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**IMPROVING STUDENT'S SPEAKING SKILL  
THROUGH COOPERATIVE LEARNING AT 8<sup>TH</sup> GRADE  
OF SMPN 1 LEGOK KAB. TANGERANG  
IN ACADEMIC YEAR 2013/2014**

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**ABSTRACT**

*Base on the observation on September 16<sup>th</sup> to May 30<sup>th</sup>, 2013. Most of the students at the 8<sup>th</sup> grade SMPN 1 Legok, Kab. Tangerang in academic year 2013/2014 got difficulties in improving their speaking skills. There are several factor that initiate students' problems such as they are lack of mastering the aspects of oral proficiency; fluency, pronunciation, grammar, comprehension and vocabulary. They reluctant communicate actively and spontaneously with others. Although, they have enough vocabulary to express their ideas and feeling but they do not know how to say and what should they say then. Therefore, the students are still difficult to improve their conversation into great communication. The objective of this research knows the effectiveness of Cooperative Learning in improving students' speaking skill at the 8<sup>th</sup> grade SMPN 1 Legok, Kab. Tangerang in academic year 2013/2014. The research methodology was an experimental research, which conducted in two groups; Experimental group (VIII A) and control group (VIII B) as a sample. The VIII A was taught by using Cooperative Learning, while the VIII B was taught without Cooperative Learning. The speaking test gave to gather the data. The test had been tried out to find out validity, reliability, normality and homogeneity. The formula was used to analyze the data was t-test. It was used to determine whether or not there was significance different between students' score at experiment group and students' score at control group. After the data had been collect by using test, it was found that t-test was (3,681), whereas the t-table was (2,009) for  $\alpha = 5\%$ . The t-test score was higher than t-table, (3,681 > 2,009). It means that  $H_a$  (alternative hypotheses) was accepted while  $H_o$  (null hypotheses) was rejected. Since t-test score was higher than t-table, Cooperative Learning was effective in improving students' speaking skill at the 8<sup>th</sup> grade students of SMPN 1 Legok, Kab. Tangerang in academic year 2013/2014.*

**Keywords** : Cooperative Learning, Speaking Skills

**INTRODUCTION**

**A. Background of the Problem**

English for Junior High School as a tool of communication (spoken or written) that is used not only to express information, thoughts or ideas, but also to develop sciences, technologies, and cultures. Then, the teaching of English subject in Indonesia is aimed to measure the students' ability to comprehend and to produce spoken or written texts which are implemented in four skills of language; those are Listening, Speaking, Reading, and Writing. All of those skills are should be mastered by the students and they cannot be separated from one another. Among those skills, teaching speaking is emphasized at schools in Indonesia.

Based on the observation done on September 16<sup>th</sup> to May 30<sup>th</sup>, 2013 at the 8<sup>th</sup> grade students of SMPN 1 Legok, Kab. Tangerang in academic year 2013/2014. Most of the students at the 8<sup>th</sup> grade got difficulties in speaking skills.

There are several factor that initiate problems in teaching speaking skill. They are lack of mastering the aspects of oral proficiency; fluency, pronunciation, grammar, comprehension, vocabulary. They cannot communicate actively and spontaneously with others. Although, they have enough vocabulary to express their ideas and feeling but they do not know how to say and what should they say then. Therefore, the students are still difficult to improve their conversation into great communication. One of the attempts to overcome those problems is by giving a good technique of teaching learning process, one of the technique is Cooperative Learning.

**B. Identification of the Problem**

Related to the background of the problem above, the formula of the research problem as follows:

1. The students reluctant to communicate actively and spontaneously with others.
2. The students are still difficult to improve their conversation into great communication.
3. The students are lack of mastering the aspects of oral proficiency; fluency, pronunciation, grammar, comprehension, vocabulary.

### C. Formulation of the Problem

The formulation of the problem as follows: "Is there any effect of cooperative learning on students' speaking skills at the 8<sup>th</sup> grade students of SMPN 1 Legok, Kab. Tangerang in academic year 2013/2014?"

### D. Limitation of the Study

To avoid misunderstanding and to clarify the problem, the writer would like to limit the problem of study on the effect of Cooperative Learning on students' speaking skills. The writer used Cooperative Learning as one of technique in teaching learning process and this study focuses at the 8<sup>th</sup> grade students of SMPN 1 Legok, Kab. Tangerang in academic year 2013/2014.

