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PROSIDING

SEMINAR NASIONAL
PENDIDIKAN

”Peran Lembaga Pendidikan Tenaga Kependidikan
(LPTK)
Dalam Meningkatkan Mutu Tenaga Kependidikan
Indonesia”

Palembang, 15 Desember 2012

ALPTKSI-UPGRI PALEMBANG
2012





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Seminar Nasional Pendidikan
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ALPPTKSI-UPGRI PALEMBANG
2012

**Peran Lembaga Pendidikan Tenaga Kependidikan (LPTK)
dalam Meningkatkan Mutu Tenaga Kependidikan Indonesia**

**Prosiding Seminar Nasional Pendidikan
Palembang, 15 Desember 2012**

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KATA SAMBUTAN

Assalamualaikum warahmatullahi wabarakatuh.

Salam sejahtera untuk kita semua.

Pertama-tama, marilah kita memanjatkan puji syukur kehadirat Allah SWT, atas berkah, rahmat, dan hidayah-Nya jualah, sehingga kita dapat mempersiapkan dan Insyallah melaksanakan Seminar Nasional Pendidikan 2012 yang diselenggarakan oleh Asosiasi Lembaga Pendidikan Tenaga Kependidikan Swasta Indonesia (ALPTKSI) bekerjasama dengan Universitas PGRI Palembang. Pada kegiatan seminar ini, akan dipresentasikan tiga makalah oleh tiga pembicara utama, dan makalah pendamping sebagai seminar paralelnya. Adapun tema dalam seminar ini adalah “Peran Lembaga Pendidikan Tenaga Kependidikan (LPTK) dalam Meningkatkan Mutu Tenaga Kependidikan Indonesia”.

Tema ini sejalan dengan undang-undang yang menyatakan bahwa salah satu tanggung jawab pendidikan adalah masyarakat dan lembaga. ALPTKSI, merupakan Asosiasi LPTK Swasta Indonesia yang berperan mencetak SDM tenaga kependidikan. Oleh karena itu, harus dikelola secara profesional dengan mengedepankan mutu, sehingga memberikan manfaat bagi kehidupan masyarakat. ALPTKSI adalah suatu asosiasi yang berperan aktif dan bertanggung jawab terhadap mutu lulusan LPTK, dengan kepengurusan pusat berada di Surakarta, dan Insya Allah pada hari ini juga akan dilantik kepengurusan ALPTKSI Wilayah II Sumbagsel.

Kami pengurus pusat ALPTKSI, mengucapkan banyak terima kasih kepada pembicara utama, yang telah bersedia berpartisipasi dalam kegiatan seminar ini, dan juga kepada panitia pelaksana, yang telah bekerja keras sehingga seminar ini dapat berlangsung dengan baik. Juga kepada semua pemakalah pendamping dan peserta saya ucapkan terima kasih atas kerjasama dan partisipasinya.

Demikian sambutan dari kami. Semoga seminar nasional pendidikan ini bermanfaat tidak hanya untuk kepentingan pemakalah, melainkan juga bagi kemajuan pendidikan di Indonesia. Selamat melaksanakan Seminar Nasional Pendidikan tahun 2012.

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Pengurus ALPTKSI Pusat,
Ketua,

Dr. Sulisty, M.Pd.

KATA PENGANTAR

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Hadirin yang kami hormati,

Pada seminar nasional pendidikan 2012 ini, akan dipaparkan berbagai hasil kajian dan penelitian pada bidang pendidikan melalui seminar utama dan seminar paralel. Peserta dan pemakalah yang mengikuti seminar ini adalah guru, dosen dan mahasiswa S1, S2, dan S3 yang berasal dari beberapa provinsi, diantaranya dari Lombok, Ambon, Bangka Belitung, Bengkulu, Lampung, Jambi, dan Sumatera Selatan. Harapan kami seminar ini dapat mengkaji lebih dalam mengenai dunia pendidikan sebagai jembatan dalam mencari solusi atas berbagai masalah pendidikan pada saat ini. Diharapkan hasil seminar pada hari ini dapat memberikan manfaat bagi peningkatan mutu pendidikan sebagai salah satu prioritas pendukung pembangunan Indonesia. Seminar nasional pendidikan ini diselenggarakan sebawai wujud dari komitmen ALPTKSI untuk selalu meningkatkan kualitas program dan hasil penelitian dibidang pendidikan. Forum seminar nasional seperti ini hendaknya lebih sering diselenggarakan, karena sangat diperlukan untuk memfasilitasi penyebaran dan berbagi informasi tentang hasil penelitian yang berkualitas bagi sesama insan pendidikan.

