

**THE EFFECT OF COOPERATIVE LEARNING WITH STUDENT FACILITATOR AND EXPLAINING (SFAE) MODEL ON STUDENTS' WILLINGNESS TO SPEAK UP
(Quasi Experimental Study of Learning Social Science Subject towards Seventh-Graders-Students of 2 Junior High School Lembang)**

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ABSTRACTThis present study was aimed at investigating the influence of cooperative learning with SFAE model on triggering students to speak up when learning social science subject at Junior High School of 2 Lembang. The research employed quasi experimental study with non-equivalent control group design as well as pre- and post-giving treatment at 7H class as the experimental group, while 7I as the controlled group. The sample of the research was chosen by using purposive sample. One of the data gathering was a closed questionnaire that inquired students' willingness to speak up. The data were analyzed quantitatively by using t-test. The study revealed that the results between pre- and post- giving treatment gained by the experimental group showed significant

difference. Whereas, the scores achieved in pre- and post- the treatment by the controlled group were alike or the scores had no improvement. Consequently, it can be concluded that the use of cooperative learning with student facilitator and explaining (SFAE) model affected significantly on students' willingness to speak up when learning social science subject. yang berpengaruh terhadap sikap keberanian berbicara siswa dalam pembelajaran IPS.

Key Words: (1) Students' Willingness to speak up, (2) *Cooperative Learning* with SFAE model, (3) Social Science Subject

I. INTRODUCTION

Cooperative learning model is a student-centered. This model It consists of same several types they are type-student facilitator and explaining. As already described before, this model is one of a student-centered models. Huda (2014, p. 228) revealed that student facilitator and explaining (SFAE) is presenting a series of teaching materials which begins with an explanation openly, giving students the opportunity to re-explaining to his colleagues, in the final delivery all material to students.

The reasons of choosing the model of selection-type cooperative learning and student facilitator explaining because this model provides an opportunity courage the students to trying present the ideas or materials that have been designed to other students. Huda, (in the research journal Apriliansah, 2015, p. 347) stated that the model student facilitator and explaining the chain of presentation of teaching materials which begins with an explanation openly, give student opportunity to trying explain to his colleagues and ends with the submission of all materials to the students. So, students share information, in a

way students have the opportunity to explain the social studies material that learned to other students. The lack of use this models or methods Innovative make learners often have difficulty learning, especially in listening, asking questions, and participation when speaking in the class.

This learning model has been very effective to training students to speaking in conveying an idea or a notion of his own opinion during the process social studies learning. See the dimension in social studies learning by Sapriya (2009, p. 48), then we will find the dimension of skill. Explanation dimensions of these skills include researching skills, thinking, skill social participation, and communication skills. The existence of a dimensions that should be sought in every learner in an effort to maximize social studies learning achievement.

The dimensions of the Social Science learning provides an illustration that models of type-student cooperative learning facilitator and explaining (SFAE) can foster compared with students to improve learning courage in speak to the class. Social studies has an interest to develop participation of learners in the courage to speak the reveal idea. In this regard, social studies learning should be designed that learners give greater freedom in participation that shows

some attitude skills in speaking during of process learning in the classroom.

Previous studies have tested this model by Wiratningsih, et al., (2014, p. 8) in the journal research entitled "Effect Student Facilitator and Explaining Assisted Learning Concept Map to Results Civics ". Here are the results of observations. Facilitator of student learning model application and media-assisted explaining concept maps, students can actively participate in learning activities. In addition, students also given the opportunity to express opinions to the other students. With the help of concept maps, facilitate students to explain the material and facilitate students who listened to capture material. It showed better learning results. Thus, it can be said that the model of student learning facilitator and explaining is a concept map media-assisted learning model that capable of stimulating and active participation, as well as students' motivation to learn.

Student participation in the shown that the courage in speaking is a matter needs to be in the appreciation of the learning process. Learning will be noticeably effective if there is a communication between teacher and students, and students with other students. Taringan, 1998 (in a research article Dewantara, 2012, p. 3) argues that:

"Speaking skills come into one's vision mechanistic right skills. More practice speaking, then more controlled the speaking skills. The assumption that every person by itself may talk has led to development of speaking skills often overlooked".

Based on the reference of previous research, the importance of participation courage to speak in a learning process. So, researchers are interested to conduct a quasi-experimental study to test a model of right the type of student learning cooperative learning facilitator and explaining (SFAE) with the title "Effect of Cooperative Learning Model Type-Student Facilitator And Explaining (SFAE) against Courage Speaking Students (Quasi-Experiments in Social Learning in Class VII SMP Negeri 2 Lembang)".

The problems of this study are as follows. There courage difference ranian speaking students between before and after

treatment *using a model-type cooperative student learning facilitator and explaining (SFAE)* in the experimental class? Is there a difference courage speaking students between before and after using conventional teaching methods in control class? Is there a significant difference courage to speak the students between before and after treatment using a model of cooperative learning Type-student facilitator and explaining (SFAE) in the experimental class, with courage to speak the students before and after using the method the conventional control class?

II. METHODOLOGY

The research design used quasi experiment. According to Ali (2011, p. 283), quasi eksperimental is another way to tation in conducting experiments in a variety of behavioral and social research. Quasi experimental view get many advantages compared with the study eksperimental (true). As of this quasi-experimental design using the draft non-equivalent control group design (Sugiyono, 2007: 116) as follows.