### E. Objective of the Study

The objective of the study is: To find out the effect of Cooperative Learning in improving students' speaking skills at the 8<sup>th</sup> grade of SMPN 1 Legok, Kab. Tangerang in academic year 2013/2014.

## THEORITICAL FRAMEWORK

### A. Description of Theory

#### 1. Speaking

##### a. Definition of Speaking

Speaking is one of two productive skills in a language teaching. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts [1]. Moreover, "Speaking consists of producing systematic verbal utterances to convey meaning" [2]. Speaking is believed as a crucial skill in second language learning and teaching in of all language skill [3]: Speaking seems intuitively the most important: people who know a language are referred to a speakers of that language as if speaking included all other kinds of knowing and many if not most foreign learners are primarily interested in learning to speak. "Mastering speaking skill is a priority for many second or foreign language learners".

Speaking is not only important but it is also harder skill than others skill. Here are the reasons, first, unlike reading or writing, speaking happens in real time: usually the person you are talking to is writing for you to speak right then. Second, when you speak, you cannot edit and revise what wish you say, as you can if you are writing [4].

Based on the explanations above, it can be concluded that speaking is a primary and important skill in learning second or foreign language, where it is a process of delivering message and meaning through the verbal or non-verbal form.

#### b. Types of Speaking

Language teaching is devoted to instruction in mastering English conversation. He classifies the types of oral language as the diagram below [5]:

##### 1) Monologue

In monologue, when a speaker uses spoken language for any length of time, like in speech, lecture, storytelling, newscast, etc., the listener must process long stretches of speech without any interruption. The stream of the speech will go on without heeding whether the listener comprehends or not. Monologue its self is divided into two kinds, planned and unplanned. Planned usually refer little redundancy and are relatively difficult to comprehend. Whereas unplanned manifest more redundancy which makes for ease in comprehension, but the presence of more performance variable and other hesitations, can help or hinder comprehension.

##### 2) Dialogue

Contradictory with monologue, dialogue involves two or more speaker and can be subdivided into interpersonal and transactional. An interpersonal language is a dialogue with the purpose is to promote social relationship between speakers. On the other hand, transactional language is a dialogue which involves two or more speakers and the purpose is to convey propositional or factual information.

In line with the theories above, it can be concluded that there are two types of speaking, Monologue and dialogue. Both of them have different purpose. Monologue is singular speaking which is only intended to convey our intention, while dialogue is plural speaking consist of the least two

people, speaker and hearer, who make an interaction. One transmits the message orally and another receives and processes it in his mind in order to understand the meaning of the message for the purpose of replying to the speaker's message orally too.

### c. The Teacher Roles in Speaking Class

Speaking is a means to communicate with other people; it can be done in monologue or dialogues. So the role of speaking in human life is so important, because human cannot live normally without communicating with other people. But the problem that commonly faced by the teacher in speaking class is so complicated, such as the students who are mostly afraid to speak up. It is so difficult for the teacher to make them speak, the students are not only afraid to speak up but also they do not have much vocabulary to speak. So the teacher has important role in encouraging students to speak.

The teacher role in the classroom can affect the success of teaching and learning process as follows [6]:

- 1) Prompter: Students sometimes get lost, cannot think what to say next, or in some other way lose the fluency the teacher expects of them. The teacher can leave them to struggle out of the situation on their own, and indeed sometimes this may be the best opinion. However, the teacher may be able to see the activity progress by offering discrete suggestion.
- 2) Participant: Teacher should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At the other times, however, teachers may want to participate in discussion or role play themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing students' engagement, and generally maintain creative atmosphere.
- 3) Feedback provider: When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of the mistakes or errors they have made.