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(E-LEARNING) DALAM PEMBELAJARAN BAHASA INDONESIA
DI SEKOLAH 968

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KESALAHAN-KESALAHAN GURU DALAM PENDIDIKAN 976

Dahlia

PENGARUH STRATEGI THINK-TALK-WRITE TERHADAP KEMAMPUAN PEMECAHAN
MASALAH MATEMATIS PADA MATERI POKOK LINGKARAN DI KELAS VIII SMP NEGERI 12
PALEMBANG 983

Ici Trisnawati

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TEACHING SPEAKING SKILLS USING COOPERATIVE LEARNING TO THE TENTH GRADE OF SMA NEGERI 2 PALEMBANG

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Abstract

The problems here: “ Was cooperative learning effectively used in teaching speaking at the Tenth Grade Students of SMA Negeri 2 Palembang ?” The objectives of study was to find out whether or not it is effective to teach speaking skills using cooperative learning to the Tenth Grade of SMA Negeri 2 Palembang. Experimental design used is a Control and Experiment Group Pretest-posttest design. The data were obtained by using record. Analysis of test data using independent-sample T Test. Since the value of t-obtained was higher than t-table, so that the null hypothesis was rejected and alternative hypothesis was accepted. It can be stated that teaching English speaking using role card with cooperative learning method is more effective than conventional way to the tenth grade students at SMA Negeri 2 Palembang.

Key words : teaching, speaking skills, cooperative learning

INTRODUCTION

Gebhard (2000:2-3) says: “English is international language in a global sense, one of them is primary function and enable speaker to share with their ideas and cultures”.English is very important for us, so in our country English has been taught as the first foreign language from elementary until university. A foreign language is English learned by people who live in places where English is not the first language of the people who live in the country. The objective of teaching English is to develop the four languages skills (Reading, Listening, Speaking, Writing). Nowadays many teacher agree that students should learn to speak the foreign language by interacting to others. For this case, students should master several speaking components, such as: comprehension, pronunciation, grammar, vocabulary, and fluency. In brief, English teacher should be creative in developing their teaching learning process to create good atmosphere, to improve the students speaking skill, to give attention to the speaking components’, to and make the English lesson more exciting.

Furthermore, Gebhard (2000:2-3) says: “English as foreign language is English studied by people who live in places where English is not the first language of the people who live in the country”. From the definition above, it infers that speaking is only used in formal situation, when the student in a English Class. Of course is the big job for English teachers to make students highly motivated to speak english. Speaking is one of the language skills that should be mastered by students in learning English. Sometimes many

students can not communicate in English well, because they are afraid of making mistakes. They are lazy to study speaking because they can't practice it well. So the writer attempts to propose teaching speaking skills using one method of Contextual Teaching and Learning is Cooperative Learning to make the students enjoy speaking class.

Speaking has one important role in daily activities because it is used as communication and in facing situation, for example, when the teacher and the students in the classroom make conversation and interaction, they use spoken language. According to Djahiri (2004) says, Cooperative Learning is small group cooperative learning to make the make study approach to explore the students ability to study use centrally, humanism and democracy way as possible as the students skills and situation. For this statement that the writer would apply appropriate method and technique of teaching speaking. The method used by the writer is cooperative learning. Cooperative learning is not simply another teaching technique or learning activity. It is an approach to teaching (or methodology) that uses a variety of teaching techniques. The teacher may lecture in order to present basic materials. In some cases demonstrations are conducted for the entire class. Worksheets and handouts are typically used extensively in this approach. Role plays are commonly used. So the creativity of the teacher is not inhibited. However, the teacher does give up the role of being the provider of all information. The teacher also must be sure that students are actually on-task within their cooperative learning groups or learning time is wasted. Finally, do not overlook the value of the summarizing activities. Students may not always arrive at the correct answers within their groups—or even acceptable answers/products, for that matter. It is the teacher's responsibility to assure that the solutions or answers that the groups develop are correct and that students know when their answers are incorrect. This is done in the summarizing activities.

Based on the description above, the writer would like to research entitled “Teaching Speaking Skills Using Cooperative Learning to the Tenth Grade Students of SMA Negeri 2 Palembang”.

Formulation of the Problem

Based on the limitation problem above, the writer formulated the problems as follows: “Is cooperative learning effectively used in teaching speaking at the Tenth Grade Students of SMA Negeri 2 Palembang ?”

Objectives of the Study

The objective of this study was to find out whether or not it is effective to teach speaking skills using cooperative learning to the Tenth Grade of SMA Negeri 2 Palembang.

