questioning, community learning, modeling, reflection and assessment of the actual (authentic).

As for the explanation as follows:

a. Constructivism is the cornerstone of thinking tudassipulung cooperative learning techniques, which emphasize that learning is not just memorize, given the knowledge but it is a learning process where students can mentally active build knowledge, which is based on the structure of their knowledge.

b. Inquiry, find a core part of contextual-based learning activities because of the knowledge and skills that students are expected not obtained the results given set of facts, but the result of finding themselves, finding activities is a cycle that consists of observation, questioning, filed allegations (hypothesis), data collection, inference.

c. Questioning. The knowledge has always started from asking. Inquiry-based learning is the main strategy of contextual, activities useful to ask: 1. gather

20 Sudrajat.(2013). *Antara Pembelajaran Kolaboratif dengan Pembelajaran Kooperatif,* http://akhmadsudrajat.wordpress.com/2013/05/06/pembelajaran-kolaboratif-dan-pembelajaran-kooperatif/ diakses pada tanggal 21 Oktober 2013.

information, 2. Dig student understanding, 3. Generating a response to the students, 4. Knowing the extent to which the curiosity of students, 5. Knowing the things that are already known to the students, 6. focuses attention on something that you want teachers, 7. Raising even more questions from students, to refresh students' knowledge

d. Learning Community, the concept of learning communities suggest learning outcomes obtained from the cooperation of others. Learning results obtained from the 'sharing' between friends who know to the uninitiated. Community learning occurs when there is two-way communication, two or more groups involved in learning communication learn from each other.

e. Modeling, modeling basically expresses the thought, to demonstrate how the teachers want their students to learn and do what the teachers want the students do. In contextual learning, the teacher is not the only model. Models can be designed to engage students and also bring in from outside.

f. Reflection, reflection is a way of thinking or a response about what newly learned or backward thought about what has been done in the past, Realization in learning, teachers that the students leaving a moment of reflection in the form of a direct question about what are gained that day.

g. Authentic Assessment, the assessment is the process of collecting various data that can give an idea of the students' learning progress. In cooperative learning techniques based learning tudassipulung, on the development of students' learning needs to be known lecturers / teachers in order to ensure that students experience learning correct.

Assessment focus is on the completion of the relevant task and contextual as well as assessment of the process and the results are known.

2. The purpose of cooperative learning

Skills in applying a share of variation in student learning should be explored. This was done with due regard to the purpose-purpose to be achieved so as to obtain the success of any such implementation has implications for student success, the purpose of the application of cooperative learning.

Basically cooperative learning model was developed to achieve at least three objectives, which are summarized Ibrahim, et al namely

a) The results of an academic study, the objectives to be achieved by the learning process is that students are able to obtain good learning results. With the system group and the award is expected to help students to more easily understand the concepts that are difficult and getting good academic grades as well.

b) The acceptance of individual differences: the establishment of cooperative learning groups within heterogeneous designed with different levels have a goal so that students can work together or work together. Thing needed in cooperation is mutual respect between members of the group opinion and among groups.

c) positive interdependence: cooperative learning provide opportunities for students from diverse backgrounds and conditions to work with each other and depend on

academic tasks through cooperative reward structures will learn to respect each other.[21]

3. Basic Principle of the Cooperative Learning model

According Johnson & Johnson, the basic principle of the cooperative learning in the model are as follow:

a). Every member of the group (students) is responsible for everything that is done in the group.

b). Every member of the group (students) should know that all group member same goal.

c). Every member of the group (students) have to share the duties and responsibility among members of the group

d). Every member of the group (students) will be subject to evaluation

e). Every member of the group (students) to share leadership and requires the skills to learn together during the learning process.

f). Every member of the group (students) will be asked individually accountable for the material is handled in the cooperative group.

4. The characteristic of the cooperative learning model

The characteristic of the cooperative learning model are:

a). Students in group cooperatively complete the study material according to the basic competencies to be achieved

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21 M. Ibrahim. Et Al, *Pembelajaran Kooperatif*, (Surabaya: Universitas Negeri Surabaya Press, 2000), H.7-8

b). The group was formed from several students who have different skill, good level of high, medium and low.

c). Award more emphasis on good rater than each individual.

In the cooperative learning discussion and communication developed with the aim the students share their skill, learn critical thinking, mutual expression, giving the opportunity to channel capacity, helping each other, each assessing the ability and the rule of self and other friend

5. Principles of cooperative learning

According to Roger and David Johnson there are five basic principles in cooperative learning, namely:

a. The principle of positive dependence is that in cooperative learning, the efforts undertaken by the group is crucial for the successful completion of tasks. The performance of each member of the group, a very big role, so that all group members will feel interdependence.[22]

b. Individual responsibility (individual Accountability), that cooperative learning requires every student individually to take responsibility for a given task, and it is crucial to the success of the group.

c. Promotion of face-to-face interaction, namely that in cooperative learning, each member of the group an opportunity to interact directly and face to face to dialogue

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22 Rusman, *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru,* h. 212

and discuss the matter and giving and receiving information from other group members.

d. Participation Communication, namely that the cooperative learning to train learners to participate and communicate actively in learning activities.

e. Evaluation of the group, allowing each group to evaluate or pass judgment on the group process and the results of their cooperation in order to subsequently be able to work together more effectively.

6. Types of cooperative leaning

Three are several types of learning cooperative there of which are:

a). Formal cooperative learning group.

Students work one or one session

b). Informal cooperative learning groups.

Students work together only
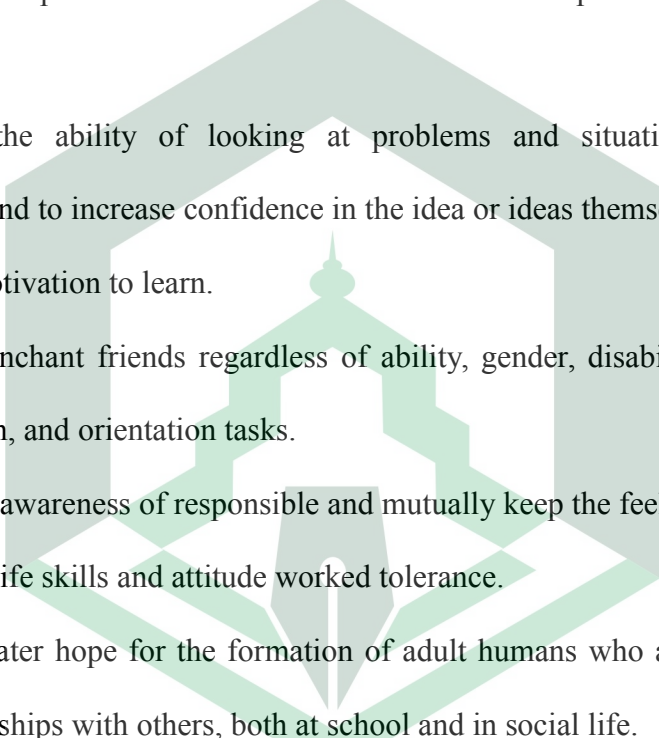
c). Cooperative base groups.[23]

7. The advantages of cooperative learning

According Isjoni, there are several advantages contained in cooperative learning, including: [24]

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[23] Miftahul huda, Cooperative Learning "metode, tehnik, struktur dan model penerapan" (Cct.IV;Yogyakarta : pustaka pelajar, 2003), p. 87.

[24] Heri Gunawan, *kurikulum dan Pembelajaran Pendidikan Agama Islam,* (cet. I; Bandung: Penerbit Alfabeta, 2012), h. 246-247

a. Facilitate students' social adjustment and allows students learn about the attitudes, skills, information, social behavior, and views.

b. Allow the formation and development of social values and commitments as well as increase the sensitivity and social solidarity.

c. Build friendships and social skills to maintain relationships need each can be taught and practiced.

d. Improve the ability of looking at problems and situations from different perspectives and to increase confidence in the idea or ideas themselves.

e. Increase motivation to learn.

f. Increase penchant friends regardless of ability, gender, disability, ethnicity, class social, religion, and orientation tasks.

g. developing awareness of responsible and mutually keep the feeling.

h. improving life skills and attitude worked tolerance.

i. provide greater hope for the formation of adult humans who are able to establish social relationships with others, both at school and in social life.

With the learning principles above can be said that the cooperative learning is highly effective learning model for students because they are motivated by different characters so as to increase the academic achievement of students, so that students can work together in the learning process, because it is known that level comprehension of all students are not the same, there is a faster capture lessons and some are slow.

This strategy can improve learning outcomes, encourage learners to respect and friendship among the various students who have different backgrounds, in fact, precisely because the more different cultural characteristics of learners, the higher the benefits to be achieved learners, and besides it is also very relevant for the implementation and development of character education in schools.

Meanwhile, according to Wina Sanjaya, namely: [25]

a. Students do not dependent the teacher, but it can increase confidence in its ability to think themselves, and find information from a variety of sources, and learn from other students.
b. Can develop the ability to express an idea or ideas with words verbally and comparing ideas with others.
c. Can help wile every student to be more responsible in the study.
d. Can develop the ability of students to test their own ideas and understanding, receive feedback that students can practice solving problems without fear of making mistakes because of the decisions made are the responsibility of the group.
e. Can improve students' ability to use information and the ability to learn abstract becomes real.
f. Interaction during ongoing cooperative can increase motivation and provide stimuli for thinking. This is useful for long-term educational process.