### d. Principles of Teaching Speaking

Related to teaching speaking, seven principles for designing speaking techniques are [7]:

- 1) The teacher should use techniques that cover the spectrum of learner need for language-based focus on accuracy and message-based focus on interaction, meaning and fluency.
- 2) The teacher should provide motivating techniques which encourage the student's motivation to learn English intrinsically.
- 3) The teacher should encourage the student to use authentic language during the speaking activities so that the activities will be meaningful for them.
- 4) When student make some mistake during the activities the teacher should give appropriate feedback and correction so that they will not make the same mistakes in the following activities.
- 5) The teacher should integrate listening activity during speaking activity, because speaking and listening are assimilated.
- 6) The teacher should also give the student some opportunities to initiate oral communication by asking question or engaging them in a conversation.
- 7) The teacher should encourage the student's development of speaking strategy because usually the students are not aware of developing their own personal strategy for accomplishing oral communication purpose.

### e. Assessing Speaking

Many aspects can be assessed when the teacher measure the students speaking skill are pronunciation, grammar, vocabulary and fluency [8].

- 1) Pronunciation is the outer manifestation of speech is sound. In pronunciation are frequent but can be understood by a native speaking used to dealing with foreigners attempting to speak language. Problem with pronunciation is errors never interfere with understanding and rarely disturb the native speaker.
- 2) Grammar is used in language to combine a word with other word to become a good structure in sentence.
- 3) Vocabulary is broad enough that the rarely has to grope for a word. In vocabulary can understand and participate in any conversation within

the range of his experience with a high degree of vocabulary.

- 4) Fluency in which the students concentrate on communicating fluently. Able to use the language fluently on all levels normally pertinent to professional needs. So has complete fluency in the language such that speech is fully accepted by educated native speakers.

## 2. Cooperative Learning

### a. Definition of Cooperative Learning

Cooperative learning in speaking means some meaningful activity shared with others in a group [9]. Cooperative learning is a management technique because the students help other student group in an effort to reach goals [10]. Cooperative learning is the instructional use of small groups so that students work together to maximum their own and each other are learning [11].

All of the previous studies mentioned above strongly conclude that cooperative learning is similar to collaborative learning because it has one purpose that the students can learn motivated and effectively in teaching learning process.

### b. The Members or Cooperative Learning

Cooperative learning consists of four to five persons in a group [12]. The ideal size for each small group is six to eight members [13]. Cooperative learning consists of "four members: One high achiever, three average achievers, and one low achiever [14].

### c. Advantages and Disadvantages of Cooperative Learning

The advantages of cooperative learning are: a) it promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher. b) Some students can choose their level of participant more readily than in a whole-class or pair work situation [15]. Another opinion is also supported by Brown who mentions the advantages of cooperative learning as follows [16]:

- a) Group work generates interactive language because group work helps to solve the problem of classes that are too large to offer many opportunities to speak. b) Group work offers an embracing effective climate because the students become vocal participants in the process and group work is an increase student motivation. c) Group work promotes learner responsibility and autonomy because group work places

responsibility for action and process upon each of the members of the group somewhat equally. d) Group work is a step toward individualizing instruction because Small group can help students with varying abilities to accomplish separate goal."

Whereas the disadvantages of cooperative learning are [17];

- a) It is likely being noisy. b) Not all students enjoy it since they would prefer to be focus of the teacher's attention rather than working with their peers. c) Individuals may fall into group roles that become fossilized, so that some are passive whereas others may dominate. d) Groups can take longer to organize than pairs; beginning and ending group work activities, especially where people move around the class, can take time and chaotic.

To recapitulate these studies, it is said that the result of some previous investigation on disadvantages of cooperative learning for the students are noisy, individual, unmotivated and so on. To solve the problems above, the teacher must be creative about management class and must know about student's condition in the class.

## B. Literature Review

There is researchers discussion about Cooperative Learning based on the data analysis the writer show the calculation that  $t_o$  is 8,64 and  $t_{table}$  of degree of significance 5% is 2,00. It means the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is rejected because  $t_o > T_{table}$ . The data result shows that teaching simple past tense by using cooperative learning is more effective than by using Grammar Translation Method. It is proven by the score from experiment class is higher than the controlled class [18].

