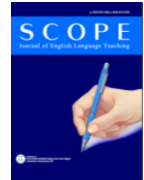




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Research Article

## The Effect Learning Method on Students' Speaking Skill and Critical Thinking at STKIP Kusuma Negara Jakarta

Megawati

STKIP Kusumanegara, Jl. Raya Bogor km.24, Cijantung Jakarta Timur, Indonesia

KEYWORDS	A B S T R A C T
Learning Method; Students' Speaking Skill; Critical Thinking	<p>This research aims to identify the effect of learning method on students' speaking skill, the effect learning method on critical thinking, and the effect learning method learning method on students' speaking skill and critical thinking. Lecturer was chosen Students Team Achievement Division (STAD) and Jigsaw. Through learning method, researcher supposed to the students to get fluency in speaking English This research uses experimental research. Sample of this research was 30 students sixth semester Educational English Program at STKIP Kusumanegara. It was divided into two classes, that is, experiment class and control class. Collecting of the data was by using questionnaire and test speaking. Data was analysed using Kolmogorov Smirnow, to identify the data was normality. Then data was analysed by using Levenue to define that the data was homogeneity. It was obtained hypothesis, from the table Multivariate Test with <math>F=74.642</math>, sig <math>0.000 (&lt;0.05)</math>. The results show that there is significant effect learning method towards Speaking Skills and Critical Thinking. It represents that <math>F=145.499</math>, p-value for category speaking skill (Y1) is <math>0.000 (&lt;0.05)</math>, in which <math>H_0</math> is rejected or there is differences significant between students' speaking skill in students' group which was given by learning method with STAD with students' speaking skill in students' group which was given by learning method with Jigsaw. It represents that <math>F=145.499</math>, p-value for category critical thinking (Y2) is <math>0.000 (&lt;0.05)</math>, in which <math>H_0</math> is rejected or there is differences significant between critical thinking in students' group which was given by learning method with STAD with critical thinking in students' group which was given by learning method with Jigsaw.</p>
CORRESPONDING AUTHOR(S):	
E-mail: Megawati86@stkipkusumanegara.ac.id	

### INTRODUCTION

People must prepare to face generalization in era industry 4.0. It is called digital era. The era needs English language especially to the students as millennial generation. Employees need writing skill for sending report in their office. Also they need speaking skill for support in their jobs. They can communicate with client by using English. It is proven which English needed in this time. English has been taught in the school especially in the first grade

elementary school until high education. Then English as the subject in which it can examine for graduates in senior high school. Speaking is the one of the skills in English which students have to master for communication. Students have to produce words and sentences become voice of human. Then other people can understand what the speakers' mean. Students get knowledge and information from the researcher. Speaking performance is an oral communication method that involves the production of sound and gestures, as well as the movement of facial muscles and the entire body (Yunus & Yasmilla,

2021). In speaking needs two people or more for giving feedback between sender and receiver. Speaking has an element or an indicator for giving score to the students.

According to Brown (2004), there are five aspects in speaking, such as: pronunciation, grammar, vocabulary, fluency, and comprehension. Based on Surayetno (2022), fluency is a person's speaking style that deals with how to create words at specific times without missing any key words in their speech. Accuracy refers to how people employ proper words and phrase patterns, whereas fluency refers to someone's speaking style, which deals with how to create words at precise times. Lecturer chooses learning method to transfer it. The appropriate learning method can determine the objective or goal that will be reached. Slavin (2019) states that cooperative learning is learning that places students in study groups consisting of four to five people who are a mixture of different academic abilities, so that in each group there are high, medium, and low achievers. Cooperative learning enhances students' academic outcome, relational skills, and mindset when working collaboratively with other members in group (Chen, 2018). Lecturer was chosen Students Team Achievement Division (STAD) and Jigsaw. STAD learning method is a learning that involves the recognition of teams where students are divided into several heterogeneous groups based on the level of achievement or level of learning ability (Romaida, Reh Bungana Br, & Abdul, 2020). It encourages students to discuss, to argue, to explain, and to build students understanding and concentration on their own way (Widowati, 2022).