D. Concept of Tudassipulung

According to Mr. Rustan S, the history and definition of *Tudassipulung*:

Tudassipulung is a term that is used massively by the Bugis society before the Indonesian New Era to conduct important meetings in order to take decisions which

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25 Wina Sanjaya, *Strategy Belajar Mengajar,* (Jakarta: Rineka Cipta, 2006), h. 249.

were usually led by the tribe's leaders. This term is formed by two Bugis root words, namely *tudang* which means *duduk* (sit) and *sipulung* which means *berkumpul* (gathering). These two words became a new compound word, *tudassipulung*. This word is synonym with rapat, means 'meeting', 'conference,' 'round-table,' etc. At the meeting all the participants should value and respect each other.

At the meeting, decisions are taken by taking several local wisdoms in full of polite expression, such as mutual respect *(saling menghargai/ sipakatau),* reminding or giving advice to each other *(saling menasehati/ mengingatkan/ sipakainge')* so that everyone can do and complete his/her job on time. *Tudasssipulung* working principles and procedures, to the best of the writer's knowledge, are suitable to be applied in teaching and learning process in the classroom, particularly when the learning activities require collaboration, which is also relevant with the nature of Lesson Study. This in turn, will create good values which are important to be imparted to students. Among others are mutual respect, responsibility, discipline, communication skill, empathy, ability to collaborate with other people, etc. All these can be applied when assigning tasks to students both in and out of the classroom. Overall activities performed by applying *tudasssipulung* cooperative learning model are strongly believed can improve lecturers' professional competence and motivate students to succeed. [26]

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26 Rustan, *The Application of Tudangsipulung Technique Cooperative Learning Model in Improving Lecturers Profesional Competence and Students Motivation to succe. .* (Palopo: unpublished makalah, 2013)

Tudassipulung tradition has been carried out long ago by the Bugis Makassar, as a shared space for deliberation and agrees in order to find solutions to the problems being faced by the community. [27] Once upon a time, the oldest Bugis Makassar often sit and together to discuss the problem and find a solution.

Community life problems are always solved by *Tudassipulung,* implementation can be formal or informal, Starting from the smallest in the family between families in the village between villages the kingdom/country until the kingdom/country.

Tudassipulung held in a village called Tudang Wanua (seated together in a village) which was attended by all the indigenous communities and the prince (pakkatenni ade'). The process of deliberation to reach consensus takes place democratically. Leaders *Tudassipulung* namely Aruang Matoa (traditional leader) is obliged to ask the opinion of the participants *Tudassipulung*.

Participants were polled, although obliged to express his opinion the same opinion given to the other participants or has been put forward in advance by previous participants. If a participant does not agree on something, then he must reveal directly in these deliberations, what happens is the reasons that disagree. The reasons should be disclosed in a rational way. Decisions taken in Tudassipulung should be based on the principle Massolo 'Pao (flowing together), which means that decisions will be reached in the consultation is the result of a common will and the

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27 Redaksi Makassar Terkini, *Tudang Sipulung Prinsip Berdemokrasi Suku Bugis Makassar,* http:// www.makassarterkini.com/index.php/indent/k2/item/html (15 januari 2014)

common interest, which is likened like water that flows together. Between the will

ruler (royal government) and the will of the people must go hand in hand in finding

common ground based on shared interests.

Therefore, if you see the essence of the cultural space *Tudassipulung* then this

is considered by Habermas as the representation of political public space (political

public sphere) at the beginning of the 18th century in Europe, which can mediate

between the public interest by the government (authorities), which actually existed

since the ongoing period Sulawesi southern kingdom. [28]

As humans agrarian society Bugis promoting values of mutual assistance in

their community of life. These values not only applied in resolving work together and

in dealing with problems that arise, but in planning and deciding what to do for the

common good. In terms of farming, for example, the technical term meaning

Tudassipulung sit together to deliberation plan and strategy ahead of the planting

season.

Basically in South Sulawesi. *Tudassipulung* concept known in various terms,

At the community Enrekang for example, has known as coop, while Ethnicity

Makassar Akkio call it by name. All lead to the same nature and purpose of which is

to live and work together. A philosophy of life which is based on powers culture and

social institutions culture alive and well in South Sulawesi community life.[30]

1. The principles of cooperative leaning in Tudassipulung

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[28] Andi Faisal, *Tudang Sipulung, Ruang Publik Kultural (Politis) Masyarakat Bugis Makassar,* http://www.laboratoriumsejarah.com/htm. (15 Januari 2014)

Tudassipulung is a strategic achievement of learning objectives. In the implementation of this strategy can be applied to several methods including methods tiger discussion, question and answer, lecture. Conclusions of the opinion about different strategies and methods that different strategies with the method, This is in line with the Vienna statement Sanjaya, shows that the strategy on a plan to achieve something, while the method is a way that can be used to implement the strategy. In other words, the strategy is a plan of operation achieving something; while the method is a way in Achieving something.

The working principle and procedure in this *Tudassipulung* custom, according to the authors, can be brought into the scope of classroom learning tasks completion method is signaled group principle-the principle of cooperation such as active learning, cooperative, and collaborative approaches such as Lesson Study that may impact accompaniment of increased attitude cooperation, mutual respect, caring, responsibility, discipline, communication skills, respect local culture. Collaboration can be cooperation between individuals and may also be the team cooperation in the completion of tasks, both inside and outside the classroom assignment.

2. Characteristic of Tudassipulung

Distinguishing factor between the model of learning cooperative *Tudassipulung* technique of learning models other cooperative can be viewed in terms of forms of activities, functions, and inter-personal relationships. In addition to the mechanism of the learning process in the classroom as well as other models of cooperative learning, *tudassipulung* technique also emphasizes the completion of

tasks outside the classroom, including the manufacture of paper before the presentation of the group in the classroom. Activity of making paper is assumed to provide the opportunity to train the student's ability to think, to track information/reference (inquiry), and practice the skills of writing scientific papers for students. Topic papers were distributed to each group adapted to the subject matter contained in the syllabus for a semester or can be adapted to teaching materials. Each face to face quite a discussion paper or a maximum of two papers.

In addition, the learning model cooperative *Tudassipulung* technique has elements of local culture is also present, and allows it to be developed on the tops of the other local cultures in the archipelago. It can bring the students at the local wisdom that cultural absorption learners will be more meaningful and more quickly. In terms of personal relationships and groups, *tudassipulung* technique is somewhat different from other cooperative learning techniques. Interpersonal relationships, the pattern of the individual's relationship with other individuals, individuals with an internal group (cooperation), group relationships with external groups (competition). The principle of cooperation and competition are colored with local cultural nuances of the speech act that is the distinguishing feature between *tudassipulung* techniques with other cooperative learning model.

Expression of reverence usually expressed words like "tabe," Tabe 'Puang, Tabe' Daeng, Tabe 'Andriw', which is expressed in early talks interruption or someone about to start a regular conversation in the meeting (Tudassipulung).

a. Sipakatau' is a term used to express the concept of mutual respect between one another.

b. Sipakainge' is a term that states mutually remind / advise in Bugis society that has a meaning equivalent to the word "caring" between a person and another person or his interlocutor. This concept is meaningful to remind each other about the things that made the other person start from things that do not fit with the context of discussion on things inappropriate or improper disclosed (de 'nasitinaja). To respond to these concerns, which were given a warning realize himself, and acknowledge receipt of the warning, then express an apology to the phrase "Iye 'addampengekka'" (I am sorry).

Based on the concept *Tudassipulung* described above, as has been done long ago by the Bugis Makassar as a way to take a joint decision deliberative manner, then this concept can be brought into the scope of learning in the classroom, with the provision of completion method assignments that emphasize group the principles of cooperation and collaboration in learning, such as in the form of progress of attitude of cooperation, mutual respect, caring, responsibility, discipline, communication skills, and participation actively and creatively. Collaboration can be cooperation between individuals and can also be inter-group cooperation in the completion of tasks, both inside and outside the classroom.

Tudanssipulung cooperative learning techniques are highly relevant learning system with a new paradigm of education today. In learning learners are no longer considered as objects, which just received a lecture material from educators, but as a

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subject, in the sense that educators have a major role to actively participate in learning, and educators character only as a facilitator who directs learners to learn and discover himself what he learned. Therefore, according to Rustan S. "Mechanical *Tudassipulung* match the performance of the brain, to arrange patterns that embody meaning, by way of linking academic content to the context of everyday life in the form of co-operation (working groups)". In this case the learners are given the opportunity to train their ability to process information, including academic information directly related to the experience in the context of their daily lives. It is important to apply that information or knowledge received by participants vote learners, not just stored in short-term memory, which is easily forgotten, but can be stored in long-term memory so it will be understood and applied in work tasks or later life experiences.

Thus *Tudassipulung* cooperative learning strategy is a planned activity conducted by educators a way to invite learners to cooperate in carrying out the tasks and connecting with experience in the context of everyday life.

3. Procedures Techniques of Tudassipulung in Teaching Speaking

Tudassipulung about cooperative learning techniques can be applied to several kinds of methods include methods such as the method of discussion, question and answer, lectures. In this *Tudassipulung* technique, in addition to the learning mechanism is in the classroom, also emphasizes the completion of tasks outside the classroom, including the manufacture of paper before the presentation of the group in the classroom.

Manufacture of papers by students can provide opportunities to train students' ability to think creatively, to track and search for information / reference (inquiry), and practice the skills to write scientific papers for students. Topics of papers distributed in each group based on the subject matter contained in the syllabus in one semester or can be adapted to teaching materials. Every interaction face to face just one paper that discussed or a maximum of two papers, Cooperative learning *Tudassipulung* techniques also teaches about inter - personal relationships, patterns of individual relationships with other individuals, individuals with internal groups (cooperation): group relations with external groups (competition). Besides it also trains students to develop character, because in it already contained the principles of mutual respect and mutual remind, demanding a responsible attitude and independence of each of the students in the group members. Application of learning strategy cooperative learning *tudassipulung* following techniques is:

a. Clarification / focus on the implementation of measures *tudassipulung*

b. Preparation and Getting started discussion groups

c. Selection spokesman would be representative his TS group

d. Preparation *tudassipulung* discussion

e. Presentation and discussion *tudassipulung*

f. Assessment peers using the check list.