The second research is conducted by Nursalmah. She concluded The result of testing the hypothesis showed that: 1) Students score on speaking competence taught by using cooperative learning Jigsaw strategy is significantly higher than students speaking competence taught by using cooperative learning Think Pair Share strategy, with  $F$  observed is higher than  $F_{table}$  ( $8.53 > 3.92$ ) at the level significant  $\alpha = 0.05$ . 2) The achievement on speaking competence of the students with high language learning attitude is significantly higher than that of with low language learning attitude, with  $F$  observed is higher than  $F_{table}$  ( $9.03 > 3.92$ ) at the level of significance  $\alpha = 0.05$ . 3) There is significant interaction between Cooperative Learning strategies and language

learning attitude on speaking competence with F observed is higher than F table ( $4.12 > 3.92$ ). Thus, Cooperative Learning strategy and language learning attitude significantly affect the student's achievement on speaking competence [19].

The third research is conducted by TamaelaJunetteCinthya. The research focused on the implementation of the Cooperative Learning in developing students' speaking skill. She concluded The teachers have to plan carefully before teaching students using cooperative learning, that is to provide appropriate material which is in line with the students' grade and the skill we want to teach and to apply certain basic principles (cooperative management, task structure, individual and group accountability, teachers' and students' roles, and group processing) [20].

From all of the experiments that ever had, none of them describe in detail information about the impacts of Cooperative Learning. So, the difference is on my research there the impacts of Cooperative Learning.

### C. Hypothesis

Based on the Theoretical Framework exposed above, the hypothesis of the research as follows:

1. Hypothesis Research of Pre-test
  - a. Null hypothesis ( $H_0$ ): there is no significance of the students' speaking motivation before and after teaching speaking through Cooperative Learning.
  - b. Alternative hypothesis ( $H_1$ ): there is significance or the students' speaking motivation before and after teaching Speaking through Cooperative Learning.
2. Hypothesis Research of Post-test
  - a. Null Hypothesis ( $H_0$ ): there is no significant of the student's achievement on Speaking Skill with Cooperative Learning and without Cooperative Learning.
  - b. Alternative hypothesis ( $H_1$ ): there is significant of the student's achievement on Speaking Skill with Cooperative Learning and without Cooperative Learning.

## RESEARCH METHODOLOGY

### A. Time and Location of the Research

This study had been conducted at 8<sup>th</sup> grade students of SMPN 1 LegokKab. Tangerang in Academic Year 2013/2014. The school is located at Jl. Lapangan Bola No.22

LegokKab. Tangerang. The writer has been held in nine months, including the preparation.

### B. The Method of the Research

The writer divides the students into two groups. They are experiment and control groups. As supported by Ary, Jacobs and Sorensen said that "...the experimental group receives a specific treatment; the control group receives no treatment" [21]. In this research the writer used nonequivalent group design.

### C. Population and Sample

#### 1. Population

Population or universe is a region or place of object/subject; include people, objects, events or the value of other things that have a certain quantity and characteristics to get information [22]. The population of this study is the 8<sup>th</sup> grade students of SMPN 1 Legok Kab. Tangerang in Academic Year 2013/2014. There are 9 classes consist of 296 students of 8<sup>th</sup> grade.

#### 2. Sample

The sample of this research is 52 students, which is divided into 2 classes. They are VIII A consists of 26 students and VIII B consists of 26 students. VIII A as the experiment class which is the students are thought speaking use Cooperative Learning and VIII B as the control class which is the students are thought speaking without Cooperative Learning.

### D. Techniques of Collecting The Data

The techniques of collecting the data in this research are:

#### 1. Pre-test

The pre-test was given by the writer in the beginning of attending class VIII A and VIII B class to know the students speaking skill before treatment given.

#### 2. Post-test

The writer gave the students post-test for the VIII A and VIII B class after treatment given. The students did the oral test using Cooperative Learning, and then the students need to work in groups. The test scored by rating scores of oral test by David P.Harris. The rating scale used 1-5 points [23].

### E. Technical of Data Analysis

#### 1. Testing of Analysis Assumption

After getting the data completed, the result of the test was scored by using analytic scale. The data using descriptive statistic such as; histogram and also using technique statistic in Center Regency such as, Modus,

Median, Mean, Variance and Standard Deviations [24].

