

THE EFFECT OF COOPERATIVE LEARNING STRATEGY ON STUDENTS' SPEAKING ABILITY AT SMA MARDI LESTARI MEDAN

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Abstract: *This study was intended to find out the effect of using cooperative learning strategy on students' speaking ability of SMA Mardi Lestari. The research was conducted by quantitative research that used experimental group and control group. The population of this study was all the second year students of SMA Mardi Lestari Medan. 49 students were taken as the sample of this research. The sample was divided into two groups: the first group (25 students) as the experimental group and the second group (24 students) as the control group. The writer used t-test formula to analyze the data. The data were calculated by using t-test formula. The result of the analysis shows that t-observed (6.13) is higher than t-table (3.551) at the level of significance 0.01 and the degree of freedom (df) 47. Therefore, the null hypothesis (H_0) is rejected the alternative hypothesis (H_a) is accepted. Thus, it can be concluded that Cooperative Learning Strategy affects the students' speaking ability.*

Keywords: *Cooperative Learning Strategy, Speaking ability*

Abstrak: *Penelitian ini bertujuan untuk mencari pengaruh pembelajaran kooperatif terhadap kemampuan siswa berbicara di SMA Mardi Lestari Medan. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan kelompok eksperimen dan kelompok control. Populasinya adalah semua siswa kelas XI SMA Mardi Lestari Medan. Ada 49 orang di gunakan sebagai sampel dalam penelitian ini. Sampel tersebut dibagi menjadi dua kelompok. Group yang pertama adalah sebagai kelompok eksperimental dan kelompok yang kedua adalah sebagai kelompok kontrol . Kelompok Eksperimental diberikan perlakuan dengan menggunakan strategi pembelajaran dengan sistim kooperatif sedangkan kelompok kontrol dilakukan secara konvensional. Penulis menggunakan t-test untuk menganalisa data tersebut. Hasil dari pada analisa data tersebut t-observasi lebih tinggi dari pada t-table yaitu $6.13 > 3.551$ dengan tingkat 0.01 dengan tingkat kebebasan (47). Hipotesis tersebut dikatakan sangat berterima atau berhasil. Oleh karena itu, dapat disimpulkan bahwa Strategi Pembelajaran Kooperatif mempengaruhi kemampuan berbicara siswa.*

Kata Kunci : *Pembelajaran kooperatif, kemampuan berbicara siswa*

INTRODUCTION

Language has an important role for human life to express their ideas, emotion and desires. It is used as a medium in social interaction to fulfill their daily need. One of the languages is English which has been the most important language in international

communication. Many people over the world speak English language when they meet in international meeting, workshop, conference, etc. many countries have set the language as a compulsory subject at school. In learning English, there are four major skills which should be achieved by learners, namely speaking, listening, writing, and reading. One of these four skills which are very important in communication is speaking.

There are three central processes in learning English; they are reflection, negotiation and collaboration (Manurung, Yayuk Hayulina. 2009:1). When students are able to use the three processes, they do not only learn much effectively but they also have valuable thinking and communication skills that will stand them in good performance in their lives outside school. Three-part version of Brown and Yule's framework (Natriello & Carolan 2006:2-3): talk as interaction; talk as transaction; talk as performance.

The indication of the failure in learning English can be seen through some facts that the students cannot speak English well. Although they have some vocabularies but they cannot speak English. It can be viewed from two points of view. Firstly, Score of writing and speaking. In expressing a same topic, students are easy to write sentences then speak. In writing they are not bounded by the pronunciation and intonation. They only focus on connecting the sentences by structure. While in speaking, beside about structure, they also need a skill of pronunciation and intonation. So the students have a difficulty in speech. The concrete example is that the students are ashamed to practice their English in daily life. Secondly, the frequency of speaking English is low. They only speak English while learning English. But outside of class they seldom practice it, at least with their friends.

The researcher is interested in conducting a research about speaking ability. The ability of learning English is commonly measured by the ability of speaking. Furthermore, in terms of exchanging the information speaking is more used than writing. Considering the important of speaking ability in language competence, it is needed to help the English language learners to master speaking comprehensively. Besides that, the ability of speaking is still low. The average of speaking score is lower than writing score. They are able to write but they are difficult to speak. In this case a cooperative learning strategy can be applied as a strategy to solve the problem. The reason is that cooperative learning is more natural and active method. When they learn individually the weakness of students will be evitable and it will make them give up and feel bored. Instead, when working cooperatively they will be encouraged to learn more.