Through learning method, lecturer proposed to the students to get fluency in speaking English. Speaking is the act of someone to use their mouth produces sound by voice record and all of the part of the speech then their sound can be hear by the people. Bygate (1980) states that people can express what are their thought. According to Hughes (1989), they are some criteria in assessment of speaking such as accent is dialect someone when he/she speaks for example Javanese accent, Sundanese accents are different. Grammar is pattern that manages sentences based on the time happen, while vocabularies are words used in sentences. Fluency is the speaker's fluent in speaking and comprehension in understanding someone to know what the meaning is. Based on Oktarina (2018) STAD is one of the cooperative learning that learn in group. The students should make a group and solve the problem together in group. According to Ehsan (2012), STAD is a type of CL developed by Slavin and his colleagues. STAD is one of the most significant CL approaches, which has been influential in bringing about positive effects in multiple grades and subjects. Cooperative Learning (CL) is an approach based on group learning activity that beholds learning attached to social interchange of information between learners and in which each learner is responsible

for his or her own learning and is instigated to help boost achievement of others (Jonassen, 1991). In high education students supposed not only learn skills but also they encourage by the lecturer for critics the learning. Critical in education is so important in the country cause it can be seen the quality of the result educator, and it helps students to face job in the future. They can solve their problem itself, find job and make decision to determine their life. STAD stand from Student Team Achievement Devision. It was developed by Slavin (1999) at John Hopkins University. According to him stated that cooperative learning leads the students to be more active in a small group because they have the same opportunity to share their ideas. It means that students make a group which consists several students learn together, solve the problem.

Based on Romaida et al. (2020), students' knowledge can develop by cooperative learning model in using STAD, students can make their own idea each group member in learning. So that students' critical thinking patterns will develop and learning will be easier to understand. It makes students learn indipendently, be creative, and think critically. According to Rusman (2012), steps in STAD, there are several steps in STAD strategy such as: 1) explaining the aims and motivating students, 2) grouping students into groups, 3) giving information/explaining the material, 4) monitoring students in group discussion, 5) evaluating/testing, and 6) giving reward.

Lecturer explains the material based on syllabus and describes definition, what kind of the materials provide the example. Meanwhile, lecturer gives motivation to the students for why it is important to us for learn and what the function in the future learn these material of the lesson. Then Lecturer asks students to make a group. One group consists of several students. Each of group has a leader to coordinate another member. After that, lecturer gives case to all of group. Case should be solved by the students. They have to find the alternative solution then make conclusion for the case. Lecturer guides the students in their group, monitor and seeing what about the students done in group discussion, while lecturer asks to lead of the group about the difficult, then students answer the question which it was given by the lecturer. The lecturer and the students make evaluation together. After this, lecturer gives a reward for the group who has good cooperative and is active in learning process. Jigsaw is an effective strategy to use when you want to increase student's mastery or a topic at a hand, to boost their concept development, to enhance target discussion among students, and to foster group project participation and learning. Heather (2008) said that Jigsaw is cooperative learning technique that was created with the goals of reducing conflict and enhancing positive educational outcomes. Megawati (2017) said that speaking is used to express of our idea, feeling and to think

something, to use speech sound by someone. We can identify how their feel by speaking.

Critical in line with (Butterworth & Geoff, 2013) is derived from the words 'critical', 'criticism' and 'critic' that are all originate from the ancient Greek word *kritikos*, meaning able to judge, to discern or to decide. In modern English, a 'critic' is someone whose job it is to make evaluative judgments, for example about films, books, music or food. Being 'critical' in this sense does not merely mean finding fault or expressing dislike, although that is another meaning of the word. It means giving a fair opinion of something. Being critical and thinking critically are not the same things. Butterworth and Geoff (2013) affirm that critical thinking requires independence. It is fine to listen to others, to respect their beliefs and opinions, to learn from teachers, to get information from books and/or from online sources. Mason (2008) argues that critical thinking depends on our knowledge also comprehension of the discipline and it cannot be taught as specific. It means we get difficult as to be a critical thinker if we only know something not much.

