THE USE OF COOPERATIVE LEARNING TO ENHANCE STUDENTS SPEAKING ABILITY IN ONLINE CLASSROOM

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Abstrak

Tujuan dari penelitian ini adalah untuk. Mendeskripsikan partisipasi siswa ketika guru mengimplementasikan pembelajaran kooperatif di kelas. Selain itu, penilitian ini juga bertujuan untuk menginvestigasi kefektifitasan dari pembelajaran kooperatif yang digunaka siswa untuk meningkatkan kemampuan berbicara dalam bahasa Inggris. Penelitian ini menggunakan metode kualitatif untuk mendapatkan data. Subjek dalam penelitian ini adalah satu gruo yang berisi 5 siswa menengah atas yang secara aktif bekerja dalam grup. Data dkumpulkan melalui catatan lapangan yang digunakan untuk menulis catatan informasi mengenai perilaku guru dan murid di dalam kelas guna mengetahui penerapan pembelajaran kooperatif oleh guru. Kemudian, rubrik yang diikuti dengan sesi wawancara digunakan untuk mendapatkan lebih banyak data dari pertanyaan di dalam rubrik. Penelitian ini dilakukan dalam dua pertemuan. Hasil penelitian menunjukkan bahwa pembelajran kooperatif masih belum efektif untuk digunakan oleh guru di kelas online. Hal tersebut ditunjukan dengan kurangnya siswa yang bertanya selama pembelajaran berlangsung. Dalam menjelaskan catatan lapangan, guru hanya memberikan tugas tanpa mengawasi pekerjaan kelompok siswa. Kemudian, murid harus menggunakan berbagai media untuk melakukan kerja kelompok diluar kelas online yang dimana kurangnya kontrol dari guru. Namun, dalam rubrik yang dikuti oleh wawancara, para murid menyatakan bahwa bahwa pembelajaran kooperatif membatu mereka dalam mengurangi masalah mereka dalam berbicara. mereka menyatakan bahwa pembelajaran kooperatif membatu mereka berlatih lebih dalam berbicara serta mendapatkan umpan balik dari kesalahan mereka serta motivasi. Mereka menjalankan pembelajaran kooperatif melalui aplikasi pertemuan maya dan obrolan grup di Whattsap menggunakan fitur catatan suara maupun panggilan video. Para murid juga memberikan umpan balik dan nasihat sebagai respon dari partisipasi mereka di dalam aktivitas pembelajaran kooperatif. Kesimpulannya, hasil dari penelitian ini menunjukkan bahwa penerapan pembelajaran kooperatif dikelas online masih tidak cocok namun, masih efektif untuk kerja kelompok siswa biasa.

Kata Kunci: Pembelajaran kooperatif, Siswa Menengah Keatas, Berbicara

Abstract

This study aims to describe students' participants when the teacher implements cooperative learning in the classroom. Moreover, this study is aimed to investigate the effectiveness of cooperative learning that is used by the student to increase their ability to speak in English. This study used the qualitative method to get the data. The subject of the study is one group that consists of 5 senior high school students who are actively working in a group. The data were gathered through field notes which were used to take note of all of the information about how the teacher's and the student's behavior in the classroom to discover the implementation of cooperative learning by the teacher. Then, the questionnaire followed by an interview session was used to get more data from the following question of the questionnaire. This research was conducted in two meetings. The finding of this study showed that cooperative learning is still not effective to implement by the teacher in the online classroom. it showed from fewer students who asked questions during the learning activity. In explaining the field note, the teacher only gives the assignment without monitoring the students' group works. Then, students must use various media for groups working outside the online classroom that is less of teacher control. However, from the questionnaire followed by the interview, the student claimed that cooperative learning was helped them to reduce their problem of speaking. They stated that from cooperative learning, they could practice their speaking more and get feedback for the mistakes also motivation. They implement cooperative learning through virtual meeting applications and group chatting in WhatsApp features such as voice notes or video calls. The student also gives feedback and advice as a response to their participation in the cooperative learning activity. In sum, the finding of this study showed that the implementation of cooperative learning in an online class was still not suitable but, effective for students' regular work-study.

Keywords: cooperative learning, Senior High School, Speaking.