The Problem of the Study as related to the background of the study, the problem of the study is formulated as follows: "Does cooperative learning strategy affect students' speaking ability significantly?" Based on the problem above, this research has the objective to prove whether speaking ability can be improved through cooperative learning strategy.

The Hypothesis of the Study is Cooperative learning strategy improves students' speaking ability significantly. In addition to the sum of points they are: The students' English speaking ability increases. The students will not feel bored to join the learning activity, The students are motivate to speak, The teachers will find a new approach which is appropriate for teaching speaking, The teachers will develop their creativity to improve their teaching learning process, Project work increases students' achievement, Project work probably will be used as a reference for those who want to conduct a research in English teaching process, especially in improving the students' speaking ability.

The other researcher was done at International Language Program (ILP) Medan, Jalan Sisingamangaraja No 278 Medan. There were 20 students. The research shows that cooperative learning strategy was able to improve the students' ability of International Language Program (ILP) in Speaking. (Manurung,Yayuk : 2009). That is why the researcher is interested to apply the cooperative learning strategy to improve students' speaking ability.

In this study this research is focused on improving the students' achievement in speaking through cooperative learning strategy. Cooperative learning strategy has nine models they are Jigsaw : Jigsaw, Student teams achievement divisions (STAD), Shink-pair-share, Numbered heads together, Three-step interview, Co-op, Round robin, Inside-outside circle, Roundtable. But in this research it is focused in "Round robin brainstorming" only. That stressed on the daily conversation. Why only in SMA Mardi Lestari because SMA Mardi Lestari needs a new strategy to improve their skills especially in Speaking. And also in SMA Mardi Lestari no one has made a research about effect of cooperative learning strategy on students' speaking ability.

LITERATURE REVIEW

Slavin (2005:8) suggests that "Cooperative Learning is a model of learning in which students learn and work in groups small collaborative whose members consist of 4-6 people, with group structures that are equal but heterogeneous students are high achievers, medium, and low, male and female, came from different ethnic backgrounds . Wirth & Perkins (2008:2) Cooperative learning is an instructional method in which students work together in small. This method works to reinforce a student's own learning as well as the learning of his or her fellow group members. Mastering the essential components of cooperation allows teachers to: 1. Take existing lesson, curricula, and courses and structure them cooperatively. 2. Tailor cooperative learning lessons to meet the unique instructional circumstances and needs of the curricula, subject area, and students. 3. Diagnose the problem some students may have in working together and intervene to increase the effectiveness of the student learning groups.

According to (Yorkey :1990:12), speaking skill is a skill and like other skill, it must be practiced continuously. Speaking is very important part in studying English. People need to speak in order to communicate each other and make a good communication. Purpose of speaking is to inform, to report, something to the listener. Something may be, the process of explaining something, describe, interpret, or interpret any matter, give, distribute, or imparting of knowledge, relationship between objects, things, or events. According to (Wirth:2008) The function of speaking; (1) express feelings, (2) motivate others to act and do something, (3) discuss any issues with a particular topic, (4) expression, mandate, or messages, (5) or just greet each other to come into contact, (6) discuss the issue with a particular language, (7) the interface between regions and cultures.

In practical in everyday life generally speaking function is as a means of social communication. Each activity is characterized by the communication messenger as a speaker and other listeners as a listener. Communication is a series of activities designed functional using speech systematically arranged to obtain reaction listeners in order to achieve certain goals. According to (Wirth:2008) The function of speaking; (1) express feelings, (2) motivate others to act and do something, (3) discuss any issues with a particular topic, (4) expression, mandate, or messages, (5) or just greet each other to come

into contact, (6) discuss the issue with a particular language, (7) the interface between regions and cultures

The problem of speaking: Environment is the first major problem (Anderson 2002:18). Another problem is motivation. The level, the more difficult it is to perceive progress. Learning a language is hard work and improving speaking skill is a slow process when students attend class for so few hours a week. It can be frustrating. Some personal factors can hinder process; shyness, lack of confidence, nerves. These can be dealt with in the right learning environment. However some students can be over concerned with accuracy, and find it difficult to achieve fluency. Other students can be very fluent and not enough pay attention to accuracy. The teacher needs to help students become aware of the handicap of these two extreme behaviors. Bygate (1987:3) distinguishes between students knowledge of the language and their skill in using the language

