SAJAK PEPERANGAN ABIMANYU KARYA WS. RENDRA: ANALISIS PASCA STRUKTURAL MAKNA KESAKTIAN

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ABSTRAK

Baratayuda adalah perang besar antara Pendawa dan Kurawa. Perang suci tempat membayar hutang (janji, sumpah). Makalah ini membuka mata hati, siapa berhutang pasti membayar, siapa bersumpah harus dilaksanakan. Dengan berbasis Sajak Peperangan Abimanyu karya WS. Rendra melalui untaian kata-kata sarat makna, akan diuraikan apa yang dimaksud dengan kesaktian. Mengapa para tokoh yang dianggap sangat sakti tak tertanddingi justru gugur pada awal-awal Perang Baratayuda, mengapa tokoh yang sering diabaikan kesaktiannya justru dapat menunjukan keperkasaan di akhir peperangan. Masing-masing tokoh akan dideskripsikan perihal kesaktian dan jalan kematiannya. Hasil penelitian semi historis ini menunjukkan bahwa kesaktian tidak akan berarti bila riwayat hidupnya pernah berhutang (nyawa, budi, sumpah dan janji). Ajaran moral yang dapat dipetik dari hasil penelitian ini adalah sebagai sarana pembuktian untuk memperkuat makna filsafat Jawa: Jaya-jaya wijayanti, lebur dening pangastuti. Noyah nayuh baskara titi mangsa, sapa sing tumindak culika ing kono dununging sirna, tak memandang sesakti apapun seorang tokoh kang asipat titah.

Kata Kunci: Pandawa, kurawa, kesaktian, hutang

1. PENDAHULUAN

Dalam serial wayang, ada dua cerita besar yaitu serial Ramayana dan Mahabarata, yang keduanya berujung pada perang besar di mana secara lahiriah nampak memperebutkan hal-hal yang bersifat duniawi. Ramayana memperebutkan istri Prabu Rama yang diculik Dasamuka, sedangkan Mahabarata (Baratayuda) memperebutkan wilayah kerajaan Astina dan Amarta yang diakuisisi oleh Duryadana, Raja Astina setelah menang bermain dadu. Duryudana ingkar janji mengembalikan kerayaan Amarta seutuhnya dan separoh (50%) wilayah Astina karena sesungguhnya pewaris sah kerajaan Astina adalah Pandawa meskipun pandawa telah melaksanakan hukuman 12 tahun mengembara dan 1 tahun sembunyi dalam keramaian. Penelitian ini membatasi pada perang Baratayuda (Jaya binangun), yaitu perang besar antara Pendawa dan Kurawa, yang sama-sama satu kakek, Begawan Abiyasa.

Penelitian yang berhubungan dengan perang Baratayuda pernah dilakukan oleh [1] dengan mengupas topik Kresna Duta, sebagai cikal bakal kekerasan dalam pertunjukan wayang. Sifat masing-masing tokoh diuraikan dengan sistematis sehingga jelas benang merahnya sebagai sumber insani yang dapat menyebabkan tindak kekerasan. Ini sangat relevan dengan penelitian yang sedang peneliti lakukan, yakni mencari tahu mengapa tokoh yang dianggap super sakti justru gugur pada awal-awal perang Baratayuda. Padahal oleh yang mengangkat sebagai senopati, dihrapkan dapat mengakhiri peperangan sebelum waktu yang telah ditentukan yaitu dalam 20 hari. Namun kenyataannya perang usai pada hari ke 18 dengan ditandai kematian Salya, Duryudana, Sengkuni dan bebarapa adik Duryudana yang tidak begitu signifikan peranannya, serta diikuti oleh Aswatama landak, yang berhasil membunuh Pancawala, Srikandi dan beberapa ksatria lainnya yang tidak begitu signifikan [2]