INTRODUCTION

Students as an EFL who communicate with other speakers of English from a different background. Thus, they have to be a good communicator when they delivered their idea well (Illés & Akcan, 2017). They have to communicate with others and through the process of communication where speakers expect to build meaning through producing, receiving, and processing information name speaking (Bailey, 2005). They have to produce sounds that exist at the meaning and be understood by others. (Fulcher & Ma, 2015). As supported by Torky (2006), speaking was a step to produce the sound that made signals to produce the differential verbal response in the listener. Related to combining sounds systematically, it created meaningful sentences for the speaker and listener to exchange the messages orally. Thus, the students should have the ability to communicate with others so they could participate in the learning and teaching process without any obstacles.

In Indonesia's school teaching-learning process, the teacher still implemented some traditional approaches in teaching-learning English which are teacher-centered that the most interaction does most by the teacher while the student is treated passively in the learning process in process of learning (Emaliana, 2017). It made the students have linguistic problems and non-linguistic problems that competence prohibits the opportunities for students to interact with the teachers and peers in the classroom (Heriansyah, 2012). Students also feel not comfortable communicating in the target language with their peers and often unwilling to communicate with the target language and avoid talking in the whole learning and teaching activity (Tsiplakides & Keramida, 2009).

To overcome the problems of speaking, the students need a strategy to deal with those. Speaking strategies have been viewed as first aid devices used for interaction and communication, to address problems or breakdowns, and to remain active in communication. It could be actions, behaviors, steps, or even techniques to enhance learning. Oxford (1990) also stated that learning strategies were the first step for students to enhance their learning. More specifically, it is a strategy, technique, or action taken by the students to make their learning more optimal and effective. However, sometimes students did not realize how important it is to applied learning strategies in their learning activity so, sometimes their learning activity was not effective. Furthermore, using more learning strategies may help the student to get high speaking performance compared to those with low speaking performance that did not use learning strategies at all (A. Gani, Fajrina, & Hanifa, 2015).

These strategies are especially important for learning the English language because they are tools for active, self-directed involvement, which is essential for developing communicative competence (Dolati, Romana Iran & Mousavi, 2014). It is also defined as "any thoughts, behaviors, beliefs or emotions that facilitate the acquisition, understanding, or later transfer of new knowledge and skills" (Malmberg, Järvenoja, & Järvelä, 2010). Learning strategies comprise focused on the new information, analyzing, and monitoring information during the learning process so it makes the student more learn effectively and independently in learning (O'malley, J. Michael & Chamot, 2002). Even if learning strategies can be changed and develop according to a learning situation by the learning goal (Winne, 2017)

Laal & Ghods (2012) claimed that students need to interact with peers to get more knowledge and achievement. In all situations where people come together in groups, they suggested a way of dealing with people who respect and highlights individual group members' abilities and contributions. There was a sharing of ability and taking of responsibility among group members for the groups' actions. Therefore, imperative to found and used the best strategy, methods, materials, activities, and other requirements to help learners master the art of speaking (Nazara, 2011). Therefore, students need grouping to reduce their problems of speaking and made them confidently speak in the classroom (Nasution, 2017).

Cooperative learning is a group activity that places to exchanged information and idea between the learners in the groups in which each learner is given responsibility for their learning and motivation to increase the learning of others (Richards & Rodgers, 2001). In other words, learners who were involved in cooperative learning develop their skills for interpersonal communication more readily than learners who were in other classroom scenarios (Brown, 2013). Tran, Nguyen, De, Soryaly, & Doan (2019) also claimed that Cooperative learning should be applied to enhance students' effective management of study time and environments; maintain students' effort when dealing with uninteresting tasks; cooperate and seek support from each other for better learning outcomes. Using these strategies makes students more effective at learning and set a group goal because it gains their understanding and their self-confidence in their abilities (Lucena & Jose, 2016).

In the previous study, the researcher showed the effects of cooperative learning strategies that help learners develop their oral communication skills. Hengki, Sabu, & Salija (2017) conducted an analysis and found out that the students who using cooperative learning strategies tend to

have better performance on communicative language function on speaking. Al-Tamimi & Attamimi (2014) also claimed that students' scores who used cooperative learning were higher than students who did not use any strategy.

The purpose of this study is to describe students' participants when the teacher implements cooperative learning in the classroom. Also, investigate the effectiveness of cooperative learning that is used by the student to increase their ability to speak using English.

Based on the background of the study above, the researcher has formulated some research questions. Those are:

1. How do students participate when the teacher uses cooperative learning in teaching activities?
2. How effective is cooperative learning to implement for learning speaking in the online class?