## METHOD

The research used quantitative research. The design was experimental research. They were independent variable and dependent variable. Independent variable is learning model. Learning model was divided by two models, (1) Students Team Achievement Division/STAD and (2) Jigsaw. Variable dependents are students' speaking skill and critical thinking. The subject was the third semester students English Education STKIP Kusumanegara in 2019/2020 academic year.

## RESULTS AND DISCUSSION

Lecturer determined the students to conduct the test of fluency in speaking by interviewing job description, then lecturer grouped students by the highest score until the lowest score (90-60), the last lecturer formed students to random or to mix students who have the high score and the low score. Students who used STAD on students' speaking skill had a mean score of 67.80, students who used Jigsaw on students' speaking skill have a mean 84.53, students who used STAD on critical thinking have a mean 12.73, students who used Jigsaw on critical thinking have a mean 15.60.

**Descriptive Statistics**

	Learning Method	Mean	Std. Deviation	N
Students' Speaking Skill	1	67.80	4.021	15
	2	84.53	3.563	15
	Total	76.17	9.293	30
Critical Thinking	1	12.73	2.187	15
	2	15.60	2.613	15
	Total	14.17	2.780	30

**One-Sample Kolmogorov-Smirnov Test**

	Learning Method	Students' Speaking Skill	Critical Thinking
N	30	30	30
Normal Parameters <sup>a,b</sup>	Mean	1.50	14.17
	Std. Deviation	.509	2.780
Most Extreme Differences	Absolute	.337	.124
	Positive	.337	.124
	Negative	-.337	-.083
Kolmogorov-Smirnov Z	1.847	.803	.679
Asymp. Sig. (2-tailed)	.002	.540	.746

a. Test distribution is Normal.

b. Calculated from data.

From the table above, it can be seen all of the data with one sample Kolmogorov Smirnov test has significant score

Asymp. Sig (2.Tailed) 0.002, 0.540, 0.746. If sig.>0.05, data comes from population distribution was normality.

**Levene's Test of Equality of Error Variances<sup>a</sup>**

	F	df1	df2	Sig.
Students' Speaking Skill	.044	1	28	.836
Critical Thinking	.857	1	28	.362

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + X1

Levene's test is used for homogeneity test variant as invariant. The results of homogeneity test on two groups learning method cooperative for students' speaking skill, it gets sig 0.836 is sig > 0.05. It can be concluded that variant data on speaking skill between group learning method cooperative type STAD and Jigsaw is homogeneous. Then homogeneity test on two groups learning method for critical thinking, it gets sig 0.362 in which sig > 0.05. It can be concluded that variant data speaking skill between group cooperative learning method type STAD and Jigsaw is homogeneity.

Score p value (Sig.Y1)=0.836 ; P value (Sig.Y2)=0.362

Score p value (Sig.Y1)=0.836>0.05 so H0 received. It is concluded that there is no significant differences between students' speaking skill with using STAD method or students' speaking skill with using Jigsaw method.

Score p value (Sig.Y2)=0.362 > 0.05 so H0 received. It was concluded that there is no significant differences between critical thinking with using STAD method or critical thinking with using Jigsaw method.

**Box's Test of Equality of Covariance Matrices<sup>a</sup>**

Box's M	1.751
F	.538
df1	3
df2	141120.000
Sig.	.656

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

a. Design: Intercept + X1

Homogeneity test was conducted if group of data:  
H0 : Matriks Varians Kovarians between group learning method homogeny

H1 : Matriks Varians Kovarians between group learning method heterogen

If p-value Box's test of equality of covariate matrices > 0.05, Ho received. From the table above, it can be known that Box's M test 1.751 (> 0.05). So Ho was received matrix variant/kovariant between group learning method homogeny

Conclusion: Because p value (Sig.)=0.656 > 0.05 so H0 received, it was concluded that matrix variant/kovariant from variable dependent homogeneous.