Dengan permasalahan di atas, penelitian ini beetujuan untuk memberikan bukti konkret bahwa Filsafat Jawa yang berbunyi *Jaya-jaya wijayanti lebur dening pangastuti* (Sehebat-hebatnya kekuatan / kesaktian manusia, akan hancur oleh kebijakan) dan *Noyah nayuh baskara titi mangsa, sapa kang tumindak culika, ing kono dununging sirna* (Bila tiba waktunya, siapa yang berbuat curang di situlah jalan kematiannya). Sekilas tujuan tersebut hampir sama. Perbedaannya adalah bahwa (1) kesaktian sehebat apapun akan hancur oleh kebenaran, dan (2) siapa yang berbuat curang akan terbuka bila sudah sampai waktunya. Jadi kematian (sirna) bagi sebuah kecurangan adalah terbukanya kecurangan itu sendiri baik melalui jalur de fakto atau de jure.

2. METODE PENELITIAN

Penelitian ini menggunakan metode hermeneutika, yakni penafsiran agar dapat membuka pemahaman pada sesuatu yang samar menjadi lebih jelas dan lebih mudah dimengerti bagi khalayak awam. Ada 3 (tiga) pengertian yang berhubungan erat dengan hermeneutika, yaitu (1) hermeneutika yang dianggap sebagai semacam peralihan dari sesuatu yang relatif abstrak dan gelap, ke dalam bentuk ungkapan-ungkapan yang jelas, melalui manfestasi bahasa, (2) hermeneutika juga diartikan sebagai "menerjemahkan", yaitu usaha untuk mengalihkan diri dari bahasa asing yang maknanya belum kita ketahui ke dalam bahasa kita sendiri yang maknanya jelas kita ketahui, dan (3) hermeneutika dalam pengertian terjadinya proses perubahan pikiran yang kurang jelas menjadi satu bentuk pemikiran yang jelas [3] Dalam penelitin ini, metode hermeneutika dipergunakan untuk memahami atau menafsirkan obyek penelitian, yaitu sikap-sikap atau kesaktian yang diperlihatkan oleh tokohtokoh utama dalam perang Baratayuda dalam rangka mencari hutang, sumpah dan janji apa sehingga tokoh tersebut gugur dalam peperangan sebagai bentuk pembayan tunai (karma), dengan teknik deskripsi dengan mengambil dari sumber-sumber yang berkaitan dengan peristiwa Perang Baratayuda, apakah kenyataan atau sekedar mitos [4].

Obyek penelitian ini berupa Sajak Peperangan Abimanyu karya WS. Rendra seorang maestro pujangga kontemporer dalam seni puisi dalam Puisi Normanis [3]. WS. Rendra sudah menghadap Yang Mahaesa, namun karya-karyanya tetap hidup dan diabadikan dalam kumpulan puisi WS. Rendra [5] Sajak tersebut akan dianalisis dengan menggunakan pendekatan (ancangan) aliran pasca struktural [6]. Tujuannya adalah untuk membuktikan bahwa pembaca terbuka untuk menafsirkan teks dan tidak harus sejalan dengan pengarang teks itu sendiri.

3. HASIL DAN PEMBAHASAN

Hasil dan pembahasan penelitian ini dibagi menjadi dua sub-topik. Pertama adalah transaksi bisnis para kurawa yang mendapatkan karma dari sumpah maupun perbuatan sendiri. Kedua akan ditampilkan uraian analisis Sajak Peperangan Abimanyu karya WS. Rendra.

3.1 Utang Piutang Terbayar Lunas

Resi Seta, dan kedua adiknya gugur mengawali Baratayuda. Meraka telah bersumpah sanggup menjadi tumbal dalam peperangan Pandawa-Kurawa. Resi Seta sakti mandragna tak tertandingi, oleh karenanya sepak terjangnya harus dihentikan dengan cara gugur oleh Resi Bisma. Seandainya Resi Seta tidak gugur di tangan Resi Bisma, maka Kurawa akan habis pada hari pertama, dan Baratayuda gagal dalam misinya. Itulah kehendak Dewata.