Characteristic of good speaking class, sometimes spoken language is easy to perform, but in some cases it is difficult (Brown, 2001: 270). The things to consider when studying speaking in the classroom are: 1. Making sure that student participation is not dominated by a few talkative students. 2. Making sure that students want to speak because they are interested in the topic. 3. Making sure that students have something relevant to say. 4. Making sure those students can be understood by everyone. 5. Making sure that there aren't frequent interruptions while a student is speaking

Cooperative is working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. Cooperative learning improves relationships between students, and it generally improves self esteems and attitudes toward learning (Wirth & Perkins 2008:21. Cooperative learning is an instructional method in which students work together in small. This method works to reinforce a student's own learning as well as the learning of his or her fellow group members. Slavin (2005:8) suggests that "Cooperative Learning is a model of learning in which students learn and work in groups small collaborative whose members consist of 4-6 people, with group structures that are equal but heterogeneous students are high achievers, medium, and low, male and female, came from different ethnic backgrounds.

Cooperative learning is about moving from rote learning to learning how to think critically and in changing circumstances. The technique cooperative learning can be implemented in classrooms. It is when the teacher will separate the students into groups to work together. They aren't just separated into any group however; the teacher will put students into a group where each student thrives in a different subject so that while working together, they are learning from one another.

Students' learning goals may be structured to promote cooperative, competitive, or individualistic efforts. In contrast to cooperate situations, competitive situations are ones in which students work against each other to goal that only one or a few can attain. In competition there is a negative interdependence among goal achievements, students perceive that they can obtain their goals if and only if the other students in the class fail to obtain their goals. The result is that students either work hard to do better than their classmates, or they take it easy because they do not believe they have a chance to win. In individualistic learning situations students work alone to accomplish goals unrelated to

those of classmates and are evaluated on a criterion referenced basis. Students' goal achievements are independent; students perceive that they can obtain their goals is unrelated to what other students do. The result is to focus on self-interest and personal success and ignore as irrelevant the successes and failures of others.

Placing students in groups and telling them to work together does not result the cooperative process. Not all groups are cooperative. To structure lessons so students do in fact work cooperatively with each other requires an understanding of the components that make cooperation work. Mastering the essential components of cooperation allows teachers to: 1. Take existing lesson, curricula, and courses and structure them cooperatively. 2. Tailor cooperative learning lessons to meet the unique instructional circumstances and needs of the curricula, subject area, and students. 3. Diagnose the problem some students may have in working together and intervene to increase the effectiveness of the student learning groups.

Although those three patterns are not equally effective in helping students learn concepts and skills, but it is important that students learn to interact effectively. Students will face situations in which all interaction patterns are operating. They also should be able to select the appropriate interaction pattern suited to the situation. An interpersonal, competitive situation is characterized by negative goal interdependence where when one person wins, the other lose. In a cooperative learning situation, interaction is characterized by positive goal interdependence with individual accountability. Positive goal interdependence requires acceptance by a group that they sink or swim together. A cooperative spelling class is one where students are working together in small groups to help each other learn the words in order to take the spelling test individually on other day. In a cooperative learning situation, students' needs to be concerned with how he or she spells and how well the other students in his or her group spell.

There is a difference between simply having students work in a group and structuring groups of students to work cooperatively. A group of students sitting at the one place but free to talk each other is not structured to be a cooperative group, as there is no positive interdependence perhaps it could be called individualistic learning with talking. For this to be a cooperative learning situations, they need to be an accepted common goal on which the group is rewarded for its efforts. If a group of students has been assigned to do a report, but only one student does all the work the others go along for a free ride, it is not a cooperative group. A cooperative group has a sense of individual accountability that means that all students need to know the materials or know well for the whole group to be successful.

Characteristics of cooperative learning strategy they are: 1. Positive Interdependence: You'll know when you've succeeded in structuring positive interdependence when students perceive that they "sink or swim together." This can be achieved through mutual goals, division of labor, dividing materials, roles, and by making part of each student's grade dependent on the performance of the rest of the group. Group members must believe that each person's efforts benefit not only him- or herself, but all group members as well. 2. Individual Accountability: The essence of individual accountability in cooperative learning is "students learn together, but perform alone." This ensures that no one can "hitch-hike" on the work of others. A lesson's goals must be clear enough that students are able to measure whether (a) the group is successful in achieving them, and (b) individual members are successful in achieving them as well. 3. Face-to-Face

