

The effect of cooperative learning techniques and self-confidence on students' speaking competency

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Abstrak

This study investigated the effect of cooperative learning techniques (Jigsaw II and STAD) on speaking competency viewed from students' self-confidence (high and low). ' Posttest only control group' design with 2x2 factorial arrangement using two-way ANOVA and Turkey Test was employed. The second semester students majoring in English education in Mahasaraswati University were sampled and involved in the experiment. The findings indicated that there was a significant effect of cooperative learning techniques (Jigsaw II and STAD) on students' speaking competency. The students with high self-confidence speak better after they were treated using Jigsaw II than using STAD. However, no difference was found when the low self-confidence were treated using the two techniques. This study provided an empirical evidence of the importance for taking self-confidence into consideration when a teacher decided to implement a new teaching technique in his/her class.