Kresnapun sebagai pengatur strategi perang menjadi murka dan hendak membunuh Resi Bisma dengan Senjata Cakra. Namun Resi Bisma hanya mau gugur di tangan seorang prajurit wanita (Srikandi) sebagai pembayaran hutang, yaitu dia telah membunuh istrinya sendiri bernama Dewi Ambiko [7]. Dursasana gugur karena telah mencoba memperkosa Drupadi yang lalu bersumpah tidak akan menyisir rambutnya sebelum keramas darah Dursasana. Karna gugur karena memang dikehendaki sendiri demi terjadinya Baratayuda dan kemenangan di pihak Pendawa [8]. Salya gugur karena membunuh mertuanya sendiri akibat malu mempunyai mertua berujud rasaksa [9]

Di pihak Pandawa, Gatotkaca gugur karena membunuh pamannya sendiri Kala Bendana, lagi-lagi karena malu memiliki paman yang berujud rasaksa [10]. Semua yang gugur dalam Perang Baratayuda pastilah dikarenakan perbuatannya. Sedangkan Pendawa berada di pihak yang suci maka masih tetap utuh tidak ada yang gugur. Itupun tidak mudah. Arjuna sendiri telah menebusnya bertapa, dengan menyamar menjadi Pendita bernama Begawan Ciptaning [10]

3.2 Sajak Peperangan Abimanyu-WS. Rendra

Berikut ini akan dipaparkan analisis 'Sajak Peperangan Abimanyu' karya WS. Rendra dengan menggunakan ancangan (pendekatan) Pasca Struktural, dalam arti peneliti diberikan kebebasan untuk membuat interpretasi obyek penelitian tanpa harus menyamakan persepsi dengan penulis karya sastra.

Sajak	Analisis Pasca Struktural
Ketika maut mencegatnya di delapan penjuru. Sang ksatria berdiri dengan mata bercahaya. Hatinya damai, di dalam dadanya yang bedah dan berdarah, karena ia telah lunas menjalani kewajiban dan kewajarannya.	Saat menghadapi maut, Abimanyu tegar dan pasrah penuh kedamaian, karena hanya dengan kematianlah, hutangnya lunas—hutang saat dia berbohong pada Utari bahwa dia masih *single*, padahal sudah beristri Siti Sundari. Itulah karma. Berbohong bisa merontokkan 'kesaktian' Abimanyu yang kesehariannya sebagai ksatria tak terkalahkan. Bahkan dialah yang sudah menerima 'Wahyu Cakraningrat', sebuah wahyu calon raja. Namun semua harus pupus karena berbohong. Dia harus rela dan puas gugur dirajam panah para kurawa seperti sumpahnya sendiri.
Setelah ia wafat apakah petani-petani akan tetap menderita, dan para wanita kampung tetap membanjiri rumah pelacuran di kota ? Itulah pertanyaan untuk kita yang hidup. Tetapi bukan itu yang terlintas di kepalanya ketika ia tegak dengan tubuh yang penuh luka-luka. Saat itu ia mendengar nyanyian angin dan air yang turun dari gunung.	Permasalahannya adalah apakah dengan kematian Abimanyu, semua sudah terbayar? Akankah rakyat kecil menerima dampak tebusan kematian sang ksatria. Dia bukan juru selamat yang dapat menebus dosa insani. Abimanyu tidak berpikir sejauh itu, bahkan dalam hati kecilnya dia hanya puas dengan terbalasnya dosa 'berbohong' yang harus dia bayar dengan nyawanya, tak perduli pada kesaktiannya, pada wahyu cakraningrat sebagai calon raja di masa yang akan datang. Saat kepasrahannya menghadap Sang Pencipta, terdengar nyanyian surgawi berupa puji-puji kitab suci, serasa sejuk bagai tersiram air gunung.
Perjuangan adalah satu pelaksanaan cita dan rasa.	Abimanyu sadar betul bahwa perjuangan hanya akan menjadi sebagaian kecil kontribusi terhadapap terapainya