Interaction: Important cognitive activities and interpersonal dynamics only occur when students promote each other's learning. This includes oral explanations of how to solve problems, discussing the nature of the concepts being learned, and connecting present learning with past knowledge. It is through face-to-face, interaction that members become personally committed to each other as well as to their mutual goals. 4. Interpersonal and Small Group Social Skills: In cooperative learning groups, students learn academic subject matter (task work) and also interpersonal and small group skills (teamwork). Thus, a group must know how to provide effective leadership, decision-making, trust-building, communication, and conflict management. Given the complexity of these skills, teachers can encourage much higher performance by teaching cooperative skill components within cooperative lessons. As students develop these skills, later group projects will probably run more smoothly and efficiently than early ones. 5. Group Processing: After completing their task, students must be given time and procedures for analyzing how well their learning groups are functioning and how well social skills are being employed. Group processing involves both task work and teamwork, with an eye to improving it on the next project.

Cooperative Learning model can increase the students' ability in speaking. They have the similarities of characteristics. In learning speaking, the students are forced to be active and practice the language as much as possible. Cooperative learning offered the situation of learning where processes as the centered object in teaching and learning process are free to explore their ability in group activity. In Cooperative learning model implementation, the gap between the poor, medium, and good students can be decreased. Individual interdependency in group activity makes them feel equal with the other students, and finally it can be easier the students in exchanging the information in term of speaking.

The models of cooperative learning strategy: 1. Jigsaw is Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in learning students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups' reform and students teach each other. 2. Think-Pair-Share. There are Involves a three step. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group. 3. Three-Step Interview. Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team. 4. Round Robin Brainstorming. Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order give an answer until time is called. 5. Three-minute review. Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions. 6. Numbered Heads Together. A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer. 7. Team Pair Solo. Students do problems first as a team, then with a partner, and finally on their own. It is designed to

motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.8. Circle the Sage. First the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework question, who had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.9. Partners . The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor teammates. Team reviews how well they learned and taught and how they might improve the process.

Cooperative learning model will provide to students and teacher to work together for special purposes in which the learning is students centered. It means all activities make the students active in learning. It gives a chance to slow learners to give important thing that they have discuss to share information. This concept is very suitable in teaching speaking. Besides, speaking does not need many theories but it needs practice and the braveness in speaking. The same goal, the same perception can increase the students' interesting in learning speaking.

METHOD

The design of this research is quantitative by doing an experimental which is to find the effect of the independent variable on the dependent variable they are cooperative learning strategy and speaking ability. Ary, et.al. (1979:225) state the experiment is the event planned and carried out by the researcher to gather evidence relevant to the hypotheses.

The research classified into two variables, independent variable (cooperative learning strategy) and dependent variable (speaking ability). In doing this, the researcher attempts to determine or predict what may occur. In this study, the writer were prepared or set up Cooperative Learning strategy toward speaking ability, for the students who were answer speaking test. There were two groups of students namely control group and experimental group. The pre-test were done to both groups. Post-test was done to experimental group which using cooperative learning strategy. Post-test was done to experimental group which using cooperative learning strategy.

Gay (1987: 107) says that population is a group to which the researcher would like the result of the study to be generalized and sampling is the processes of selecting a number of represent one the large group from which they selected. The population of the study was all the second year students of SMA Mardi Lestari . There were two classes XII,

XI2 with the total number of 40 students. This study was conducted at SMA Mardi Lestari Medan. This school is located at Jl. Gatot Subroto Medan. The writer choose this school because of these reasons; it can be viewed from two points. Firstly, research has never been conducted on the effects of cooperative learning strategy on the students' speaking ability in SMA Mardi Lestari. Secondly, based on my experience during Practice Field in SMA Mardi Lestari they need a new strategy to improve their skills in speaking.

The instrument of collecting data was collected by using subjective test. The test was speaking test. The writer tested the fluency, pronunciations, Vocabulary, accuracy and grammar of the students. The scoring system was taken from two assessors. The assessors were the writer and the teacher. In this study the media used to collect the data was tape recorder. The researcher asked the students to speak and the researcher recorded using tape recorder. The researcher analyzed the speaking of the students.

The research procedure was started by giving pre-test to the students. The score of the students in pre-test is a measurement of their competence in speaking. The pre-test was applying before giving treatment. After getting the score of the students in pre-test, the writer gave treatment to the students in order to improve the score in pre-test. The procedure of giving treatment was started by giving motivation and brainstorming about the material. After that, students were given explanation about speaking. Then, students were divided in some groups and ask to give arguments relating to the motions given. After discussing and fixing the motion, the students practiced their speaking. The pre-test administered before the treatment. The pre-test given to students. The aim of the pre- test is to find out the homogeneity in the mean score of students. In doing the pre- test, the students will ask to answer some question based on their understanding about speaking. And then students' scores were calculated according to the criteria of assessment. The treatment was conducted to the experimental group. The experimental group taught by using Cooperative learning strategy. Post test. After given the treatment, the writer were given test to class which one teach in Cooperative learning strategy group then were collected their scores.