The Significances of the Study

1. The writer could enlarge her knowledge and got experience in doing the research
2. The result of this study could be of source information for help the teacher of English, the students, the readers and for the study to improve their ways in teaching speaking skills using cooperative learning.

Materials and Method

The method of research used in this study was the experimental research. The type of experimental method used was quasi-experimental

Quasi experimental design This category of design is most frequently used when it is not feasible for the researcher to use random assignment. In this research, it has three basic characteristics: a control group is presented (2) the students are randomly selected and assigned to group and (3) a pretest is administered to capture the initial difference between the group. Hatch and Fahrady (!982: 22)

Issac and Michael (1980:14) describes that

“the objective of true experimental is to investigate possible cause and effect relationship by exposing one or more experimental group to one or more treatment conditions and comparing the result to one or more control group not receiving treatment.”

Mc Millan (1993: 175) cited in Astri Riance states that an experiment usually involves two groups of subject, an experimental group and control group or a comparison group by providing all treatments to the same subject or three or more group. The experimental group receives a treatment of some sort.(such as a new textbook or a different method of teaching). While the control group receives different treatment no treatment (or the comparison group receives different treatment), the control or the comparison group is crucially important in all experimental research. For it serves the purpose of the determining whether the treatment has as effect or whether one treatment is more effective than another.

The writer took 80 students for sample. 40 students as experimental group and 40 students as control group. The control group was taught using the techniques that was commonly used by the teacher at the school in teaching English. Meanwhile, the experimental some small groups consist of four students in one class was taught using dialogue activity. The procedures for teaching speaking to the experimental group are presented below:

1) Pre-activity

- (1) Greeting and checking the attendance lists
- (2) Warming up

2) Whilst activity

- (1) The writer asks the students to make 7 groups. Each group consist of 5 Students
- (2) The writer gives the role card to each students
- (3) Each students try to understand the role card.
- (4) Each group present the role card in front of the class..

3) Post activity

- (1) The writer gives some question based on the topic

The procedures for teaching speaking to the control group are presented below:

1) Pre activity

- (1) Greeting and checking attendance list

(2) The writer introduced the topic

2) Whilst activity

(1) The writer give one card to each students

(2) The writer asks the students complete the direction on the card
(conventional way)

3) Post activity

(1) The writer asks the students to present their idea in front of class In
doing the investigation, the following steps took:

(1) Identifying some relevant books

(2) Identifying and defining the research problems

(3) Determining the objectives

(4) Finding the population and determining the samples

(5) Selecting the material

(6) Doing the pre-test to the subject written

(7) Giving treatment

(8) Doing the post-test to the subject written

(9) Collecting the data

(10) Drawing the conclusion

(11) Writing the report as a thesis.

Sample

According to Moris (in Praty 2006: 14), “Samples are set of elements drawn and analyzed to estimate to characreristic of the population”. Sample is part of whole, population taken to show what the rest is like mention that sample is any number of things, students’ event that are usually less than the total population.

While Arikunto (2002:112), says that if the subject is less than 100, it’s better to take it all, so that the experiment. If the subject was large, it can be taken between 10-15% or 20-25% or more. The sample of the study will be taken by random sampling method. Based on it, there are two classes got, that are X.1 and X2 as my purposived sample. The first 35 students were classified as experimental group (class X.1) and another 35 students were classified control group (class X2)

Technique for collecting the data

In this study, the writer used the test. Test was used to collect data on subject’s ability or knowledge of certain disciplines. According to Arikunto (2006:59, a test is any series of question or exercise or other skill, knowledge, intelligence, capacities of attitude of an individual or group. In this study, the account of the test was four aspect. It consists of expression, pronunciation, vocabulary and fluency To improve the students’ speaking ability through cooperative learning method. Students will be able to create and practice the Character by looking at the role card and continue the issues with their own word. The writer gave two test they were pre-test and post-test. Pre-test was given before the writer conducts the experiment. It was aimed to measure the students’ speaking mastering before the experiment. Post-test was given at the end of the experiment. The objective of

post-test was to know whether or not the treatment to be the experimental group had any significance differences in speaking mastery compared to the control group.

Technique for analyzing data

The techniques for analyzing data in this study were done through (1) percentage analysis (2) the conversion of the percentage ranges and (3) the matched t-test. The data analyzed is taken from the tests. The writer divides the students' scores into two groups. Group A: The scores of the pre-test and post-test of the students who learned speaking by using cooperative learning .

Groups B: The scores of the pre-test and post-test of the students who learned speaking by using traditional method

In this study, the writer will present the data distribution of each test of both two groups in the form of the raw score, then the writer will analyze the data statistically by Interrater reliability and SPSS Program.