The effect learning method on students' speaking skill and critical thinking

H1 said that there is effect learning method on speaking skill and critical thinking. From the table Multivariate Test with F=74.642, with Pillai's Trace, Wills' Lambda, Hotelling's Trace, and Roy's Largest Root sig 0.000 (<0.05). It is shown that there is significant effect learning method towards Speaking Skills and Critical Thinking. Students' speaking skills and critical thinking in experiment class more high than control class.

#### **The effect learning method on students' speaking skill**

Second hypothesis said that there is effect learning method towards students' speaking skill. Based on test table Test of Between-Subject Effects above, it represent that F=145.499, p-value for category speaking skill (Y1) is 0.000 (<0.05), in which H0 is rejected or there is differences significant between students' speaking skill in students' group which was given by learning method with STAD with students' speaking skill in students' group which was given by learning method with Jigsaw. It was concluded that there is significant effect learning method towards students' speaking skill.

#### **The effect learning method on critical thinking**

Third hypothesis said that there is effect learning method on critical thinking. Based on test table Test of Between-Subject Effects above, it represent that F=145.499, p-value for category critical thinking (Y2) is 0.000 (<0.05), in which H0 is rejected or there is differences significant between critical thinking in students' group which was given by learning method with STAD with critical thinking in students' group which was given by learning method with Jigsaw. It was concluded that there is significant effect learning method on critical thinking.

**Tests of Between-Subjects Effects**

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Students'Speaking Skill	2100.033 <sup>a</sup>	1	2100.033	145.499	.000
	Critical Thinking	61.633 <sup>b</sup>	1	61.633	10.618	.003
Intercept	Students'Speaking Skill	174040.833	1	174040.833	12058.256	.000
	Critical Thinking	6020.833	1	6020.833	1037.223	.000
X1	Students'Speaking Skill	2100.033	1	2100.033	145.499	.000
	Critical Thinking	61.633	1	61.633	10.618	.003
Error	Students'Speaking Skill	404.133	28	14.433		
	Critical Thinking	162.533	28	5.805		
Total	Students'Speaking Skill	176545.000	30			
	Critical Thinking	6245.000	30			
Corrected Total	Students'Speaking Skill	2504.167	29			
	Critical Thinking	224.167	29			

a. R Squared = .839 (Adjusted R Squared = .833)

b. R Squared = .275 (Adjusted R Squared = .249)

From table of between subject effects, shown that:

There is correlation between learning method with students' speaking skill (Y1) in which has significant (sig. Y1)  $0.000 < 0.05$ , it shown that there is differences students' speaking skill caused by differences learning method

There is correlation between learning method with critical thinking (Y2) in which has significant (sig.Y2)  $0.000 < 0.05$ . It shows that there are differences on critical thinking caused by differences learning.

## CONCLUSION

Based on the discussion above, from the statistic table of Multivariate above there is P value (sig.) = 0.000. It can be concluded that if p value (Sig.)  $< 0.05$  so  $H_0$  rejected in order that it can concluded that there is effect between students' speaking skill (Y1) and Critical thinking (Y2) between learning method use STAD and learning method use Jigsaw. From the table Multivariate Test with  $F=74.642$ , with Pillai's Trace, Wills'Lambda, Hotelling's Trace, and Roy's Largest Root sig 0.000 ( $< 0.05$ ). It is shown that there is significant effect learning method towards Speaking Skills and Critical Thinking. it represent that  $F=145.499$ , p-value for category speaking skill (Y1) is 0.000 ( $< 0.05$ ), in which  $H_0$  is rejected or there is differences significant between students' speaking skill in students' group which was given by learning method with STAD with students' speaking skill in students' group which was given by learning method with Jigsaw. It was concluded that there is significant effect learning method towards students' speaking skill. it represent that  $F=145.499$ , p-value for category critical thinking (Y2) is

0.000 ( $< 0.05$ ), in which  $H_0$  is rejected or there is differences significant between critical thinking in students' group which was given by learning method with STAD with critical thinking in students' group which was given by learning method with Jigsaw. It was concluded that there is significant effect learning method on critical thinking.

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