	PRESENTER :	SPOKENMAN	TOPIC:	DATE:	TEAMWORK OF TS: First group
N	Name	Very active	Active	Active	Noneactive

O		4	3	less 2	1
1					
2					
3					
4					
5					
6					
7					

7. Authentic assessment and giving reward presentation by the lecturer.
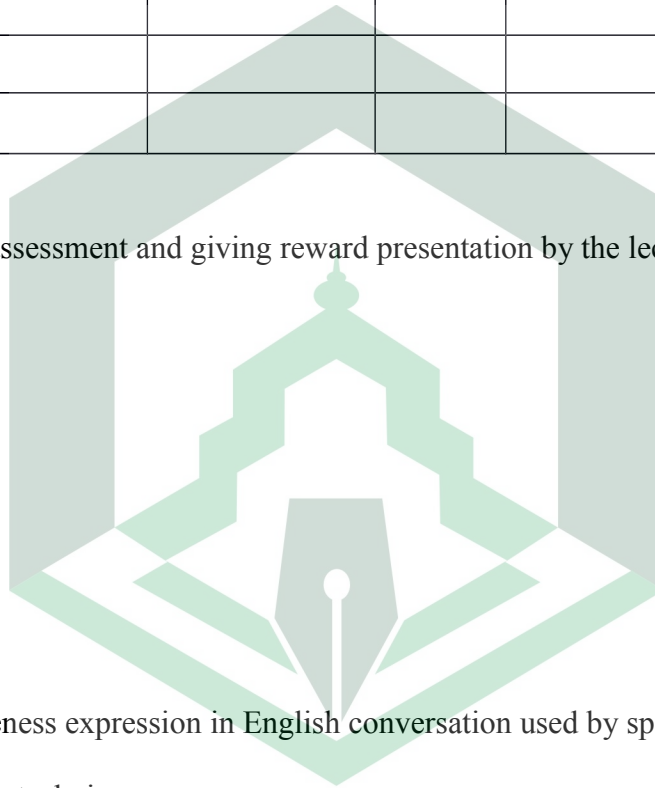
8. some politeness expression in English conversation used by speaking through

Tudassipulung technique:

a. Asking for information:

   - I'd like to know …   b. Breaking in:

   - I'm interested in …   - Excuse me

   - Could you tell me …?   - Sorry

   - Do you know …?   - Excuse me for interrupting, but …

   - Could you find out …?   - May I interrupt for a moment?

- ......, please

c. Interupting Game:

- Sorry, but …

- Excuse me for interrupting, but …

- I'd like to comment on that.

- Can I add something?

- Can I say something here?

- I'd like to say something if I may

d. How something Affects You:

- In my opinion …

- From my point of view, …

- Well, personally …

- If I had my way …

- What I'm more concerned with is..

- In my case

e. Give a Reason

- And besides …

- Also …

- In addition …

- What's more …

- And another thing …

- Not to mention the fact that …

- Plus the fact that …

f. Demanding Explanation

- Can you explain why

- Do you mean to say …

- I don't understand why..

- Why is it that …

- How come …

- Does this mean...

- Not only that, but …

g. Argument and Counter Argument

- Yes, but …
- Yes, but don't forget …
- That would be great, except …
- That's good idea, but …
- *Counter argument*
- Even so …
- Even if that is so …
- That may be so, but …

- That's probably true, but …
- Possibly, but …[29]

5. The advantages of Tudassipulung

There are some the advantage of tudassipulung as follows"

a. The students be able to communication skills improvement

b. Empathy soft skill enhancement.

c. Enthusiasm to succeed in learning.

d. Cooperative and collaborative ability.

6. Language and Culture

Chaer states that verbal language is a tool for communication. Previous, he asserts that the language as "a symbol arbitrary sound used by a group of community members to interact and identify themselves".

Language is not just a communication tool. Moreover, both linguistic experts mentioned that in its use of language (language in use) is part of the message in communication. In the language of Brown and Yule, it is referred to as 'transactional' and 'interpersonal'. That is, there are customs and cultures in the use of language as a medium / means of communicating.

Culture is the mind, the intellect, which also includes customs (KBBI: 2005: 169). Thus, culture can be defined as something that is produced from the mind or thought. And when there are experts said that the language and thoughts have a

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29 Koeswandi.blogspot.co.id/2015/10/conversation-gambits.html?m=1

reciprocal relationship can be understood that in mind here is intended as a cultural manifestation.[30]

Language as a communication system is a part, or subsystems, of the cultural system, which is the core and most important part of the culture. Language is involved in all aspects of culture, at least by way of having a name or term for the elements of all aspects of culture. More important than the human culture could not exist without language, Language is a factor that allows the formation of culture.

Another relation of language with culture is that language, as communication systems, has meaning only in cultures into the container, it is important for language teachers to know that things are in the language of a particular culture. This does not mean that a language should be part of a particular culture. Because there may be a language in two cultures.[31]

In tudassipulung learning techniques, these techniques contain elements of local culture contained therein, and allow it to be developed at the tops of other local cultures in Indonesian archipelago. Although in learning English local cultural elements such as bugis language can be used in learning by using techniques tudassipulung, it can bring students to the indigenous culture so that absorption learners will be more meaningful and more quickly, the principle of cooperation and

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30 Muhammadanwar.ss.blogspot.com/2012/5/bahasa-dan-budaya.html.

31 Masruddin. *Sosiolinguistik*. (Takalar: Pustaka As Salam, 2012). p. 88

competition colored by speech acts nuances of local cultures which is the distinguishing feature between technique tudassipulung learning model others, expressions of respect usually expressed words by using the "tabe Daeng, tabe 'andri disclosed at the beginning of the conversation interruptions or someone about to begin regular talks in meetings tudassipulung. It is known that the different elements of American culture with the culture of Indonesia, but it does not problem that the value in local cultural elements bugis is transferred into the English. The word.

1. Sipakatau is a term used to express the concept of mutual respect between each other, for example in the process of learning English using techniques tudassipulung, if students discuss in the class of learning, they can say the interrupts:

"Sorry, but .....

"Excuse me for interruption, but

"I am sorry. I can add here that?

These sentences will be the introduction in performing an interrupt, and this sentence contains elements of local culture in Bugis always say sorry (tabe') if they want to interrupt.

2. Sipakainge 'is the terms used to express mutual remind / advised in the circle bugis society. This concept is meaningful warned/care each other with interlocutors ranging from things that do not fit with the context of the conversation up on things that do not deserve disclosed. And this language can be using into the English leaning at the time of the discussion by saying things that mention it "I am sorry when they want to remind states.

Basically it brings us to the relationship of culture and language that the key to their understanding of a culture is through its language, all spoken in one language, with the exception of the science that we consider universal, are about things in the culture of that language. Therefore it is necessary to learn a language if we want to explore the culture or community of language[32]

E. Conceptual Framework

Speaking skill is very important than others skill in English to improving students' speaking skill, it can be more effect by learning speaking or teacher's technique that use teaching speaking skill.

Cooperative learning is the best way to improving students' speaking skill because cooperative learning cornerstone by constructivism, it is means that the students learn through their experience so that they can remember in long time memory. One of all techniques, tudassipulung is the new way to teach speaking, so that the students can develop their knowledge, practice they own words, quickly understand about an object, and the last it is very urgent is collaborative, students can share about information and problem solving with their friends in group of learning speaking English.

Based on the statement above, the researcher focuses on the implementation of cooperative learning tudassipulung technique at the third year of SMKN 1 Palopo students. And then we can see that the students of SMKN 1 Palopo were given some

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32 Masruddin. *Sosiolinguistik*. (Takalar: Pustaka As Salam, 2012). p. 89

treatment by giving them speaking material, so that after doing treatment the students' speaking skill improved.

The conceptual framework in this research in shows in the diagram as follows:

THE STUDENTS OF SMKN 1 PALOPO

↓

TUDASSIPULUNG
TECHNIQUE

↓

SPEAKING:

1. ACCURACY
2. FLUENCY
3. COMPREHENSIBILITY

↓

LOCAL WISDOM OF BUGIS CULTURE

(Politeness Conversation)