METHOD

This research used the qualitative method. The qualitative method was a general term referring to the research involved detail, verbal description of characteristics, cases, and settings. Qualitative research usually involved fewer cases investigated in more depth than quantitative research and involves an interpretive and naturalistic approach (Denzin, 2000).

The subject of this study were 5 people senior high school students which were in 1 group. The researcher chose that group because that group had similarities in the way they learn. The participant was had stable group learning in the class. All participants were senior high school students in class XI in Surabaya. As reported in this study, the researcher changed the participants' names into pseudonyms to keep their privacy.

This research was conducted in one of the senior high schools in Surabaya because the researcher wanted to know the participation of the student in the class which was used cooperative learning. This research was conducted in two meetings.

The instrument that the researcher used to collect data were field notes, questionnaires, interviews. This instrument was used for the participant that could answer all questions to fulfill the data for the researcher. The first instrument was a field note that was used to observe the class and group learning activity. The field note would contain what the student do during the class, how students participate in the classroom, and how the teacher implements cooperative learning in the classroom. Next, because of Covid-19, the researcher distributed the questionnaire through google form and shared it to WhatsApp Messenger. The questionnaire would contain ten-question related to participants' preference in using

learning strategies to develop their speaking ability in the classroom. the questionnaire was adapted from Farzaneh & Nejadansari (2014) and could be found in Journal Theory and Practice in Language Studies. The third instrument was an interview. The interview was conducted through the online platform WhatsApp. The interview aimed to measured and got more depth answers from the students from the questionnaire that already share before. The question of the interview contained 10 questions that related to the using of cooperative learning and the effectiveness for them to increase their ability to speak in English.

Before collecting the data, the researcher contacted the school that will be the place for the researcher to get data. Then, the researcher contacted the staff in the English education language study program to get a permission letter as the requirement to collect data in a Senior high school. The researcher asked permission from the teacher to collect data in that class. after that, the researcher will be asked the participant's permission, whether they were willing to become the participants or not, and explained the aim of the study. The researcher explained what the participants were going to do and the guidelines. The researcher distributes the link of the questionnaire in Google Form through an online platform. The interview was also done through online platforms such as WhatsApp (Voice note and WhatsApp-Call).

After getting the answer to the questionnaire from the participants, the researcher analyzed the data qualitatively. Thus, the stages to answer the second research question were:

- Classifying, the researcher would reread and classify the data that have been collected. Then, the researcher organizing them based on the category in the research question.
- Coding and reducing categorized the answers into several codes and tried to reduce unimportant data.
- Interpreting and representing, the researcher interpreted the code and represented the data into a description.

After getting the data from the questionnaire and interview, the researcher gained more data from the record of the interview. The researcher would analyze the data and represented it in a form of a description.

RESULTS AND DISCUSSION

The students' participation in cooperative learning

The class began with the teacher shared the link to Google Meet in group chat. In the online meeting, the teacher gives some material about report text using video and PowerPoint. The teacher gave the students material about

report text and showed the generic structure of it. the teacher also gave some videos about report text. After the video end, the teacher gives the student chance to ask related to the material. Only one student asked about the material. The student asked about the differences between report text and descriptive text. The teacher answered the student if the report is a text which presents information about something. It is a result of systematic observation and analyses. The teacher also added the example so the student would more understand.

Then, to enhance the student's comprehension of report text, the teacher gave them a group assignment. The teacher asked the students to make a group consist of 3-4 students. The teacher gave some topics to make a report text and the representative of the group must present their result with a video. The teacher asked them to brainstorm through online chatting and the deadline submission already given by the teacher through google classroom. after receiving the topic, the teacher ended the class and leave the google meeting but he gave the students time to discuss the topic that would be chosen. The student discussed the group and the topic that would be chosen. After all of the group got the topic, they move to the group chatting in WA.

Next, in Group A, the student already discussed the topic. They discussed the job desk for the people in the group. After all of the discussion, they decided to brainstorm and get the data together. After getting the data, they would submit it to student 1. After that, Student 1 worked individually such as organized the data, selected the decent data, and elaborated it into writing. Next, Student 1 sent the script to the group. It was used to achieve a similar perception between the group member. Some members suggested some parts. Student 1 noted and changed the write and sent it back to the group. Next, all of the members will make an individual video in 3 minutes about the part that they have got. The total time of the video must be 15 minutes. In this activity, each student worked individually. Each student prepared the tools to take videos and practice speaking because they would make the video without the script. They also said, before taking the video, they practiced a lot. They also sent some voice notes in WA to get some advice from the member of the group.