Description:

O1 = measurement of early ability experimental group

O2 = Measurement capabilities end of the experimental group

X = Giving Treatment

O3 = Measurement of initial ability control group

O4 = Measurement capabilities end of the control group

The population of this research is all students of class VII SMP 2 Lembang 2016-2017. In determining the sample of the study was using sampling techniques aiming (purposive sample). According to Arikunto, (2010, p. 183) aims samples is done by taking a subject not based upper strata random or region, but based on their specific purpose ". The sample amounted by 2 classes, VII-H and class VII-I. The number of men in class VII-H 12 learners, while learners her amounted to 22 people, for a total of 34 learners. Than in the classroom VII-I male learners numbering 12 people, and female learners amounted to 22 people, for a total of 36 learners. Data processing techniques through questionnaires used as a tool collection data. In

general, the preparation of a questionnaire carried out in several stages. The first begins by the preparation of the grating instrument that includes indicators and sub- of aspects that will be created. Then, later in the study, the questionnaire can be tested first on a sample of students beyond research to find out the validity and reliability of each item question. The results of the data will be tested and processed in SPSS version 21.

RESULTS AND DISCUSSION

Discussion of results of this study aims to determine the difference courage to speak the students in the experimental class using a model Type-student cooperative learning facilitator and explaining and grade control using conventional learning. The results of data analysis showed that the test before and after normal distribution with a level treatment 95%. Then, the test shows homogeneity of variance data is homogeneous with a confidence level of 95%. The results can be knotted right that the model type-student cooperative learning facilitator and explaining affect the courage to speak. It can be seen on the table below this.

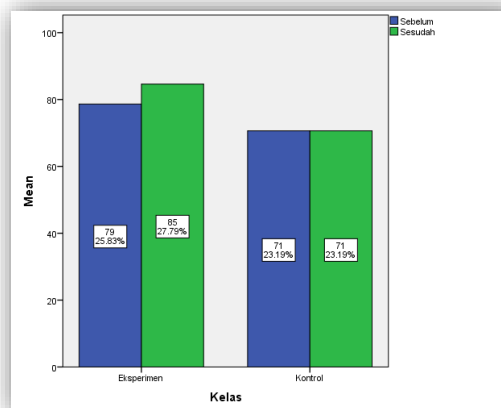
Table 1. Effect of Courage Speaking average

Average	Class Experiment	Control Class
Before	79 (25.83%)	74 (23.78%),
After	71 (23.19%)	71 (23.19%)

According to the table, the courage to speak the experimental class increased. It is evident that in the study who had carried out, before speaking students presenting the material in front of the class, first they read the material that has been made. This matter resulting in students not too nervous and scared. In fact, whereas the average student have the courage to deliver the material on the kingdoms Hindu-Budha in Indonesia in front of the class. Based on observation, the students looked communicative in searching and processing information that used as material for presentation.

Figure 1.

Control Class and Class Experiment



Viewed the graph the experimental class and control class that has processed through the t-test results in SPSS version 21. In average, the experimental class prior to treatment have an average number (79) with a percentage amounting to 25.83%, after doing the treatment had an increased the average number (85) with persantase 27.79%. Control classes before and after learning done conventionally have the same average of (71) with persantase 23.19%. So, one can say the experimental class provides influence on the courage to speak the students with persantase 27.79% compared with the control class with persantase 23.19%. Therefore, it can be inferred model of cooperative learning the type facilitator and explaining-student affect the courage to speak the students in social studies learning in class experiment. The results of this study confirmed the findings of the field in the classroom experiment. With the preparation of students prepare the material the kingdoms Hindu-Buddha in Indonesia looks good. Viewed of their creative ideas, of categorize students the royal materials and compose in the charts and image media are seen filled with planning. As described Suyanto, 2011 (in research Bieber et al, 2014, p. 2) Student Facilitator And Explaining the model is a model that provides the opportunity for students to present ideas or opinions to other students.

CONCLUSION

The differences in the attitude of courage speaking students between before and after treatment using cooperative learning model of type-student facilitator and explaining the experimental class, the percentage before treatment 48.17%, and after doing the treatment

has persentase 51.83%. There is a difference between bravery speaking students before and after conventional learning on grade control with persentase 50%. The difference between bravery speaking students before and after treatment between the experimental class and control class with the final percentage of the experimental class before treatment after treatment 25.83% and 27.79%. In the group control between before and after the conventional study has persentase The same is 23.19%. It can be said that there is a significant students' influence courage to speak on the the experimental class.

SUGGESTION

Students have to develop the creative ideas and ideas when learning process and show interactive process either in listening, discussion or presentations. The result of the experiment is the implementation class model of cooperative learning facilitator and explaining type- student feels good and going in accordance by the lesson plan, but must be improved in terms of preparation time, planning and implementing treatment. Results of research on the control class its implements conventionally perceived learning is going according to the RPP, but must be considered in the preparation of the material and giving assignments to students well.

ACKNOWLEDGEMENT

Mr. Dadang Sundawa, M.Pd as head of Social Science Education program. Mr. Ridwan Effendi, M.Ed as first supervising lecturer. Second Drs. Asep Mulyadi, M.Pd as a supervising lecturer. Mr. Muhamad Iqbal, S.Pd., M.Si as a supervisor of thesis research journal.

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