↓

IMPROVED STUDENTS
SPEAKING ABILITY
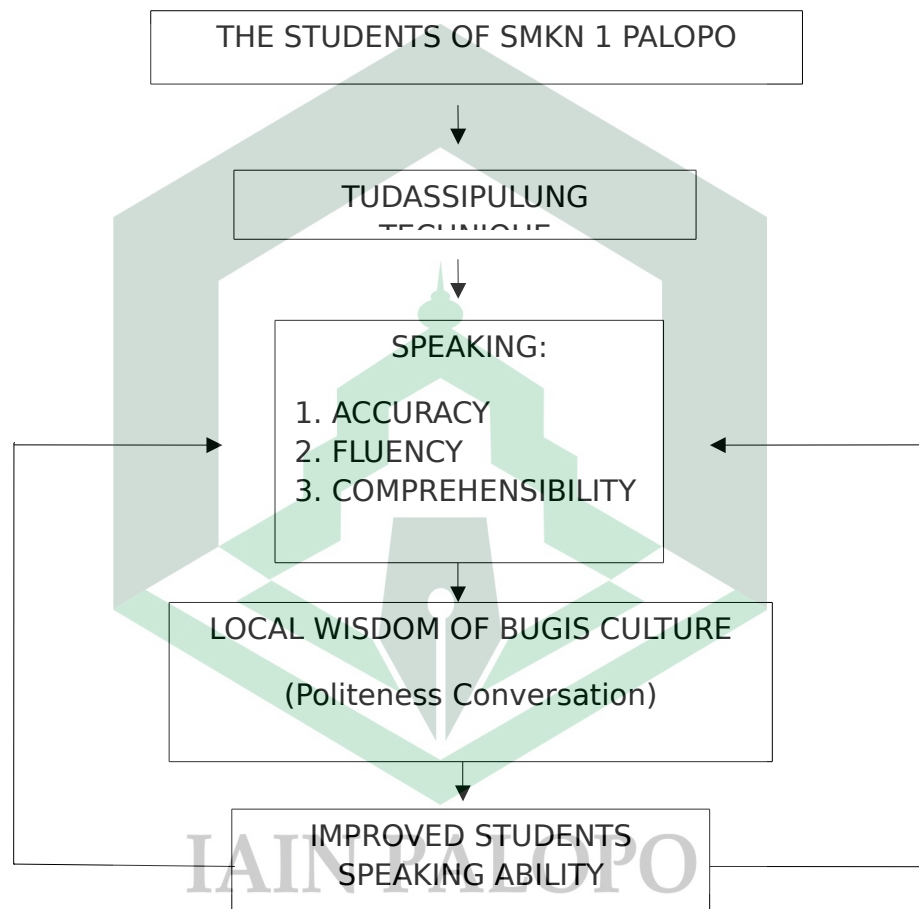
F. Hypothesis

There were two hypothesis of this research as follows:

1. Ho = there is no significant developments of the students' speaking ability after using Tudassipulung method

2. Ha = there is significant developments on students' speaking skill ability after using Tudassipulung method.

CHAPTER III

RESEARCH METHOD

A. Research Method

1. Method

The Method that researcher applied a pre-experimental Research to find out whether by using Tudassipulung Strategy improving students' speaking ability.

The writer conducted pre-experimental method with one group pre-test, treatment, and post test. The student did the pre-test, get treatment, and post test. It aim to know the improvement of the students' speaking in teaching cooperative learning by tudassipulung strategy

2. Design of research

This research involved one group of student with pre-test and post-test design. The design of this research can be described as follows:

Pattern : O_1 X O_2

Where:

$$
\begin{aligned}
\text{Pattern} &= \text{Experimental} \\
O_1 &= \text{Pre test} \\
X &= \text{Treatment} \\
O_2 &= \text{Post test}
\end{aligned}
$$

3. Population and Sample

a. Population

The population of this research was the students of SMKN 1 PALOPO. The number of population consists of students in five classes.

b. Sample

This research used purposive sampling technique in five classes. The number of sample is 25 students, as the theoretical of ideal class. So, from entire total number of student, namely 166 students, the researcher just take 25 students in this research.

4. Variables

The variable of this research include independent and dependent variables. Independent variable is the effectiveness of Tudanssipulung technique. Dependent variable is the students' speaking ability.

5. Instrument of the Research

The instrument that used in collecting data of this research were:

a. Lesson plan, the guideless of book of English

b. Speaking test

Speaking test consists of pre-test and post-test. Pre-test was used to measure the students` speaking before treatment have been given by the teacher. Post-test was used to measure the students speaking performance after treatments have been given.

6. Procedure of Collecting Data

a. Pre-test

The pretest done before treatment; the researcher asked the students to speak English and explain an object with their own words and give the students a topic text.

b. Treatment

After giving a pre-test, the treatment was given to the students. The treatment will carry out in six meetings. For each meeting takes 90 minutes, so the total time for six meeting is 540 minutes. It has been done for two weeks. The treatment divided into three steps. The first step, the writer divided the students into five groups. Each group will be given one theme about different of topic text that they need to explain. Than the writer explain the rules of Tudassipulung method and how to explain the topic text well. The second step, each group explained their narrative text was given by researcher with their idea and their creativity. And finally, the writer corrected on some mistakes done by the students. This research was expected to improve their accuracy, fluency and comprehensibility.

c. Post test

The post test was done after treatment has conducted. The form of post test was the same as the pre test. they spoke about an object of topic text with their own words.

7. Technique of Data Analysis

To analyze the data, the researcher used the following steps:

a. Scoring the student`s test

In this test, the researcher used 1-6 point scale to measure the student`s oral answers based on rating ability.

The scoring of the interview can range from an impression mark to a mark arrive at one the basis of a fairly detailed marking scheme (showing accuracy of pronunciation, grammar, vocabulary, appropriacy, fluency and case of speech). The following marking scheme (using a 6- point scale) as follows:

Table 3.1

The assessment of oral text

Rating	Accuracy
6	Pronunciation is only very slightly influenced by the mother tongue.

	Two or three minor grammatical or lexical errors.
5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
3	Pronunciation is influenced by the mother tongue but only a few serious phonological and lexical errors, some of which causes confusion.
2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic and grammatical errors.
1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

Rating	Fluency
6	Speaks without too great and effort with a fairly wide range of

	expression. Searchers for words occasionally but not only one or two unnatural pauses.
5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
4	Although he has made an effort and search for words, they are not too many unnatural pauses. Fairly smooth delivery most=ly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range expression.
3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
2	Long pauses while he researcher for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the efforts at the time. Limited range of expression.
1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

Rating	Comprehensibility
6	Easy for the listener to understand the speaker`s intention and general meaning. Very few interruptions or clarification required.
5	The speaker`s intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
4	Most of what the speaker says in easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message to seek clarification
3	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker`s more complex or longer sentence.
2	Only small bits (usually short sentence and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker
1	Hardly anything of what is said can be understood. Even when the listeners makes a great effort interrupts, the speakers is unable to clarity anything he seems to have said.

(Adopted From Heaton)[1]

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1 J.B Heaton, *Writing English Language Test* (Ed. 1: New York Inc, 1998), p. 100.

Beside the technical of scoring through six scales above, the writer also makes rating classification to measure the student`s speaking ability. The following was rating scale classification: [2]

Classification	Scale	Rating
Excellent	86-100	6
Very good	71-85	5
Good	56-70	4
Fairly good	41-55	3
Poor	26-40	2
Very poor	25	1

b. Looking for mean score and standard deviation the researcher used Statistical Product and Service Solution Program (SPSS) ver. 21 for windows. Criteria hypothesis of acceptability.

t-table < t-test : Reject null hypothesis

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[2] Daryanto, *Evaluasi Pendidikkan* (Jakarta PT : Rineka cipta, 2007), p. 211.

t-test > t-table   : Receive null hypothesis[3]

To find out the percentage of students in questionnaire assessment by using the formula below:

$$P = \frac{F}{N} x \, 100$$

Where :

P   : the percentage from the students' respon

F   : the Frequenly

N   : Number of students[4]

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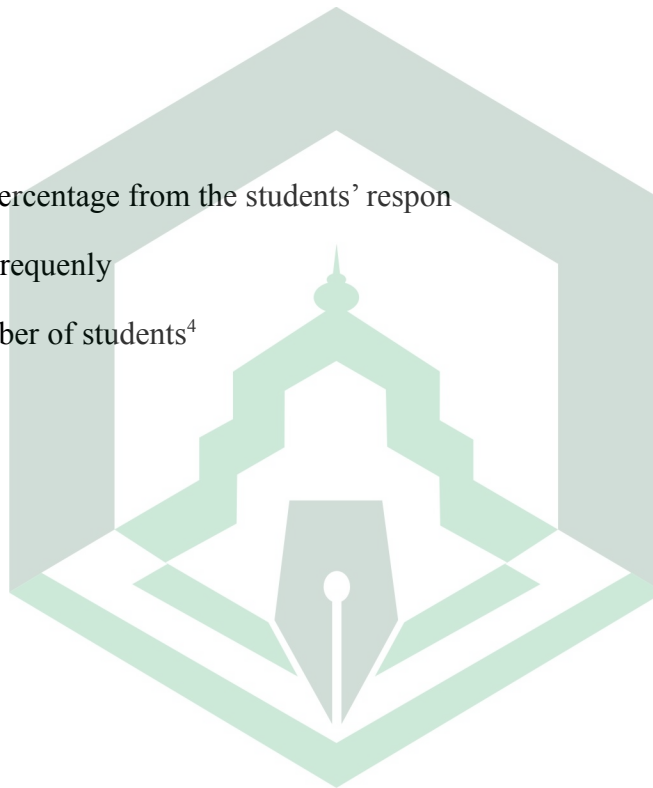
3 Suharsini Arikunto, *Procedure Language tests* (UK England: Longman Group, 1991), p.100

4 Husaini Usman and R. Purnomo Setiadi akbar, *Pengantar Statistik in* Indar Susanti Thesis "*Influence of Attending English Course Toward English Speaking Skill At the Eight year Students Of SLTPN 8 Palopo",* (Palopo: Sekolah Tinggi Agama Islam Negeri, 2007), p. 30.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter the researcher explains about finding and discussion of the data of the researcher. This chapter describes about the result of the research shows the realities and comparing between theory and application in educational institution

A. Finding of the Research

The findings of the research are shown to describe the result of the data that were analyzed statistically. It comprises of the students' score in pre-test and post-test, classification percentage of students' score in pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test

1. The analysis students' speaking score in Pre-test and Post-test.

2. Pre-test

In this section, the researcher shows the complete score of students in speaking ability (accuracy, fluency, comprehensibility) in pre-test, the mean score and standard deviation of students, and the rate percentage of students' speaking score in pre-test. The researcher presents them in the tables and calculates the score by using SPSS 21. For more clearly, at the first researcher will show the complete students' score on speaking ability of accuracy, fluently, comprehensibility in pre-test. It is tabulates by following table:

Table 4.1

The Rate Percentage Score of Students' Speaking Skill in Pre-Test

RESPONDENT	The Aspect of Speaking Skill			Total
	ACCURACY	FLUENCY	COMPREHENSIBILITY	
R1	3	2	3	8
R2	2	2	2	6
R3	2	1	2	5
R4	2	2	2	6
R5	2	2	2	6
R6	1	1	2	4
R7	4	4	4	12
R8	1	1	2	4
R9	1	2	2	5
R10	3	3	4	11
R11	2	2	2	6
R12	1	2	2	5
R13	1	1	2	4
R14	2	1	2	5
R15	3	3	4	10
R16	2	1	2	5
R17	2	2	2	6
R18	2	1	2	5
R19	2	2	2	6
R20	2	3	3	8
R21	1	2	2	5
R22	1	1	2	4
R23	1	2	2	5
R24	1	2	3	8
R25	4	4	4	12
N= 25				$\Sigma X=161$

Speaking skill consist of three aspects: they were accuracy, fluency and comprehensibility. So in the section, the researcher would presents and tabulates the mean score of the students' speaking ability one by one through the following

1. Accuracy

Table 4.2

The Score of Students' Accuracy in Pre-test

RESPONDENTS	ACCURACY
R1	3
R2	2
R3	2
R4	2
R5	2
R6	1
R7	4
R8	1
R9	1
R10	3
R11	2
R12	1
R13	1
R14	2
R15	3
R16	2
R17	2
R18	2
R19	2
R20	2
R21	1
R22	1
R23	1
R24	1
R25	4
N= 25	

For looking the mean score of students' accuracy in pre-test, the researcher calculated it by using SPSS 21. The result was presents into descriptive statistic table as follow:

Table 4.3
The mean score of students' Accuracy in pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
Descriptive Statistics					
Accuracy	25	1,00	4,00	1,9200	,90921
Valid N (listwise)	25				

From the table 4.3, it shows that the highest score of students were 4 and the lowest score was 1. Besides, also indicates that the mean score of students' accuracy in pre-test were 1,92 and standard deviation was 0,909.

In order side, the researcher also had written the students' score of accuracy before gives treatment by using Cooperative Learning of Tudassipulung technique and it presents through the table rate percentage scores. The tables are shown as follows:

Table 4.4

The Rate Percentage Score of the Students' Accuracy in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	0%
Very good	71 – 85	5	-	0%
Good	56 – 70	4	2	8%
Average	41 – 55	3	3	12%
Poor	26 – 40	2	11	44%
Very Poor	≤ 25	1	9	36%
	Total		25	100%

Based on the table 4.4 that indicates the students' score in accuracy of pre-test. It shows that there was none of students got excellent (0%) and very good (0%). Besides, there were 2 students (8%) who got good and there were 3 students (12%) who got average. There were 11 students (44%) who got poor. The last, it shows that were 9 students (36%) who got very poor.

2) Fluency

Table 4.5

The Score of Students' Fluency in Pre-test

RESPONDENTS	FLUENCY
R1	2
R2	2
R3	1
R4	2
R5	2
R6	1
R7	4
R8	1
R9	2
R10	3
R11	2
R12	2
R13	1
R14	1
R15	3
R16	1
R17	2
R18	1
R19	2
R20	3
R21	2
R22	1
R23	2
R24	2
R25	4
N= 25	

Look at the mean score of students' fluency in pre-test, the researcher calculated it by using SPSS 21. The result was presents into descriptive statistic table as follow:

Table 4.6

The Mean Score of Students' Fluency In Pre-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	25	1,00	4,00	1,9600	,88882
Valid N (listwise)	25				

The table shows that the higher score of students were 4 and the lowest score was 1 besides, it also indicates that the mean score of students' accuracy in pre-test were 1,96 and the standard deviation was 0,888.

In order side, the researcher also had written the students' score of accuracy before give treatment by using Cooperative Learning Tudassipulung Technique and it present through the table rate percentage scores. The table is shown as follows:

Table 4.7

The Rate Percentage Score of the Students' Accuracy in Pre-Test

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	0%
Very good	71 – 85	5	-	0%
Good	56 – 70	4	2	8%
Average	41 – 55	3	3	12%
Poor	26 – 40	2	12	48%
Very Poor	≤ 25	1	8	32%
	Total		25	100%

The table shows that there were none of students (0%) who got excellent and very good. Besides, there were 2 students (8%) who got good, there were 3 students (12%) who got average and there are 12 students (48%) who got poor. The last, it also shows that were Very poor 8 of students (32%) got very poor. It means that students speaking skill still low.

3) Comprehensibility

Table 4.8

The Score of Students' Fluency in Pre-test

RESPONDENTS	FLUENCY
R1	3
R2	2
R3	2
R4	2
R5	2
R6	2
R7	4
R8	2
R9	2
R10	4
R11	2
R12	2
R13	2
R14	2
R15	4
R16	2
R17	2
R18	2
R19	2
R20	3
R21	2
R22	2
R23	2
R24	3
R25	4
N= 25	

Looking at the mean score of comprehensibility students' in pre-test, the researcher calculated it by using SPSS 21. The result it was presents into the table descriptive statistic as follows

Table 4.9

The Mean Score of Students' Comprehensibility in Pre-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	25	2,00	4,00	2,4400	,76811
Valid N (listwise)	25				

The table shows that the highest score of students is 4 and lowest score was 2. Besides, it also indicates that the mean score of students' comprehensibility in pretest were 2,44 and standard deviation was 0,768.

` in order side, the researcher also had written score of the students' comprehensibility before giving treatment by using Cooperative Learning Tudassipulung technique and it presents through the table rate percentage scores. The table was showed as follows:
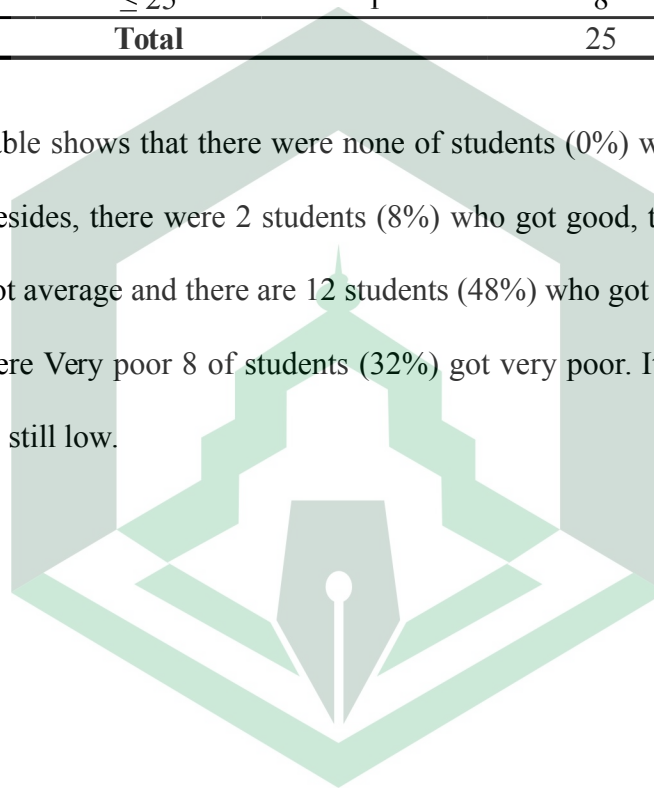
Table 4.10

The Rate Percentage Score of Students' Comprehensibility In Pre-Test

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	0%
Very good	71 – 85	5	-	0%
Good	56 – 70	4	4	16%
Average	41 – 55	3	3	12%
Poor	26 – 40	2	18	72%
Very Poor	≤ 25	1	-	0%
Total			25	100%

The table 4.10 indicate that the students' score in the comprehensibility of pre-test. The table shows that there was none of the students (0%) got excellent, very good, and very poor. There were 4 students (16%) got good, and then there were 3 students (12%) got average, and the last there were 18 students (72%) got poor. It is means that students still low in speaking skill start from accuracy, fluency, and comprehensibility.

b. Post-test

In this area, the researcher made the rate percentage of students' score speaking ability in post-test. The results of the students' score in post-test were presented in the tables. The complete of the students' score speaking ability of accuracy, fluency, and comprehensibility in post-test were tabulates as follows :

Table 4.11

The Rate Percentage Score of Students' Speaking Skill in Post-Test

RESPONDENT	ACCURACY	FLUENCY	COMPREHENSIBILITY	Total
R1	4	5	4	13
R2	3	3	4	10
R3	3	3	4	10
R4	3	3	4	10
R5	3	3	4	10
R6	4	4	4	12
R7	5	6	5	16
R8	3	4	3	10
R9	3	3	4	10
R10	4	5	5	14
R11	3	3	4	10
R12	3	3	4	10
R13	4	3	3	10
R14	3	3	4	10
R15	4	4	4	12
R16	3	3	3	9
R17	3	3	3	9
R18	3	3	4	10
R19	3	3	4	10
R20	3	4	4	11
R21	3	3	4	10
R22	3	3	4	10
R23	3	3	4	10
R24	3	5	4	12
R25	5	5	5	15
N = 25				ΣX 237

In order side, the researcher had classified based on English Speaking assessments that consisted of accuracy, fluency, and comprehensibility and it was

presented through the table distribution frequency and percentage. It shows as follows:

Table 4.12
The Score of Students' Accuracy in Post-Test

1) Accuracy

RESPONDENT	ACCURACY
R1	4
R2	3
R3	3
R4	3
R5	3
R6	4
R7	5
R8	3
R9	3
R10	4
R11	3
R12	3
R13	4
R14	3
R15	4
R16	3
R17	3
R18	3
R19	3
R20	3
R21	3
R22	3
R23	3
R24	3
R25	5
N= 25	

Looking at the score of students' accuracy in post-test, the researcher calculated it by using SPSS 21. The result presents into descriptive statistic table as follows:

Table 4.13
The mean score of students' accuracy in post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	25	3,00	5,00	3,3600	,63770
Valid N (list wise)	25				

The table shows that the highest score of students were 5 and lowest score were 3. Besides, it also indicates that the mean score of students' accuracy in post-test 3,36 and the standard deviation was 0,637

In other side, the researcher also had written score of the students' accuracy who had been given treatment by using cooperative learning tudassipulung technique and it presents through the table rate percentage score. The table was showed as follow:

Table 4.14

The Rate Percentage Score of Students' Accuracy In Post-Test

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	0%
Very good	71 – 85	5	2	8%
Good	56 – 70	4	5	20%
Average	41 – 55	3	18	72%
Poor	26 – 40	2	-	0%
Very Poor	≤ 25	1	-	0%
	Total		25	100%

Based on the table 4.14, the percentage of students' accuracy score in Post-test indicates that there was none students (0%) who got excellent. Besides, it also that there were 2 students (8%) got very good, and there were 5 of students (20%) got good, and then there were 18 students (72%) got average, and the last there was none students got poor and very poor. It means that students speaking skill improved after treatment.