Perjuangan adalah pelunasan kesimpulan penghayatan. Di saat badan berlumur darah, jiwa duduk di atas teratai.	sebuah visi. Perjuangan adalah pelunasan hak dan kuwajiban masing-masing individu Darah mengucur deras keluar dari luka dengan panah yang masih menancap tegar. Jiwa Abimanyu bangkit dan siap dengan sikap semedi sempurna 'sedakep sinuku tunggal' seakan duduk di atas bunga teratai bidadari.
Ketika ibu-ibu meratap dan mengurap rambut mereka dengan debu, roh ksatria bersetubuh dengan cakrawala untuk menanam benih agar nanti terlahir para pembela rakyat tertindas dari zaman ke zaman	Para wanita, ibu, istri dan para danyang menangis, meratapi kematian sang ksatria, yang sebenarnya sudah tidak perduli lagi pada urusan dunia. Rohnya berkeliling cakrawala, mengamati kepada siapa kelak dia hendak menitis dan terlahir kembali sebagai katria yang lebih baik dengan 'Wahyu Cakraningrat'yang masih menempel pada rohnya Saat itu istri Abimanyu sedang hamil, kurang dari 40 hari dan masih ada kemungkinan roh Abimanyu akan menitis ke dalam Rahim istrinya, dan kelak lahirlah seorang calon raja Astinapura

4. KESIMPULAN

Simpulan yang dapat ditarik dari pembahasan di atas adalah bahwa Perang Baratayuda adalah tempat untuk membayar hutang, janji dan sumpah. Ambimanyu bersumpah pada calon istrinya bahwa dia masih single dan jika dia berdusta maka dia sanggup mati dirajam panah. Lunaslah hutang Abimanyu karena dia gugur dalam Perang Baratayuda pada hari ke … dan dirajam panah para kurawa. Begitu indahnya kematian Abimanyu itu dilukiskan dalam bentuk puisi oleh WS. Rendra.

Pada bait pertama, tak terlukis rasa sedih maupun sakit saat satu persatu panah menghujam tubuhnya,bahkan dia merasa inilah sumpahku terbalas dan menjadi kenyataan. Dengan pengorbanan kemaatian Abimanyu, Rendra mempertanyakan penderitaan rakyat yang dilukiskan dengan petani yang hidup menderita, dan para gadis desa menjual 'diri' ke kota, tapi itu tidak penting. Seorang ksatria telah pupus tugasnya di dunia diiringi tangis ibu dan istri, namun roh sucinya justru tersenyum gembira karena benih suci telah tertanam sebagai perwujudan dirinya yang kelak menjadi Raja Astinapura. Dialah Raden Parikesit.

5. SARAN

Para penggeliat budaya Jawa khususnya yang berkaitan dengan dunia wayang yang telah diakui UNESCO dapat melanjutkan analisis nilai-nilai luhur yang terkandung dalam Epik Ramayana dan Mahabarata. Kedua epik tersebut mengandung ajaran moral yang sangat relevan untuk meluruskan kembali budaya leluhur bangsa Indonesia yang sudah mulai terjadi dekadensi moral akibat arus teknologi informasi yang semakin mengglobal tak terkendali. Kisah wayang mengajarkan pembangunan karakter pribadi berbasis Kearifan Lokal Nusantara (*Indonesian Local Wisdoms*)

