



COOPERATIVE LEARNING LANGUAGE AND ITS EFFECTIVENESS IN TEACHING SPEAKING

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Article history:	Abstract:
<p>Received: December 11th 2022 Accepted: January 11th 2023 Published: February 17th 2023</p>	<p>English is not a new language anymore, it is very famous then many people use the language into their daily, even they switch the language or sometimes mix the language, sometimes in correct or incorrect pronunciation. This study investigates how cooperative learning facilitates students in teaching speaking and to find out the benefits and challenges during the implementation of cooperative learning in teaching productive skill.</p>
<p>Keywords: productive skill, learning, cooperative learning, speaking, teaching</p>	

In the era of student centered learning, the lecturers do not dominate the teaching and learning process. Factually, English can be accepted by the general public through games, songs, movies, etc. However, many students have difficulty in understanding English moreover in understanding English text. They think English is difficult to understand because they have to memorize a lot of vocabularies, learning English must memorize many formulas of sentences, English may not be pronounced based on writing, and sometimes English becomes a scary thing because the teacher and the methods used are not able to support it properly. In a large class conditions, the students cannot receive the material well and the teacher feel same. So that students feel that English is a difficult and boring thing. The students encouraged to be more active together to discuss and find the knowledge and skill by themselves. The lecturers' roles are facilitators and motivators. Teaching is making the students learn by triggering, motivating, encouraging, guiding, and facilitating students to learn; it is not knowledge to the students, but helping them to develop their knowledge and skills.

Those definitions imply that: (1) a lecturer is a person who helps the students learn; and (2) a student is responsible for his own learning and becoming autonomous learner. Autonomous learners: (1) plan and organize their own learning experience; (2) know the learning focus; (3) monitor their own learning; (4) look for the chance to practice; (5) are interested in language and language learning; and (6) have self-confidence to use the language. In developing a model for teaching speaking, those theories should be applied to overcome the weaknesses of the existing model for teaching speaking by making the students more active and autonomous in teaching and learning process. The intended model will also develop all indicators of speaking and improve the students' speaking skill. The paper is aimed at: (1) finding out the weaknesses of the existing model for teaching speaking; (2) developing a model for teaching speaking using cooperative learning; and (3) finding out whether a model for teaching speaking using cooperative learning is more effective than the existing model for teaching speaking.

Cooperative learning is an innovative method which can encourage the students to be active in working together to discuss and find knowledge and skill by themselves. Cooperative learning, according to some experts, is defined as: a model of teaching that goes beyond helping students learn academic content and skills to address important social goals and objectives; diverse group of instructional methods in which small groups of students work together and help each other in completing academic tasks; an instructional use of small groups so that students work together to maximize their own and each other's learning and principles and techniques for helping students work together more effectively; teaching method where students work in small groups to help one another learn academic material, find answers to questions, rather than seeking answers from the instructor, and make sure that everyone in the group understands the concepts; and a small group interactive instructional strategy that allows students to collaboratively work on meaningful tasks and to help themselves and others in the group to learn through social interaction. Cooperative learning should be applied in teaching and learning process of teaching speaking because of the following reasons: cooperative learning encourages those who are shy or reluctant to participate and gives the students chances for greater independence; cooperative learning helps motivate students and promotes positive interaction among students to construct their own knowledge, develop social and group work skills necessary in life, and learn through active involvement rather than sitting, listening, and watching; there is a process of interpersonal exchange that promotes the use of higher-level thinking strategies, higher-level reasoning, and metacognitive strategies; students working together cooperatively are expected to explain what they learn to group mates, elaborate on what is being learned, listen to others' perspectives and ideas, monitor each other's participation

contributions, give each other feedback, and engage in intellectual conflict; cooperative learning encourages learners to motivate themselves through a self-access scheme where they choose and work on their own, work together in groups to help students make the experience as successful as possible; because they are working together without the teacher controlling every movement, they take some of their own learning decisions, they decide what language to use to complete a certain task, and they can work without the pressure of the whole class listening to what they are doing; and cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others;

Cooperative learning in the educational context generally involves a small number of students working together to achieve a task, the reason why cooperative learning succeeds as an educational methodology is its use of convergent tasks: group goals based on the individual's responsibility of all group members to increase learning achievement, regardless of subject or proficiency level of students involved. Cooperative learning is a relationship in a group of students that requires positive interdependence (a sense of sinking or swimming together), individual accountability (each of the students has to contribute and learn), interpersonal skills (communication, trust, leadership, decision making, and conflict resolution), face-to-face primitive interaction, and processing (reflecting on how well the team is functioning and how to function even better).