In scoring the test, the assessors gave assessments, pronunciations, vocabulary, accuracy and grammar of the students. According to the Foreign Services Institute (FSI) Analytic Rating Scale In scoring the test in Sullivan (2008:22). 1. Excellent to Very Good: Knowledgeable, substantive development of thesis, relevant to assigned topic. 2. Good to Average: Some knowledge of subject, adequate range, limited development of the topic sentence, mostly relevant to topic, but lack of detail. 3. Fair to Poor: Limited knowledge of subject, little substance, inadequate development of the topic. 4. Very Poor: Does not show knowledge of subject, on substantive, not pertinent, or not enough to evaluate.

Validity of the Test according to Bachman (1990: 25), 'validity is quality of test interpreted use. It addressed the question whether or a measurement technique is really measuring what it purposed to be measured'. According to Weir (1988: 23-29) there are three kinds of validity, there are: construct validity, content validity, and constructive validity. This research applied construct validity. Experimental Studies is one of method used in gathering evidence for construct validity. Construct validity is concerned with the extent to which a test measures a specific trait or construct. It is the type of validity that is essential for tests that are used to assess individuals on certain psychological traits and abilities. Some common examples of constructs are intelligence, motivation, reasoning ability, attitudes, critical thinking, reading comprehension and self-concepts.

THE DATA AND DATA ANALYSIS

The data of this research was taken from the result of adjudication sheets which were used by the writer and the teacher to record students' score during speaking. In pre-test, students were asked to answer several questions based on the material. From the students' answers the teacher marked their scores one by one. After the writer gave the treatment, the students were divided into several groups. During they are speaking the teacher and the writer wrote their scores in adjudication sheets. This test is called as post test.

From the score of the tests, a calculation was made to find out whether the Cooperative learning strategy significantly affects students speaking ability. The formula for computing the t-test is as following:

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

where: Ma = 15.8 Mb = 1.3
 $da^2 = 1149.34$ $db^2 = 1876.61$
Na = 25 Nb = 24

$$t = \frac{15.8 - 1.3}{\sqrt{\left(\frac{1149.34 + 1876.61}{25 + 24 - 2}\right)\left(\frac{1}{25} + \frac{1}{24}\right)}} = 6.25$$

From the criteria of the hypothesis, H_a is accepted if $t_{observed} > t_{table}$. From the calculation above, it is found the $t_{observed}$ higher than t_{table} or can be seen as follows:

$$t_{observed} > t_{table} \quad (p = 0.05; df = 47)$$

$$6.25 > 3.551 \quad (p = 0.01; df = 47)$$

Thus, the alternative hypothesis (H_a) is accepted at the level of significance 0.01 for two tailed test and the degree of freedom (df) = $N_x + N_y - 2 = 47$. It means that 'there is a significant effect of using Cooperative Learning Strategy on students' speaking ability'

From the result of the t the writer concludes that the hypothesis is acceptable. The t -test is higher than t -table value. Therefore, the writer states that after applying cooperative learning strategy in speaking English classroom, the students' speaking skill improves significantly.

In this research, cooperative learning strategy can improve students' scores in speaking from the mean 57.09 in pre-test become 72.38 in post test. The improvement is 15.29 points. Based on the discussion above, students get improvement in speaking through cooperative learning strategy.

CONCLUSION AND SUGGESTIONS

Conclusions

The research had been done in SMA Mardi Lestari Medan which is located in Gatot Subroto Medan, Which XI IPA and XI IPS was chosen as the sample. Cooperative

Learning Strategy is one of the ways that can be used to improve students' speaking ability in teaching and learning process, besides it also motivates and encourages them to deliver their arguments and ideas. Student's achieve taught without using cooperative learning strategy in which the mean score obtained from both of the experimental group (72.38) and the control group (58.25)

Suggestions

After doing this research, the writer finds some suggestions, they are:

1. The English teacher can apply cooperative learning strategy in speaking class to improve their speaking.
2. Both teacher and students should be ready in applying the process of teaching and learning in speaking by using cooperative learning strategy.

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