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REALIZATION OF COLLABORATIVE LEARNING IN SPEAKING SKILL

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ABSTRACT
        The aim was to find out the use of collaborative learning was effective or not to teach speaking skill and what problems occur through teaching collaborative learning. The subjects were 36 students. In this research it used pre-test and post-tests. Based on the result of pre-test which was carried out in pre-cycle, the subjects' speaking skill was low (43.75). The result of mean score of post-test in cycle I was 56.81 and post-test of cycle II was 71.11. These findings showed the fact that the mean score of pre-test was lower than the mean scores of cycle I and cycle II. The significance difference figures further suggest that cycle II was more effective than cycle I. These findings clearly discovered that the students' speaking skill was successfully effective through collaborative learning. The effectiveness of this strategy was supported by the data of the questionnaires which clearly showed that 35.71% of the subjects didnt strongly agreed of this strategy. These findings showed 62.71 of the subjects' attitude and motivation in speaking about the expression of four types of pollution through collaborative learning were very positive.
Key words: *collaborative learning, effective, cycle*

1.   INTRODUCTION

        English is one of the important means which has a neccesary role to some extent. Now it is important to have good knowledge of English in the modern world which demand internet link and media communication, especially in using spoken English. A student without oral communication skill may find it difficult to achieve a final education. For going on his study he cannot evade studying and practising speaking English. Students only get some opportunities either in the classroom or outside to speak English. Learning to speak requires a lot of practice and attention. The teacher can implement an approach in the normal way by listening, repeating and imitating. Yet, the students still face problems, especially the problem of oral communication. The problems of communication have not yet been solved. Some researchers like Bailey (2005) and Goh (2007) have proposed methods to improve speaking skills by means of teaching principles, types of tasks and materials, and speaking assessment. The students need to study a language of communication because the importance role of speaking classroom interaction is necessary to improve speaking skills. Classroom interaction involves verbal exchanges between students and teachers. Teachers should know that the students need to do most of the talk to activate their speaking, since speaking skills require practice and exposure.

        Practice accomplishment and exposure sometimes cause difficulties since the students' environments do not support to get English language exposure. That's why this article tries to propose collaborative approach of teaching speaking.

2.   LITERATURE REVIEW
Previous Study

        There are some researches that discuss about collaborative method. Elizabeth G. Creamer (2012) did a research about collaborative approach to teaching grounded theory research method.

        Another research on collaborative method was done by Allison Andrew and Dr. Caster (2008). They discussed about collaborative writing in composition. By using collaborative method in writing it gives benefits, such as increased productivity, differing points of view, and experience in the world of academic writing and publication for students and junior faculty.

3.   RESEARCH METHODS
Population

        The subjects of this research were the economic students of Stikubank University.There are 36 students involved in this research.

        In this research the method had some activities that could be described as follow:

        Selecting the subject of the study that were the students of non English department and asking somequestions to the students about the difficulty faced in speaking.

        Seeking and preparing project materials which were appropriately used in realization of collaborative learning to improve speaking skill of students.

        Preparing and conducting pre–tests   to measure the real pre-existing speaking skill. In the pre test, the students performed in the group to introduce the topic chosen and describe one of their friends. The students' speaking skill was scored by using rational scoring method of 1-5 that had four criterions of test performance.

        Designing lesson plans or setting up the teaching scenarios of the present classroom action study before teaching.

Constructing and administering reflection or post-test which was given at the end of every cycle. Constructing and administering questionnaires. Questionnaires were given to know the students' response after the technique applied.

3.1. Procedures .

Pre - Activities

In pre-activities, this research was started by greeting and checking the students' attendance then continued by giving some questions which were related to the material. It was directed to make the students focus and pay attention to the lesson. The students also tried to answer some question about the material taught. This continued for about 10 minutes.

Whilst-Activities

In whilst activity, there consisted of exploration, elaboration and confirmation. In exploration activities the researchers asked the students to define the collaborative learning that used in teaching learning process. In elaboration, the researcher asked the students to divide themselves into several groups.Then, the researcher handed out and explained the topic for discussion. After they finished the task, the researcher asked to each group to perform the topic given in front of the group to confirm activities whether all the group of the students had performed, the researcher fixed the mistake and emphasized the right one.

Post-Activities

Post-activities was the end of the session, in which the researcher concluded the material and asked about the students' problems that were faced during the teaching and learning process. Then, close the meeting and it was around 10 minutes.