2) Fluency

Table 4.15
The Score of Students' Fluency in Post-Test

RESPONDENT	FLUENCY
R1	5
R2	3
R3	3
R4	3
R5	3
R6	4
R7	6
R8	4
R9	3
R10	5
R11	3
R12	3
R13	3
R14	3
R15	4
R16	3
R17	3
R18	3
R19	3
R20	4
R21	3
R22	3
R23	3
R24	5
R25	5
N = 25	

mean score fluency in researcher by using The result descriptive as follow:

Looking at of students' post-test, the calculated it SPSS 21. presents into statistic table

Table 4.16

The mean score of students' Fluency in post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	25	3,00	6,00	3,6000	,91287
Valid N (listwise)	25				

The table shows that the highest score of students were 6 and the lowest score were 3. Besides, it also indicates that the mean score of students' fluency in post-test were 3,60 and the standard deviation was 0,912.

In other side, the researcher also had written score of the students' fluency who had been given treatment by using Cooperative learning tudassipulung technique in presents through the table rate percentage scores. The table shows as follow:

Table 4.17

The Rate Percentage Score of Students' Fluency In Post-Test

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	1	4%
Very good	71 – 85	5	4	16%
Good	56 – 70	4	4	16%
Average	41 – 55	3	16	64%
Poor	26 – 40	2	-	0%

Very Poor	≤ 25	1	-	0%
	Total		25	100%

Based on the table 4.17, the percentages of students' fluency score in post-test indicates that there was 1 of the student (4%) got excellent, and there were 4 students (16%) got very good and good also, and there were 16 students (64%) got average, and the last, it shows that was none of the students got poor and very poor. It means that, they could improve and increase after the researcher gave treatment.

3) Comprehensibility

Table 4.15

The Score of Students' Comprehensibility in Post-Test

RESPONDENST	COMPREHENSIBILITY
R1	4
R2	4
R3	4
R4	4
R5	4
R6	4
R7	5
R8	3
R9	4
R10	5
R11	4
R12	4
R13	3
R14	4
R15	4
R16	3
R17	3
R18	4
R19	4
R20	4
R21	4
R22	4
R23	4
R24	4
R25	5

N = 25

Looking at the mean score of the students' comprehensibility in post-test, the researcher calculated it by using SPSS 21. The result presents into descriptive statistic table as follows:

Table 4.19
The Score of Students' Comprehensibility in Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	25	3,00	5,00	3,9600	,53852
Valid N (listwise)	25				

The table shows that the highest score of students were 5 and the lowest score were 3. Besides, it also indicates that the mean score of students' fluency in post-test were 3,96 and the standard deviation was 0,538.

In other side, the researcher also had written score of the students' comprehensibility who had been given treatment by using Cooperative learning tudassipulung technique in presents through the table rate percentage scores. The table shows as follow:

Table 4.20

The Rate Percentage Score of Students' Comprehensibility in Post-Test

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	6	-	4%
Very good	71 – 85	5	3	12%
Good	56 – 70	4	18	72%
Average	41 – 55	3	4	16%

Poor	26 – 40	2	-	0%
Very Poor	≤ 25	1	-	0%
Total			25	100%

Based on the table 4.20, the percentages of students' comprehensibility score in post-test indicates that there was none of the student (0%) got excellent, but and there were 3 students (12%) got very good and, there were 18 students (72%) got good, there were 4 students (16%) got average, and the last, it shows that was none of the students go poor and very poor. It means the students speaking skill, improved and increase after the researcher gave treatment.

Besides showing about the mean score in each subject of speaking skill (accuracy, fluency, comprehensibility) one by one, this research also would present the total mean score and standard deviation of pre-test and post-test, and then compare both of them, the presents into descriptive statistic table as follow

Table 4.21

The Mean Score And Standard Deviation Of Pre-Test And Post-Test

Descriptive Statistics					
N	Minimum	Maximum	Sum	Mean	Std. Deviation

Pretest	25	4,00	12,00	161,00	6,4400	2,45085
Posttest	25	9,00	16,00	273,00	10,9200	1,82392
Valid N (listwise)	25					

The table 4.21 indicates that the Standard deviation in pre-test were 2,45 and in post-test 1,82. It also shows that mean score of the students in pre-test were 6,44, and the mean of post-test were 10,92. The result of the table above shows that mean score of Students in Post-test was higher that the mean score of students in pre-test. It concludes that using cooperative learning of tudassipulung technique was effective in teaching speaking.

To know whether the pre-test and post-test were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used t_{test} analysis and calculates it by using SPSS 21. The result could be shown in the table of paired sample statistics, paired sample correlations, and paired sample test. It presents in the following tables:

Table 4.22
The paired samples statistic of pre-test and post-test

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean

Pair 1	Posttest	10,9200	25	1,82392	,36478
	Pretest	6,4400	25	2,45085	,49017

The table 4.22 sample statistics of pre-test and post-test and post-test above indicates that the values of standard deviation in pre-test are 2,45 and 1.82 in post-test. Besides, the standard deviation error in pre-test was 0,49 and 0,36 in post-test. The table above also shows that mean score in pre-test were 6,44 and in post-test were 10,92. It concludes that the students' score improved from 6,44 to 10,92

Table 4.23

The Paired Samples Correlations of Pre-Test And Post-Test

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Posttest & Pretest	25	,866	,000

The table 4.23 paired samples correlations of pre-test and post-test above presented that the correlation of the students' ability before and after treatment was 0,866. It means that there was significant correlation of the students' ability in teaching of speaking learn by using cooperative learning of tudassipulung technique before and after treatment.

Table 4.24
The paired samples test of pre-test and post-test

Paired Samples Test			
	Paired Differences	T	df

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
					Lower	Upper			
Pair 1	Posttest – Pretest	4,48000	1,26227	,25245	3,95896	5,00104	17,746	24	,000

From the table sample test, the researcher got the data that t_0 (t_{cound}) = 17,746 and df (degree of freedom) = 24. According to the Gay the value of t_t = 2.064[1]. it is the standard of signification 0,05 with degree of freedom (df) = 24. Based on the result, the researcher concluded that t_0 (t_{cound}) was higher than t_{table} (t_{table}), $t_0 > t_t$

$$17,764 > 2.064$$

Related to the resul[...]an t_{table}. It was concluded that it was significance different in teaching speaking before and after using cooperative learning of tudassipulung technique. Because of that, the researcher believed that the cooperative learning of tudassipulung technique was effective to improve students' speaking skill at the third year of student SMKN 1 Palopo students.

2. Analysis of Questionnaire

To students' response in learning speaking by using cooperative learning of tudassipulung technique, the researcher made questionnaire that consist of 15 items

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1

to find out the percentage of students in questionnaire assessment by using the formula below:

$$P = \frac{F}{N} \times 100$$

where:

P= The percentage from the students' response
F= The frequency
N= Number of students

The result and the percentage of students' score would be presents by using table. It would be explains one by one according to the indicators of response and it could be seen by following:

1. After learned of speaking through cooperative learning of tudassipulung, my pronunciation in speaking improved?

The presents that there were 10 students (40%) chose "strongly agree", 13 students (52%) choose "agree". 2 students (8%) chose "Disagree". Besides, it shows that none of students (0%) chose "strongly disagree". The result above showed that most of students (10) chose strongly agree and then 13 chose agree, so it could be concluded: means that the students felt their pronunciation is increase through cooperative learning of tudassipulung technique.

2.   After learned English through cooperative learning of tudassipulung, my speaking skill is fluent?

Presents that there 9 students (36%) chose "strongly agree", 15 students (60%) chose "agree", 1 student (40%) chose "disagree". Besides, it shows none students chose "strongly disagree". It means that the students felt their speaking skill is fluent.

3.   I more understand the material through cooperative learning of tudassipulung technique.

Presents that there 9 students (36%) chose "strongly agree", 15 students (60%) chose "agree", 1 student (40%) chose "disagree". Besides, it shows none students chose "strongly disagree". It means that the students easy to know the material through cooperative learning of tudassipulung technique.

4.   I more understand, what the others say after English learn through cooperative learning of tudassipulung.

Presents that there 10 students (40%) chose "strongly agree", 10 students (40%) chose "agree", 5 students (20%) chose "disagree". Besides, it shows none students chose "strongly disagree". It means that the students understand, what the people say.