1) Percentage analysis

To measure the students' speaking ability, the writer will classify the scoring from each speaking component in order to make it clear when the writer gives the score

Table The Classification of Scoring

Point of Score	Speaking Component			
	Pronunciation	Fluency	Expression	Vocabulary
21 -25	It is only very slightly influenced by mother tongue. Two or three errors. On a par with an educated native speaker.	Speak without too great an effort with a fairly wide range of expression. Only one or two un natural pauses.	No difficulty in deciding the intonation, he can use different intonation match with the situation.	He really understands with the topic and it ease to make a very good dialogue with minor grammatical errors.
16 -20	It is slightly influenced by mother tongue. A few errors.	There are not too many unnatural pauses.	A few intonation errors, but not serious.	He understands with the topic and can make a good dialogue. A few grammatical errors.
11 -15	It is influenced by mother tongue but a few serious errors. Some of which cause confusion.	Has to make an effort for much of time. Range of expression often limited.	Often make flat intonation. But, listener still understand.	Know the topic, get the difficulty to make dialogue, several grammatical errors.

06 - 10	It is seriously influenced by mother tongue. Occasionally, lead to misunderstanding.	Long pauses while he searches for the desired meaning. Limited range of expression.	Several intonation errors. Limited understanding in intonation.	Hard to understand the topic, make frequent errors in grammatical.
0 - 05	Serious pronunciation error, very hard to undertand	Full of long and unnatural pauses. Very limited range of expression.	Large number of intonation errors.	Failure to understand and to make himself understand.

Source: Heatson, John Brian (1989: 98-100)

Note: The point of score has category for each score. Point of 0 - 05 is Very Poor, 06 - 10 is Poor, 11 - 15 is Fair, 16 - 20 is Good, 21 - 25 is Very Good.

2) Conversion of percentage range

To interpret the students' individual score, the range that will be used as follows: very good, good, fair, poor, very poor. The score will be taken from the total of speaking component score:

Table Speaking Component Score

Speaking Component	Score
Pronunciation	25
Fluency	25
Expression	25
Vocabulary	25
Total	100

To interpret the quantitative score range written in students' report book as presented below:

Table Percentage of Score

Percentage of score	Grade	Level of students competency
80 - 100	A	Excellent
7 - 79	B	Good
55- 69	C	Fair
45 - 54	D	Poor
< 44	E	Very poor

Result and Discussion

According to the result of test, in this study, the researcher tried to find out the comparison of result score between control group and experimental group. The comparison of score post-test in control group and experimental group was analyzed by using independent sample test.

The mean or average of post test in experimental group was 80.1286, standard deviation was 2.02318, standard error was .34198 as illustrated in Table 4.2, and the

mean of post-test in control group was 71.6571, standard deviation 6.24355, standard error was 1.05535 as illustrated in Table 4.8.

Based on independent sample test, showed the value of t-obtained was 7.636. At the significant level $p < 0.05$ for two tailed test and degree of freedom was 68, t-table was 1.99 as displayed in Table 4.11.

Table Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Differenc e	Std. Error Differenc e	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
post- test	Equal variances assumed	31.071	.000	7.636	68	.000	8.47143	1.10938	6.2577 0	10.68516
	Equal variances not assumed			7.636	41.062	.000	8.47143	1.10938	6.2311 0	10.71176

Interpretation

Based on the statistical analysis, the result of statistical analysis between experimental and control group (t-value) should be less than t-value (0.05) for two tailed. Furthermore the result of the students' score in control and experimental group (value of t-obtained) used independent sample test was 7.636 as showed in Table 4.11. Since the value of t-obtained was higher than t-table, so that the null hypothesis was rejected and alternative hypothesis was accepted. It can be stated that teaching English speaking using role card with cooperative learning method is more effective than conventional way to the tenth grade students at SMA Negeri 2 Palembang.

Conclusion

Based on the previous chapter, there were some conclusions which could be described in this chapter.

From the scores that were found, the result of statistical analysis between experimental and control group (t-obtained) should be higher than t-table (0.05) for two tailed. Furthermore the result of the students' score in control and experimental group (value of t-obtained) was 7.636. Since the value of t-obtained was higher than t-table, so that the null hypothesis was rejected and alternative hypothesis was accepted. It can be stated that teaching English speaking using role card with cooperative learning method is more effective than conventional way to the tenth grade students at SMA Negeri 2 Palembang.

In addition, the researcher concluded that when she taught speaking through conventional way. There are many students got the fair and good score is balanced or “good” and “fair” level and little students got excellent score. But when the researcher taught speaking through role card using cooperative learning method, there are so many students got excellent level and part of them got good level and there were no students got bad score or “fair” level.

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