One of the students had problems pronouncing some difficult words, one of the members help him through a voice note. The student explains how to pronounce it properly. There was also the member who had difficulties in the intonation of his speaking. Other members, also gave him feedback and gave some examples to the student through voice notes. Then, after all of the members already sent the video, the next part would take by student 2.

Student 2 would edit those clips into one video and sent it to the group so the member of the group may give some feedback before student 2 submitted it. Next, the video was done and all members group were ready to submit it. Finally, one of the member groups submits it into Google Classroom task. After all of the students submitted the assignment, the teacher gave the students feedback. The teacher gave some feedback about the content, the editing of the video, the weaknesses, and the strengths of each video. The teacher also gave the students to give comments and feedback on the other groups' projects.

The observation above showed that this activity did not effectively to gained student teamwork because, in some parts, the student still works individually. Especially when they practiced the script and when they take the video. However, in that group discussion, they still gave some advice and feedback about the voice note and finished their assignment on time. Even though, cooperative learning was stated in terms of instructional strategy in which students work together to achieve learning targets. Abrami, Poulsen, & Chambers (2004) stated that cooperative learning was a group of systematic learning activities which depended on the information exchange between the learners in the groups in which each learner is given responsibility for their learning and was motivated to increase the learning of others.

The effectiveness of cooperative learning used by students for learning speaking

After getting data from questionnaires and interviews, the researchers found that the strategies they used in learning speaking in online classes were at an effective level. This was based on the results of questionnaires and interviews that have been conducted by the researcher. The result showed most of the students stated that the strategies in student's learning activities were effective for them. they believed that cooperative learning could learn from each other and improve their speaking skills, especially self-confidence. They confirmed the statement the use of a cooperative learning strategy was effective to use.

Diagram 1. Students' respond about cooperative learning
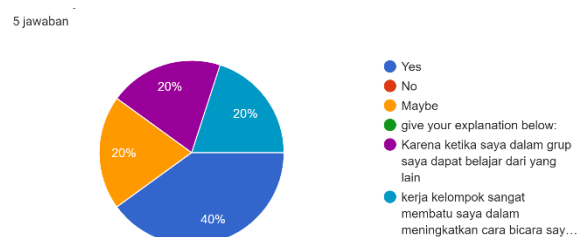
The results showed that the statements which stimulated them in responding to the effectiveness of the strategies in student's learning activities were in the dominant effective response. This can be seen in the chart, which shows that 40% of them stated that the strategies in student's learning activities were effective for them. While 20% of them answered undecided and another 20% gave reasons that the strategy used was effective. It is concluded that respondents who answered agree with this statement were very dominant. Because they believe that cooperative learning can learn from each other and can improve their speaking skills, especially self-confidence. These results are supported by the results of an interview given by one of the subjects regarding the effectiveness of this cooperative learning. The results of the interview are as follows:

Student said:

"In my opinion. In application of that grouping, it's a bit complicated because we have to online at the same time but we couldn't. Some of us are busy. Doing house chores, help our parents, and most of us usually slept over. But we can handle it. We always make an agreement whose will send their video rehearsal first and who will check it. Then the other will give some words, comments, or some suggestions about the video and so on. But, the execution, went well. For the effectiveness, for us, it is effective even it needs some complicated way". – student A

The results of the interviews showed that these students confirmed the statement that all subjects stated that cooperative learning was effective to use. He gave the opinion that cooperative learning is not easy to do. In doing so, there are bound to be problems. Because cooperative learning involves many heads, so the ideas are different. However, these difficulties do not hinder the benefits and effectiveness of this strategy. This strategy teaches mutual respect, mutual commitment, and trust, sharing difficulties and knowledge, and exchanging advice. So, it is very effective to use in developing speaking skills. Despite that, they still have problems and difficulties.

