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

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KEYWORDS
Learning Method; Students’ Speaking Skill; Critical Thinking

ABSTRACT
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 Levene to define that the data was homogeneity. It was obtained hypothesis, from the table Multivariate Test with F=74.642, sig 0.000 (<0.05). The results show that there is significant effect learning method towards Speaking Skills and Critical Thinking. It represents 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 represents 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.

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 millenial 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,
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 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 Devison. 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 independently, 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.

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 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 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.

Homogeneity test was conducted if group of data:
H0 : 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 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.
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 H0 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 H0 is rejected or there is differences significant between 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.

**REFERENCE**