2. The Technique of Data Analysis

Data analysis discussed two main things:

a) Test of data normality

The first step that will be done before doing the research was to test the data normality. It was aimed to know whether used Chi-Square formula [25]. If obtained score was lower than t-table score by using 5% alpha significance,  $H_0$  was accepted. It was meant that  $H_a$  was rejected.

b) Test of homogeneity

It was meant to get the assumption that sample of research came from a same condition or homogenous. This test is intended to test the similarity of two variants of a normally distributed population. To know it, the writer used Barlett- test. In this test, the data was said be homogeneity if the  $X^2_{count}$  is smaller than  $X^2_{table}$ .

c) Data Analysis

In the research, the writer took quasi experimental research by using pre-test and post-test design. To find out the significance comparison, of the students speaking ability was taught by Cooperative Learning, the writer used t-test the separate model t-test and the pooled variance model t-test.

**F. The Statistical Hypotheses**

The writer took the hypothesis as follow:

- a.  $H_a : \mu_x < \mu_y$
- b.  $H_0 : \mu_x > \mu_y$
- $\mu_x$  : Average score of speaking by using Cooperative Learning.
- $\mu_y$  : Average score of Speaking without using Cooperative Learning.
- $H_a$  : There is a significant effect of Cooperative Learning on the student's speaking skill.
- $H_0$  : There is no significant effect of Cooperative Learning on the student's speaking skill.

**RESEARCH FINDING AND DISCUSSION**

**A. The Description of Data**

**1. The Experimental Class Speaking Skill Description**

From the data, it was found that the lowest gained score in the experimentclass was 16 and the highest gained score was 44. Based on the calculation of basic statistic it was obtained that the score range was 28, the

number of class was 6, the length of class was 5, mean was 31,8, modus was 32,2, median was 32,2, standard deviation was 7,39, and variance 54,7.

The data distribution of the experiment class could be depicted in the form of frequency table as follows:

Table 4.1

The Distribution Data of Teaching Speaking By using Cooperative Learning in Experiment Class

No	Interval Class	Frequency
1	15-19	2
2	20-24	3
3	25-29	3
4	30-34	9
5	35-39	4
6	40-44	5
<b>Total</b>		<b>26</b>

Based on the table above, it can be seen that there are 2 students who got scores in score range 15 – 19, 3 students who got scores in score range 20 – 24, 3 students who got scores in score range 25 – 29, 9 students who got scores in score range 30-34, 4 students who got scores in score range 35 – 39 and 5 other students who got scores in score range 40– 44. The explanation above shows that the frequency of the scores tends to be normally distributed.

**2. The Control Class Speaking Skill Description**

Based on the gained score of the pre-test and the post-test score, the writer got the data. It was found that the lowest different score in the controlclass was 8 and the highest different score was 36. After the calculation of basic statistic it was obtained that the scores range was 28, the number of class was 6, the length of class was 5, mean was 24,4, modus was 25,35, median was 25, standard deviation was 7,24, and variance 52.5.

Table 4.2

The Data Distribution of Teaching Speaking By Using Cooperative Learning in Controlclass

No	Class Interval	Frequency
1	8-12	2
2	13-17	3
3	18-22	4
4	23-27	8
5	28-32	5
6	33-37	4
<b>Total</b>		<b>26</b>

Based on the table above, it can be seen that there are 2 students who get scores in score range 8 – 12, 3 students who get scores in score range 13 – 17, 4 students who get scores in score range 18 – 22, 8 students who get scores in score range 23 – 27, 5 students who get scores in score range 28 – 32 and 4 other students who get scores in score range 33 – 37. The explanation above shows that the frequency of the scores tends to be normally distributed.

**B. Test of Analysis Assumption**

Before the writer did the testing and analyzing the data, the writer needed to know whether the data was normal and homogenous. To test the data normality, the writer used Chi-square ( $\chi^2$ ) formula and to test the homogeneity data, the writer used Barlett test ( $\beta$ ).

**1. Testing of Data Normality**

After calculating the test of data normality by using chi-square formula by 26 students as a sample at significant level 0,05, it could be acquired that the  $\chi^2_{count}$  of the experiment class was 6,40 and  $\chi^2_{count}$  of control class was 3,39.

Table 4.3  
The Result of Normality Data Test Using Chi-square Test at Significant Level  $\alpha = 0,05$  of Experimentand Control Class

Class	$\chi^2_{count}$	$\chi^2_{table}$	Decision
Experimental class	6,40	7,81	Normal
Controlled class	3,39	7,81	Normal

Based on the table above, it can be seen that the  $\chi^2_{count}$  from both classes is less than  $\chi^2_{table}$ . It can be concluded that the data is normally distributed. Means, the process of statistical calculation can be continued.