3.2. Observation

In this research, the reseacher observed with the aim to know how far the students got and improved their speaking after the implementation of collaborative learning. There were two kinds of observations that have been done here. First, observing the student' attitude toward the teaching learning process and finding out the progress of the students, especially those who still had problems in speaking. Second, the using of questionnaires, it was used to measure or in order to know the students' responses about the interest, motivation, and creativities when the teaching learning process applied of the students' toward the implementation of collaborative learning.

3.3. Reflection

Reflections were given to the students on the basic of improving speaking through collaborative learning. Each reflection was done during the post activities of the session based on the clue which had been given. The result of the whole reflections is evaluation in a group discussion. There were two session of discussions which consisted of two groups unite in one group discussion;

First, one group discussed the topic given. The other group obeserved and took notes of each members who were speaking during the discussion. After that each group took turn to discuss the different topic given and observed the group in discussion.

The second, one member of the group presents the result of their discussion in a paired group. Each group presented each own topic. One student acted as an evaluator and gave evaluation to each member of the opposite group and vice versa. The reflection given by the end of each lasted for 15 minutes.

Research Instrument

Test.

There were pre-test and post-test. At the preliminary stage, the researcher used a pre-test. Pretest was given in order to find out the real problems, which were faced by the students and was used to know the speaking skill of the students before applying the technique. Post-tests were given in order to know how far the improvement of students' speaking skill after the strategy was applied. For scoring the speaking skill the researcher used scale 1-5 that were adapted from Brown which consisted of grammar, comprehension, fluency, and vocabulary. The scoring of the students' speaking according to Brown (2004: 172)

Scores were given based on the student's ability to speak, with scores of 1, 2, 3,4, 5. The highest score obtained by the students using the standard score of Brown 20. However, to get the value of a scale of 100 students obtained and calculated with the following formula:

$$\text{Student score} = \frac{\text{Student obtained}}{\text{Maximum Score}} \ X \ 100$$

Questionnaire

In this research, it was administered ten questions with a choice of four items (A, B, C, and D) in each question . Furthermore, the questionnaire used to determine students' responses about the interest, motivation, and creativity when collaborative learning is applied. The questionnaire was scored using a 3-0 grading scale (A = 3, B = 2, C = 1 and D = 0). Percentage comparison to score item questionnaire show the number of responses of the subjects' for each item A, B, C, and D. The data obtained from questionnaires were analyzed as a percentage of the item follows:

Total answer of each item

X = ――――――――――――――――――――――――――― X ――100%
    Number of total answersof whole items
Where: X = Total percentage of each item

4. FINDINGS AND DISCUSSION

To answer the research questions , the data were collected from the subject through scoring. The data were collected in three research instruments that were administered to the subjects. Those three research instruments consisted of pre-test (cycle I), post-tests (cycle II) and questionnaires. In the pre cycle, the pre-test or IR (Initial Reflection) was directed to the subjects in order to get their pre-exiting skill in speaking. To know the students' speaking skill, the students were asked to discuss the topic given and present it in front of the group in class . It was given before the treatment was applied. The purpose of giving pre-test was to know the initial problems faced by students and to measure the students' skill at first.

In this research the post-tests were done two times, there were one time in Cycle I and one time in Cycle II. Post-test was given at the end of every cycle. In cycle I, the post-test aimed to check the students' improvement in speaking skill after conducting teaching and learning process through collaborative learning. The last cycle was cycle II. In this cycle, the researcher revised the cycle before, because in the previous cycle the students' speaking skill needed more improvement.