5.   After English learning through cooperative learning of tudassipulung, I know, what will I say in my mind.

Presents that there 5 students (20%) chose "strongly agree", 18 students (72%) chose "agree", 3 students (12%) chose "disagree". Besides, it shows none students chose "strongly disagree". It means that the students know, what will their say.

6.	I can be able to improve my speaking skill after English learning through cooperative learning of tudassipulung.

Presents that there 10 students (40%) chose "strongly agree", 11 students (44%) chose "agree", 4 student (16%) chose "disagree". Besides, it shows none students chose "strongly disagree". It means that the students could improve their English speaking skill through cooperative learning of tudassipulung.

7.	I can compare that short sentence and phrases when others speak about the material

Presents that there 6 students (24%) chose "strongly agree", 12 students (48%) chose "agree", 7 students (28%) chose "disagree". Besides, it shows none students chose "strongly disagree". It means that the students could compare than short sentence and phrases when the others speak.

8.	After English learning through cooperative learning of tudassipulung, I can answer the others' question

Presents that there 4 students (16%) chose "strongly agree", 20 students (80%) chose "agree", 1 student (40%) chose "disagree". Besides, it shows none students chose "strongly disagree". It means that the students could answer the others' question

9.	I really enjoy to English learning through cooperative learning of tudassipulung.

Presents that there 10 students (40%) chose "strongly agree", 15 students (60%) chose "agree". Besides, it shows none students chose "disagree" and "strongly disagree". It means that the students enjoyed in English learn through cooperative learning tudassipulung technique.

10.   English Learning through tudassipulung technique, I can communicate and collaborate with my group and other groups.

Presents that there 8 students (32%) chose "strongly agree", 17 students (68%) chose "agree". Besides, it shows none students chose "disagree" and "strongly disagree". It means that the students communicated and collaborated with other group.

11.   I can tolerate and respect and responsible of our task by teacher.

Presents that there 7 students (28%) chose "strongly agree", 18 students (72%) chose "agree". Besides, it shows none students chose "disagree" and "strongly disagree". It means that the students tolerated, respect, responsible of task by teacher.

12.   I agree, if the teacher applying the tudassipulung technique in teaching English.

Presents that there 5 students (20%) chose "strongly agree", 8 students (72%) chose "agree", 2 student (8%) chose "disagree". Besides, it shows none students chose "strongly disagree". It means that the students agree the tudassipulung is applied in English learn.

13.   The material and this tudassipulung technique is interesting.

Presents that there 8 students (32%) chose "strongly agree", 17 students (68%) chose "agree". Besides, it shows none students chose "disagree" and "strongly disagree". It means that the students were interesting the material and the technique of tudassipulung.

14.   The material and this tudassipulung technique is interesting.

Presents that there 8 students (32%) chose "strongly agree", 17 students (68%) chose "agree", 2 students (8%) chose "disagree". Besides, it shows none students chose "strongly disagree". It means that the students felt to improve their vocabulary.

15.   I have motivated to English learning especially speaking through cooperative learning of tudassipulung technique

Presents that there 7 students (28%) chose "strongly agree", 18 students (72%) chose "agree". Besides, it shows none students chose "disagree" and "strongly disagree". It means that the students have motivated English speaking through tudassipulung technique

By totaling the score of students' answering toward the statement in questionnaire that was given to the students, it concludes that the lowers score were 15 and the highest score were 55.

The table distribution frequency about the students' response score toward the learning process by cooperative learning of tudassipulung technique shown by table distribution of single data. It was done because the spreading score that was the researcher presented was not too wide.

To make distribution frequency, the researcher used the single data of table distribution frequency that was most of the score frequent more than one. The way need to do, that is:

a) Looking for the highest score (H) and lowest (L) and from the data that was got, it shows that H=55 and L=15. After knowing the score H and L, the researcher arranged the score of students' response from the highest rank into the lowest rank, it started from the highest score successively until the lowest score in the first column of table distribution Frequency.

b) Counting the frequency in each score that had been got, then it is result was came into the second language that had prepared, next the score was added so that it was got the total of frequency (ΣN or N).

Table 4.25

Distribution Frequency of Students' Response

Score	Frequency	Percentage
55	2	8%
54	1	4%
53	1	4%
52	1	4%
51	1	4%
50	2	8%
49	1	4%
48	1	4%
47	3	12%
46	4	16%
45	5	20%
44	1	4%

43	1	4%
15	1	4%
Σ= 694	**N=25**	**100%**

Based on the table above, it shows that 1 students (4%) got the high score 55, were 3 students (12%) got 47 score , and there were 4 students (16%) got 46. There were 5 students (20%) got 45 there was 1 students (4%) got score 54, 53, 52, 51, 48, 49, 44, 43. the last there is 1 student (4%) got the low score is 15.

B. Discussions

The researcher focused in improving students' speaking skill at the third year of SMKN 1 Palopo by using cooperative learning of tudassipulung technique. It is the new ways to make students practice their speaking and collaborated with other people to share in the class, this technique is new method in teaching by Mr. Rustan. Principle and procedures are suitable to be applied in teaching and learning process in the classroom, particularly when the learner activities require collaboration. This will create good values which are important to be imparted to students. The students' situation before the researcher conducted treatment (in pre-test), most of the students were shy and afraid to speak English and they did not have self confident to speak anything, and then they did not know how to say in their ideas.

After giving treatments by using cooperative learning of tudassipulung technique, situation was different. The students were brave in express their idea about the materials and enjoy learning process. Although they were not perfect and there

were still inhibit in practice, it is because the time was limited in this research. But then, there were improvement in the students' speaking ability.

1. Speaking Test.

Before giving treatments, the researcher asked the students to describe an object about "Telling about your family" to get the score of students' speaking ability (accuracy, fluency, comprehensibility) in pre-test. In pre-test the students' speaking ability was low. From the result of pre-test in findings, it was known that the students' had many difficulties in describing an object. Their speech was influenced by Indonesian language, for example they wanted to say "my daughter"/'detər/, they mentioned, /my daugter/. They were difficult in expressing their voice in English and did not how to say in their ideas.

In pre-test, the researcher gave material that were given to the students to get the score of students in speaking ability (accuracy, fluency, comprehensibility), in the accuracy the researcher gave the score of students is 1, because they had serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course for example a student said "my mother there is at home", "age my father more old than my mother".

And then gave score 2 because the students' pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication, they speech there are many pause like "E". Many basic and grammatical errors. And got score 3 because the students' pronunciation was influenced by the mother tongue

but only a few serious phonological and lexical errors, some of which causes confusion for example a student spoke " I support/sə'pɔ:t", they mentioned "I supot". And none students got excellent and very good because they have not pronunciation is only very slightly influenced by the mother tongue. Two and three minor grammatical or lexical errors and a few minor grammatical and lexical errors.

The researcher gave 1 score because they spoke full and long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression for example a student said "my mother and my father "E". it was very long time almost give up to continue their speech and got 2 score because the students spoke long pauses while he researcher for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the efforts at the time. Limited range of expression. For example a student spoke and said "E" was long. And gave score 3 because the students speak have to make an effort for much of the time. Often have to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited, for example a student spoke "For me, family is something that is very precious because nothing can replace the role of the family in this world, and had pause "eee" was pretty long and expression was flat.

In comprehensibility, the researcher gave the score 1 because the students' hardly anything of what is said can be understood. Even when the listeners makes a great effort interrupts, the speakers is unable to clarity anything he seems to have said. For example a student spoke "there are a lot of reasons that can make global

warming" and the one of all listener asked he "can you explain what the reasons that can make global warming?" and the speaker unable explained. And got score 2 because they spoke small bits (usually short sentence and phrases) can be understood and then with considerable effort by someone who was used to listening to the speaker, And gave score 3 because the listener can understand a lot of what was said, but he must constantly seek clarification. For example a student stated "Islamic education is very important for the teens, and they explained why of islamic education is very important, although they explained was not clear. They cannot understand many of the speaker's more complex or longer sentences.

Overall In post-test the students speaking ability was low, because the student did not how to speak about an object and they was shy and affraid to express their ideas, their speech influenced by Indonesian Language. The students did not have motivated to speak with other people, they think English Speaking is very difficult to be learned, that is fact appropriate the statement of Dafid Nunan: Many people feel that speaking in a new language in harder than reading, writing or listerning. There were for two reasons first, unlike reading or writing, speaking happens in real time: usually that person you are ttalking to is waiting for you to speak right then the second, when you to speak, you cannot to edit and revise what you wish to say, as you can if you are writing.

In each treatment the researcher briefly explained the topic and preparation techniques tudassipulung discussion and divided students to became 5 group of discussion and then gave the student task outside the classroom to make topic and

explain a material, the title of first group is "Urgency of Islamic Education for Teens, and the second group is Recycling, the third group is "Global Warming and the Solutions, the fourth group is what is free sex, the fifth group is "Dangerous of Drugs", and every students have to ready to presentation their task next meeting.

Students arrange the seating according their group each and every participant received a discussion paper of copying of a group of speakers, reading the paper, further discussions tudassipulung for the first topic or topics agreed upon and discussed on that day.

Each group appointed by consensus one of its members as a spokesman (pabbicara) to present back the results of the discussion at the plenary session in front of the whole group in the classroom.

Tudassipulung discussion speakers discussed the material and technical presentation of their papers before spreading to other group at that meeting.

The whole group had a discussion after the presentations of the team hear the speakers who served in his TS group respectively.

After completion of the discussion, speakers' team, returned to the TS group (home-base) was to take the sheets assessment checklist and perform tasks (peer assessment) against peers in the TS group where he made a presentation of each by filling out the checklist sheet valuation has been provided

The researcher made an assessment (authentic assessment) against the participation of individuals and groups of students and gave [gift] award of exposure

results the best discussion group represented by one person / spokes person from each group TS.