There are six factors why cooperative learning enhances students' learning: (1) providing a shared cognitive set of information between students; (2) motivating students to learn the material; (3) ensuring that students construct their own knowledge; (4) providing formative feedback; (4) developing social and group skills necessary for success outside the classroom; and (5) promoting positive interaction between members of different cultural and socio-economic groups.

Many cooperative learning strategies work well in groups of four. This may not be appropriate for your class' size and composition. It may help to start using cooperative strategies in pairs instead of groups to get both you, as the teacher, and the students used to working with other students on a regular basis. Many cooperative learning strategies work well in groups of four. This may not be appropriate for your class' size and composition. It may help to start using cooperative strategies in pairs instead of groups to get both you, as the teacher, and the students used to working with other students on a regular basis. Cooperative learning strategies on the contrary are designed to produce simultaneous interaction, so to engage as many students as possible simultaneously.

Students work from beginning to end the assignment until all group members successfully comprehend and complete it. They work in group to gain from each other efforts; they share a common fate, work in cooperation and feel proud for group success. Thus, in Cooperative Groups students interact more than they do in traditional learning groups. Cooperation is possible under the following conditions:

Clearly perceived positive interdependence.

Considerable face-to-face interaction.

Clearly perceived individual accountability and personal responsibility to achieve the group's goals.

Frequent use of the relevant interpersonal and small group skills.

Frequent and regular group processing of current functioning to improve the group's future effectiveness.

Cooperative learning means some instructional strategies which refer to a student-student interaction over subject matter as a component part of the learning process. It is based on six key concepts: (1) teams; (2) cooperative management; (3) will to cooperate; (4) skill to cooperate; (5) basic principles; (6) structures. Not always cooperative learning lessons implement all six concepts. Each of the six key concepts of cooperative learning can be considered as follows:

1. Teams. Teams may be of any size, but teams of four are ideal. The teams of four make it possible to work with an equal participation.

2. Cooperative management. It is important that all the students have a possibility to cooperate both with each other and at the same time with the teacher. The teacher uses a quiet signal which draws the students' attention from peer interaction toward the teacher.

3. Will to cooperate. Teambuilding and the use of cooperative task and reward structures including recognition systems create and support the will to cooperate. When there is a positive team identity, liking, respect, and trust maximum learning can occur.

4. Skill to cooperate. There are different kinds of ways the growth of social skills, including observing modeling, role-playing, defining, reinforcing, and practicing specific social skills. It is also possible to structure for acquiring skills by role assignment and use of specific structures.

5. Basic principles. Four basic principles exist in cooperative learning: Positive Interdependence (It takes place when goals of members in the teams are the same and correlated with each other.), Individual Accountability (When each student is responsible for the final result), Equal Participation (It is an essential element for the success of all students and may be achieved by division of labor in a team.), and Simultaneous Interaction (It means that everybody in the team will be involved in the work.). All four principles should be present at the lesson for having a cooperative learning.

6. Structures. Structures are very specific cooperative learning strategies that can be used to organize interactions between students. Most structures can be used with almost any academic content.

English language learner cooperative learning is especially effective when students of differing abilities work together in groups. Students learn to depend on each other to complete a task on not just on one strong leader who

is advanced in level. Students are individually responsible for their tasks, and they work together to create a finished product in the group by contributing their pieces. Cooperative learning and English language learners go well together; students learn to be confident in their abilities to use English to contribute to a larger group as well as to communicate on a person-to-person basis.

Based on the research finding and discussion, it can be concluded that the model teaching speaking using cooperative learning is effective to make the students more interested or motivated to speak in groups or pairs, more active working in groups or pairs, not ashamed to make mistakes, and learn from their peers and lecturer to develop all indicators of speaking.

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