Diagram 2. Cooperative learning increase speaking ability
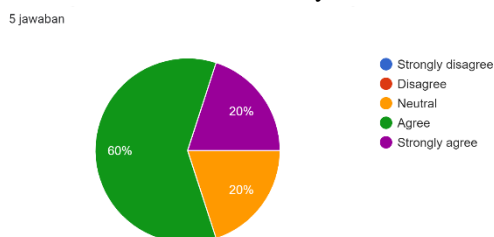
In the statement above, most of the subjects agreed that in cooperative learning in speaking the strategy they got was to increase their speaking ability. 60% percent of them agree that cooperative learning is increasing their speaking ability. Then 20% of them strongly agree that cooperative learning is increasing their speaking ability. Then 20% of them chose to be neutral in responding to this. As a data reinforcement material, researchers have obtained the results of interviews from one of the subjects to explain. The results are as follows:

"I didn't confident with my English when the teacher asks me. I'm usually didn't confidence with my English when the teacher asks me. I don't know how many the strategy is but, I always ask my friends to help me. They always help me to overcome my problems. We also talk about the new assignment or our previous material. Even if there is not an assignment, we also talked about the previous assignment because we don't know what we will face in the future."- Student A

The statement above showed that he had problems with his confidence while speaking. Student A, as the representative of one of the groups in the class, stated, in cooperative learning, they could overcome the difficulty in the way they learn speaking. This statement showed they have a regular habit to make a group review the previous material or discussed the difficult assignment. He also mentioned if they also had problems to finished their speaking assignment. That was what made him realized that problems always exist if not addressed.

Diagram 3. corporative learning for coping with the lack of speaking
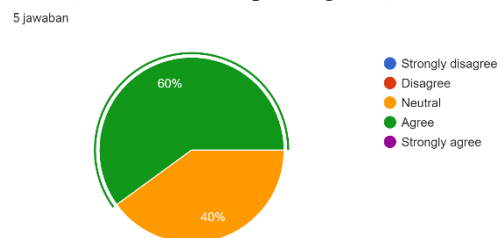
The chart above shows cooperative learning for coping with the lack of speaking. Most of the subjects agreed that in cooperative learning in speaking the strategy coping the lack of speaking. 60% percent of them agree that cooperative learning is coping with the lack of speaking. Then 40% of them chose to be neutral in responding to this. As a data reinforcement material, researchers have obtained the results of interviews from one of the subjects to explain. The results are as follows:

Student said:

"I don't know the measurement of enhancing but it helps a lot. For example, I can spell the difficult word that I ever heard before and I know the meaning of it. Then, I know how to use proper grammar when I'm talking in class. I feel more confident to speak. After all, I know that I didn't not alone to make a mistake because my friends also did. Oh yeah, in addition, I always ask my smart friend for help to teach me English. Especially when the speaking assignment comes up. Because I know my limit. I know that I'm not good at English, so, I need someone who smarts in English to help me through that assignment."

The results of the interviews showed that there was harmony between the results of the questionnaire and the results of the interviews. In the interview, the students stated that in cooperative learning they could overcome the deficiencies in their speaking ability. This student has problems in confidence when speaking. In cooperative learning, he realized that such problems, he did not feel alone. Almost everyone in the group has the same problem. That's what made him realize that problems always exist if not addressed. So that in cooperative learning they can overcome problems in speaking.

"My Friend and I usually learn together after the meeting was ended. We review the material or homework that we think was difficult to finish alone. I also ask my smart friend for help to teach me English. Especially when the speaking assignment comes up. Because we know our limit in speaking. We know that we were not good at English, especially me. We always started the task with exchange ideas that we have and give each other feedback when we practiced. We usually sent practiced video or Voice Note to each other through WA"- Student A

Student A also said, in the group, he got a lot of help, from brainstorming to how to speaking properly. His friend also helps her to practice and gave her suggestions towards her fluency or grammar. He believed that it would be easier to learning speaking in the group because she could explore more ideas. Especially in this online class activity. Even he did not meet face to face with his friend, they still could discuss through group chat in WA or Line.

"I know that my score increases when my teacher praises my last speaking assignment. He said that I got a lot of progress than the previous assignment. I also know some new words and I could pronounce the difficult words, using the right grammar, and I know how to read my last speech assignment"- Student A

Student A believed if his score in speaking tasks was increased when they grouping rather than in individual work. For example, in speech tasks, they always shared the video practice in the group to get some responses and feedback before submitting it to the teacher. He said, most of them usually gave feedback about the grammatical error, the pronunciation of some words, or even the intonation while speaking. This line was supported by Nasri & Biria Hanifa (2016) which claimed that using learning strategies, might help the student to get high speaking performance compared to those with low speaking performance that did not use learning strategies at all.