In post-test the researcher gave material to the student and asked the students about "The Benefits of Technology Implementation in Education, the students have to explain an abject. The post-test was done after giving treatment to the student. The students' speaking ability had increased in post-test. The students were given opportunity to practice their speaking about an object although the students were not perfect and lack accuracy area, because the researcher was focused in practice and did not emphasize in teach grammar and pronunciation and also this research limited of the time.

The score of post-test in student's speaking ability. It was done to get the students' score (accuracy, fluency, comprehensibility) in post-test and to know the students' speaking skill. It was found that in accuracy, score in Post-test indicates that there were 1 student got very good because their pronunciation is slightly in influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct for example they spoke, and there were 5 of students got good, because their pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. a few grammatical and lexical errors but only one or two major errors causing confusion, for example "Technology makes student have wide insight" it must be "Technology makes student have wide insight. And then there were 18 students got average, because the pronunciation is influenced by the mother tongue but only a few serious phonological and lexical errors, some of which

causes confusion, for example they spoke "technology very need to students" it must be "technology is needed for the students" And the last there was none students got poor and very poor. It means that the students' speaking skill improved.

In fluency that shows that there was of the student got excellent, the researcher gave her the high score because she spoke without too great and effort with a fairly wide range of expression. Search for words occasionally but not only one or two unnatural pauses. And there were 4 students got very good because has two make an effort at times to search for words, nevertheless smooth delivery on the whole and only a few unnatural pauses for example they spoke "It can be a tool "E" for teachers to convey "E" their teaching materials to students. They got good also, because although he has made an effort and search for words, they are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range expression. For example they spoke "Technology "e" information "e" especially internet, "e" provides a wide range of learning resources that can be accessed by students anytime and anywhere. And there were 16 students got average, because they have to make an effort for much of the time. Often have to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited. For example they spoke "The Benefits "ee" of Technology Implementation "ee" in Education and they expression was flat. The last, it shows that was none of the students got poor and very poor. It is means that the speaking skill of students improved

And the last in comprehensibility in post-test indicates. It implies that cooperative learning of tudassipulung technique could improve students' speaking after giving treatment. The researcher gave the students score 5 because the speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary. And then she gave score 4 because most of what the speaker says in easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message to seek clarification. And the last gave score 3 because the listener can understand a lot of what is say, but they must constantly seek clarification. They could not understand many of the speaker's more complex or longer sentences. There were none students got score poor and very poor, so that it means that the students' speaking skill improved.

The comparison of students' pre-test and post-test, so that the researcher concluded that there were improvement of students' speaking skill after giving treatment by cooperative learning of tudassipulung technique. After give treatment the students' ability in speaking improved, they have self confident and the fluency and comprehensibility increase. They knew how to say and what to do they say, in their ideas, they learnt to practice their speaking with their own words, and train the students to understand quick about subject and can make the students develop their knowledge. The result can be seen in this research that the students got improvement especially in fluency and comprehensibility areas. And the researchers' concluded that the students' speaking skill is higher than after the treatment.

Cooperative learning of tudassipulung technique makes the speaking learn was interesting because the students were more active in learning process to speak. The student could get and gave information with others group and solved a problem together and their can share about their ideas and opinion and also can responsibility in task. Because principle and procedure tudassipulung technique can be brought into the score of classroom learning task complesion method is signaled group principle, the principle of cooperation such as active learning, cooperative, and collaborative approaches such as Lesson Study that may impact accompaniment of increased attitude cooperation, mutual respect, caring, responsibility, discipline, communication skills, respect local culture. Collaboration can be cooperation between individuals and may also be the team cooperation in the completion of tasks, both inside and outside the classroom assignment.

The result of $t_{cound} \geq t_{table}$. It indicated that null hypothesis was rejected and alternative hypothesis was accepted. It means that the tudassipulung technique was effective in improving students' speaking skill at the third year of SMKN 1 Palopo.

2. Analysis Questionnaire

To measure the response of the students spaking ability by their selves, the researcher presents the result of analysis of data analysis from questionnaire, in relation to the finding of the percentage on the students' responses in learning speaking by cooperative learning of tudassipulung technique, it indicates that there were most of the students very enjoy and interest in learning speaking.

The researcher had given questionnaire been 15 questions. It could be seen through total items found the available questionnaire which represent all element or aspects of interest, that were student attitude, in learning speaking by cooperative learning tudassipulung technique is an interesting strategy in speaking learning process and applied in the classroom. The item related to the questionnaire, number 9,12,13. And student attention, during speaking learning proccess the students is very enthusiastic and active to speaking and they could motivated to be learned speaking and than collaborative with other students to solve a problem. And the last student awareness, the students tolerated and respect, about the other students argument and responsible of their task, then the students got improvement their ability in speaking.

In speaking learning in classroom by Cooperative learning of tudassipulung technique made the student happy and did get bored and relax in learning speaking class, and then it could the students were motivated the students to speak English, it could be seen in findings.

Seeing the result of this research, can be said that practice and habit is the best way in improving students' speaking skill. One of the ways to make the students' practice and collaborate with other friends to solve a problem, and their speaking in classroom was cooperative learning of tudassipulung technique. It was make all of students got and sharing about the material with others group of English learning about the information and can practice their speaking, cooperative learning of tudassipulung technique is match to improve the speaking because cooperative Learning *Tudassipulung* technique is a learning system that is relevant to the new

paradigm of education, because the technique *tudassipulung* match the performance of the brain, to develop patterns that embody meaning, by linking academic content in the context of everyday life in realizing cooperation (team work). So that the information received is not only stored in short-term memory, which is the easier forgotten, but can be stored in memory so that the long-term will be understood and applied in work tasks or later life experiences. It means that contrivism is learning of experience.

Tudassipulung cooperative learning strategy is a planned activity conducted by educators a way to invite learners to cooperate in carrying out the tasks and connecting with experience in the context of everyday life
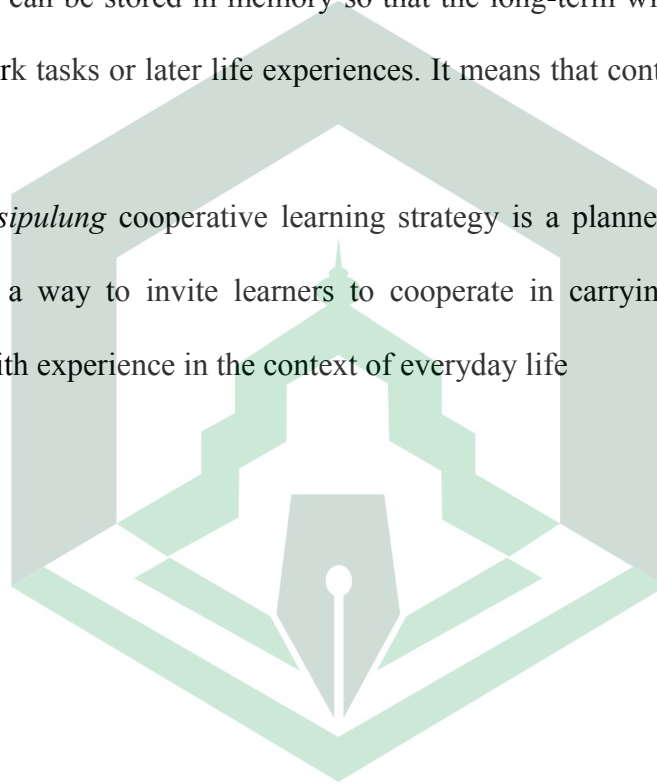
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings, data analysis, and discussion in the previous chapter, the researcher give conclusion as in following:

1. The cooperative learning of tudassipulung technique is able to improve students' speaking skill at the Third year of SMKN 1 Palopo. It was found that the mean score of post-test (10,92) was higher than pre-test (6,44). It means that there is significant difference between students' ability before and after giving treatment. From this result, the researcher interpreted that t_0 (t_{cound}) was higher than t_t (t_{table}) as follows $10,92 \geq 6,44$. It means that H_a was accepted and H_0 was rejected. Cooperative learning of tudassipulung is effective in improving students' speaking skill at the third year of SMKN 1 Palopo students.

2. Having analyzed the result of students' responses toward this method applied by researcher in this research, the data shows that many students answer the questionnaire chose positive choices in all the statements. It shows that the students give positive responses to this technique. Based on the data, the researcher concluded that the students at the third year Of SMKN 1 Palopo is interested and appreciated in learning speaking through cooperative learning of tudassipulung technique.

B. Suggestions

Related to the conclusion above, the researcher gives some suggestions as follow:

Seeing the result of this research, can be said that practice and share with other group in learning process to solve a problem is the best way in improving students' speaking skill in the classroom is tudassipulung technique. It was make all the student practice their English. This technique is the new way and match to applied in speaking class, because can help the teacher and lecturer, and giving much opportunity for students to be active in teaching learning process. The researcher gives some suggestions for the teacher and students as follows:

1. For the teachers or lectures, the teachers need a ways of learning to try this method, that is Cooperative learning tudassipulung technique, the teacher can be applied this strategy in the classroom so that the teaching and learning process become more enjoyable, fun, interesting and the teachers or lectures can to develop this research in the future by using this method.

2. For students, they can still be more active to speak in class and can have braveness and self confident to express their ideas and do not be shy and afraid to make grammatical error in speaking because they know have a good speaking they have to always practice.

And the last, the researcher realized that this thesis is far from being perfect and because of that; constructive critics and advice were really expected for the perfection of the thesis. The researcher hope the result of this research can be useful for the readers. It is hoped that the readers will have more information about cooperative learning of tudassipulung technique. This research can be one of the references for the next researcher activities to improve students speaking skills.

IAIN PALOPO