**2. Testing of Variants Homogeneity**

After calculating the test of variant homogeneity by using Barlett test, it was found that the value of  $\chi^2_{count}$  was 0, 26.

Table 4.4  
The Result of Variant Homogeneity Test Using Barlett Test at Significant Level  $\alpha = 0,05$

$S^2_{combination}$	$\beta$	Dk	$\chi^2_{count}$	$\chi^2_{table}$	Conclusion
53,6	89,44	2	0,26	3,84	Homogeneous

Based on the table above, it is known that  $\chi^2_{count} = 0,26$  is lower than the  $\chi^2_{table} = 3,84$  at significant level  $\alpha = 0,05$ . It shows that the population variant is homogenous.

Since the data was normal and homogeneous, the testing and analyzing of the hypothesis can be done.

**C. Testing of Data Hypothesis**

In this research, the writer used t-test formula to find out the effect of Cooperative Learning in improving student’s Speaking Skill. The average score of the experiment class was 31.8, whereas the control class was 24.4 with the homogenous variance which the variance of sample in experiment class was 54.7 and the variance of sample in control class was 52.5 and the sample of students in each class was 26. Based on the result of calculation of data analysis by using t-test, it could be acquired that the  $t_{count}$  was 3,681 and at significant level ( $\alpha = 0,05$ ) and degree of freedom is 50, by using one tail testing, and through interpolation, it could be acquired that the  $t_{table}$  was 2,009. It shows that the  $t_{count}$  was higher than the  $t_{table}$ . It means that  $H_0$  is rejected and  $H_a$  is accepted. In other words there is a significant influence of using Cooperative Learning on the students’ speaking skill.

**D. The Discussion of the Research**

**1. The Result of the Research**

Based on the testing of hypothesis, it was known that the  $t_{count}$  (3,681) was higher than the  $t_{table}$  (2,009). It indicates that  $H_0$  is rejected. It means that there is a significant effect of using Cooperative Learning on the students’ speaking skill. The result of the research shows that if the teacher uses Cooperative Learning in teaching, the students speaking skill will be better. That is why using Cooperative Learning in teaching Speaking for English teachers is a good choice to do.

**2. The Weakness of the Research**

In writing process, the writer found some weaknesses. There are some points that the writer considers as the weaknesses of the study. They are:

- a) Although most of the students were more active but there were some students still passive. Some students did not involve actively during the lesson.
- b) Most of students still had low Ego-Involvement (one of the characteristics motivated students which the student finds it important to succeed in learning in order to maintain and to promote his or her own positive self-image). They felt ashamed to speak in front of the class. They felt afraid to make mistake.

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## CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the data analysis and the interpretation previously, the writer would like to make conclusion by showing the result of the conclusion of t-test and the different of the average scores of post-test both in experiment and control class. The result of t-test show that It shows that the  $t_{count}$  was 3,681 and the  $t_{table}$  was 2,009. So,  $t_{count}$  was higher than the  $t_{table}$ . It means the writer hypothesis, ( $H_a$ ) has significance the effect of Cooperative Learning in students' speaking skill to the 8<sup>th</sup> grade of SMPN 1 Legok, Kab. Tangerang in academic year 2013/2014 is accepted.

Based on the explanation above, the writer concluded that Cooperative Learning is effective to improve the students' speaking skill. Cooperative solved many problems that were happened in teaching speaking skill. Because Cooperative Learning can help an English teacher to build students' motivation to speak English, make students more active in communication and interaction.

### B. Suggestion

Based on the conclusion above where there is an effect of using Cooperative Learning on the students' speaking skill, the writer would like to propose some suggestion related to her finding, namely: teaching speaking using Cooperative Learning could be chosen as effective choice to improve the students' speaking skill. In order to attract their motivation in learning English especially speaking to be more interested. And the teacher should be clever in creating a fun situation; try to apply other teaching techniques so that the class becomes alive.

The writer would like to propose some suggestions. Hopefully, the suggestions will be used for the teacher, students, and the other researchers. The suggestions are as follows:

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