Moreover, there were three sets of row scores showing the improvement of speaking skill of the students through collaborative learning. There were a pre-test score and reflection score for all sessions, those three sets of scores gathered were tabulated as follows:

Table 1. Scores of Pre and Post Test

Table Pre Test and Post test			
Subject	Pre- Test	Post test 1	Post test 2
1	50	70	80
2	45	65	75
3	35	45	70
4	45	50	65
5	50	60	65
6	50	65	70
7	40	55	75
8	55	60	80
9	55	65	70
10	35	50	65
11	50	60	80
12	50	65	80
13	45	50	70
14	35	45	65
15	50	65	80
16	40	50	65
17	35	50	70
18	50	60	70
19	50	65	70
20	45	55	65
21	45	50	70
22	40	50	65
23	35	50	80
24	50	60	70
25	55	65	75
26	40	50	65
27	50	60	70
28	50	60	75
29	45	55	70
30	40	50	65
31	35	50	60
32	45	55	65
33	55	60	75
34	60	80	85
35	50	60	75
36	40	50	65

Total	1575	2045	2560

Table 1. shows there were three raw scores such as: pre-test, post-test 1, and post-test

In pre-test, the students' score of 36 students in speaking skill was 1575 and it was the score of pre-exiting mastery students in individual before collaborative learning implemented. The calculation score of students' speaking skill in post-test 1 was 2045. The last was post-test 2, the total scores of students' speaking skill was 2560. The improvement of students' speaking skill in post-test 2 showed that the implementation of collaborative learning was successful to improve their speaking skill.

To know the students' skill in speaking in pre-cycle, the students were asked to describe the given topic to their friends and come in front of the class to present it individually. This was aimed to know the individual' speaking skill before collaborative learning was implemented. In addition, the results of the pre-cycle tabulated could be seen in table 2. Based on the tabulation of data presented in table1, the mean score of the pre-cycle scores could be computed as follows: The mean score of pre test: $X = \frac{\sum X}{N} = \frac{1575}{36} = 43.75$

This result showed that the students' speaking skill was low and it needed to be improved with a new strategy. The first meeting in pre-cycle, the researcher dealt with some problems faced by the students while they were speaking. The students were brave enough to make mistakes in speaking individually in front of the class. The problems that they had were lack of vocabularies.

Based on the observation above, the students showed their improvement in speaking after collaborative learning was implemented. In addition, based on the tabulation data that could be seen in table 2 the mean scores of the post-test in cycle I could be computed as follows:

The mean score of Cycle 1: $X = \frac{\sum X}{N} = \frac{2045}{36} = 56.81$

The result of the data analysis of the post-test scores in cycle I showed the increasing mean scores 56.81. It was higher than the mean score of the pre-cycle that was 43.75. The mean score for cycle I showed that the speaking skill of the students got an improvement after they had been taught through collaborative learning. Thus when collaborative learning was realized, the students felt comfortable to join the class, especially in speaking skill.

From the observation above, the students showed their improvement from cycle I to cycle II. In addition, based on the tabulation data that could be seen in table 2 the mean scores of the post-test in Cycle II could be computed as follows:

The mean score of Cycle II: $X = \frac{\sum X}{N} = \frac{2560}{36} = 71.11$

The result of the data analysis of the post-test scores in cycle II showed the increasing mean scores 71. 11. It was higher than the mean score of the cycle I. The mean score for cycle II showed that the speaking skill of the students got an improvement after they had been taught through collaborative learning. There was a significant difference of the mean score of Cycle I between Cycle II. It showed that Cycle II which was started with revised new planning was more effective and encouraging than Cycle I. It also showed that the speaking skill of the students improved significantly after they had been taught speaking skill through collaborative learning.