"It makes our works more efficient. We may know our mistakes without getting shameful judgment because we still a student and we learn and teach each other. In individual work, we can focus on one thing but when we work in a group, we may get a lot of things that we cannot get in individual work. For example, the feeling of comfortable and safe without fear of making mistakes and without fear of being judged but we also can get the suggestion from the other perception so we can explore more. Afterward, we can get our support system and motivated because we know that we can help each other. Not only that, but this grouping also raises our responsibility because we realized that we work with our friends, so we have a responsibility to do our jobs well and on time."- Student B

Next, Student B also confirmed that cooperative learning increases speaking ability. The results of the interview showed that cooperative learning activity could be used as a place for sharing among students in speaking. Especially, when they difficult to found ideas for brainstorming or helped each other to learn how to speak using proper grammar. He also stated they consider that cooperative learning was very helpful in carrying out their assignments. They believed that everything they do together would be easier. This group also mentioned about responsibility to finish the work together so they could be submitted on time.

"Sometimes we used Zoom or Google Meet. Yet, we often use WA to communicate because it was more efficient. Straight through phone and did not have to wait to turn on the laptop." - Student B

Furthermore, they could be shared and exchanged their idea with other about reducing their lack of speaking, helped them to practice to speaking through video call or any other platforms. Relevance to learning speaking, they

could practice their speaking skills together in a group. Considering the result, the present study conducted by Sharma & Priyamvada (2018) stated This strategy provides an opportunity for all students to share their idea with at least one other student which, in turn, increases their sense of involvement in classroom learning and critical thinking. In addition, if the teacher gave assignments, it would be easier because they are discussed together. He also claimed, this activity made them less stressed and reduced their nervousness while one of them performs because there were emotional support and motivation from their friend and made him more confident to perform. Even though intrinsic motivation is considered a critical factor for enjoyable and successful language learning, in the long run, it is particularly hard to attain in the foreign language learning context (Carreira, 2011).

However, they still found the difficulty in process of cooperative learning. First, they must be online at the same time or they had to make sure that all of them have time to online. They overcome the problem by agreeing before so they could meet virtually together. Even one of them did not join, that people would give some feedback in the end. They still believe if the cooperative learning was effective even complicated to run.

In doing so, there were bound to be problems. Because cooperative learning involves many heads, so the ideas are different. However, these difficulties do not hinder the benefits and effectiveness of this strategy. This strategy teaches mutual respect, mutual commitment, and trust, sharing difficulties and knowledge, and exchanging advice. So, it is very effective to use in developing speaking skills.

CONCLUSION

Based on the result of the study, it can be concluded that the teacher applied cooperative learning as an assignment was not effective to apply in the online classroom. Furthermore, explaining in the field note, the teacher also lacks discussion with the students. The teacher failed to engaged the student's interest in the material. It can be shown from only one student who asked the question about the material. Still, the teacher gave the students feedback on their project and also let their peers give some feedback too. The teacher expected that that feedback will make their future assignment better.

In the group chat, the students fully participate in group work. They finished each part such as search the data, makes a script, and make a video. Even they must do it by themselves, they still discussed it with the group member to get the same perception of this project. They believed that work in a group is effective even it was complicated to run,

According to the questionnaire and interview, cooperative learning is effective to used but complicated to implement in the online classroom. The students also claimed that cooperative learning increases their speaking ability. They stated, even in the online era, they still could communicate through group chatting and using features of WhatsApp like voice notes or using zoom and Google Meeting. They only explain that they could give each other feedback after one of them gives their voice note which contained their speaking task. They will advise about their grammar, fluency, even helps them to practiced. The students also stated that cooperative learning is a place for them to practiced and made mistakes without any judgment. They also claimed that cooperative learning helps them to perform better because of the motivation and support that their group friend was given.

Based on the explanation stated, the researcher intended to give several suggestions, for teachers, before implementing cooperative learning, the teacher needs to engage the student's interest first in the classroom activity. The teacher also needs to facilitate the students with proper media for implement cooperative learning in the classroom so the students could fully participate and the teacher could monitor the works group. If students did not monitor during the workgroup, it could be a lack of cooperative learning because the teacher will not know if the students work in a group or not.

Furthermore, for the student, it will be better if the students doing more discussion rather than giving feedback and advice. It is used to minimize the individual work that happens in the cooperative learning activity. It also helps the students to ask more about their weaknesses in speaking and get more knowledge from others. Then, for the next researcher, this study is only limited to a particular school where the meeting currently used virtual meeting cause of pandemic Covid-19. Therefore, the further researcher could take more participate for the subject of research so it will help to get more data.

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