The additional data required for the research were collected through questionnaires to the non language department students at the end of Cycle II. Furthermore, the questionnaires consisted of ten questions. Each question had four options, which were A, B, C, and D the answers of the questionnaires were scored using scale 3-0 (A=3, B=2, C=1, and D=0). The score collected from holding questionnaires showed the students' responses and motivation in learning speaking through collaborative learning. The obtained data showing the subjects total scores for items of the questionnaires were tabulated as following:

Table 2. Scores of Questionaire
Tabulation of Questionaire Data through Collaborative Learning

Subject	SCORE			
	A	B	C	D
1	4	5	1	
2	7	3	-	--
3	2	8	-	-
4	3	7	-	-
5	4	6	-	-
6	4	6	-	-
7	1	9	-	-
8	-	10	-	-
9	1	9	-	-
10	1	9	-	-

11	7	3	-	-
12	3	6	1	-
13	2	6	2	-
14	3	7	-	-
15	10	-	-	-
16	1	7	2	-
17	-	8	2	-
18	2	8	-	-
19	2	8	-	-
20	-	10	-	-
21	-	10	-	-
22	1	9	-	=
23	2	7	1	-
24	1	9	-	-
25	4	6	-	-
26	1	8	1	-
27	2	7	1	-
28	3	7	-	-
29	1	9	-	-
30	1	9	-	-
31	3	7	-	-
32	6	4	-	-
33	2	7	1	-
34	4	5	1	=
35	6	4	-	-
36	3	7	-	-
	95	259	13	0
	295	518	13	
Total				826

Table 2 above shows that the total of option A is 95 and the scale is 3 so the score is 295. Option B is 259 and the scale is 2 so the total score is (259 times 2) 518. Option C is 13 and the scale is 1 so the total score is 13. Therefore the total scores of options A, B, C and D is 826.

The questionnaires were scored by using the rating scale 3-0 (A=3, B=2, C=1 and D=0). The comparative percentages for the score of questionnaire items showing the subjects' total responses for respective item of A, B, C, and D. The supporting data were collected by means of administering questionnaires by the end of cycle II. Questionnaires were given to find out the students' responses when they were taught using collaborative learning. Based on the tabulation data that could be seen in table 3, the computation of the comparative percentage for the scores of the items of the questionnaires showing the subjects total answer for item A, B, C and D were shown as follows:

Total percentage of item A = $\frac{295}{826}$ = 35.71

Total percentage of item B = $\frac{518}{826}$ = 62.71

Total percentage of item C = $\frac{13}{826}$ = 1.57

Total percentage of item D = $\frac{0}{826}$ = 0

It can be concluded that the questionaires result showed that the motivation and responses of the subject had been increased after the implementation of collaborative learning in teaching learning processes.

5. CONCLUSION AND SUGGESTION
Conclusion

After analyzing and interpreting the data , this research can be concluded that the students' speaking skill can be effective through collaborative learning:

1. The students' improvement in speaking skill can be seen clearly by the comparing the students' mean score of pre-test and post-tests in cycle I and cycle II. The mean score of pre-cycle or pre-test was 43.75. The mean score of cycle I was 56.81 and the mean of cycle II was 71.11. This score of 71.11 according to score standard of Stikubank University the student passes in taking each subject. He or she gets score B (the range 71 up to 75). It is categorized that the criteria of cycle II is successful in improving students' speaking skill. From cycle

I to cycle II the main score is gradually improved. The established mean figures from cycle I to cycle II is significantly getting higher. It is proved that the strategy work effectively due to the results of post-tests in every cycle.

2. The problems that the students face in this research are the followings:

   a. Fear and confidence. English languages have very distinct sounds that the students of non language department are not used to speak. They are not confident when it comes to pronunciation. They must focus on the differences and practice until feeling confident.

   b. Shyness. Students are often restrained about trying to say thing in foreign language and worried about mistakes or simply shy of the attention that their speech attracts to those who listen.

   c. Lack of vocabularies. Students sometimes complain that they cannot think of anything to say: they have no motive and not know how to express themselves that they should speak.

Suggestion

There are some suggestions that could be described as following:

1. It is hoped that the English teachers are able to implement the collaborative in the class especially for speaking skill.

2. It is hoped that the students are able to maintain what they have already had now. Therefore, the students must improve their speaking skill by more frequently practicing listening the real English from the native speaker and practicing to communicate with friends in the classroom in English.

3. It is also hoped that collaborative learning can be applied in other skills not only for speaking skill.

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