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Cooperative Learning as an alternative Approach to Language Learning in 21st Century: Research review .

Ahmad Esa¹, Umi Kalthom Mahbib²

Fakulti Pendidikan Teknikal Dan Vokasional, Universiti Tun Hussin Onn

Batu Bahat, Johor, Malaysia.

Pusat KoKurikulum, Universiti Tun Hussin Onn, Batu Pahat, Johor, Malaysia

SK Seri Machap, Machap, 86200 Simpang Renggam, Johor

ahmad@uthm.edu.my¹, umikalthommahbib@gmail.com²

Abstract

There are weaknesses in English among primary school students, although various methods have been used by teachers. Past studies have found that teachers can incorporate or combine different learning methods with cooperative learning as a method of cooperative learning is the basic for learning activities in groups. Students more easily grasp the subject matter is given the chance to learn through experience and learning to work together, build team spirit and mutual need to need each other. This study was to examine the effectiveness of cooperative learning methods in English language teaching in primary schools with a focus on listening and speaking skills in English according to English year three in elementary school. Quasi Experimental methods shall be carried out on 15 students in the experimental group and 15 in the control group. We will assess the quasi-experimental comparison group design with pretest- posttest. The experimental group received instructions cooperative learning, while the control group will receive traditional classroom instruction. Both groups will be governed by achievement tests in English Language Year Three primary school in listening and speaking skills, particularly among students that are slow. The results are expected to show a statistically significant difference in the understanding of cooperative learning teaching listening and speaking in English, especially among students.

Keywords: cooperative learning methods, traditional methods of learning, English speaking, and listening skills in English, motivation

Introduction

1.1 Background

English teachers abroad has been working to develop a variety of educational programs exclusively in English language which is to combine various teaching methods and approaches implemented but they still face the problem of language acquisition such as Iran (Gilakjani and Bagban, 2012), Asean (Kirkpatrick , A. 2012) and Taiwan (Yun-Ju.H, 2011). A study conducted by Gong et al., (2011) reveals there is a gap on English language learning strategies in Singapore. Experts language education in the Philippines is also found teachers do not have appropriate teaching methods to teach English language to two primary schools (Bautista, M., 2011). Scholars study found cooperative learning method in accordance with the teaching of English has been conducted in countries such as Turkey (Bekirogullari, Z., & Er, M., 2012), China (Zhang, 2010), Holland (Veenman *et al*, 2005), USA (Yahya & Huie, 2002, Hirst & Slavik, 1999).

Problems of poor command of English among students needs to be addressed by all parties so that poor students can be helped so that they do not fall behind, can communicate, explore new knowledge that will explore the challenges of life in the present and the future. According to Hiew, (2012) English teachers have problems in learning English when they try to improve and strengthen the teaching of English teaching skills to be more effective and meaningful for both teachers and students. Data from the study showed that 41 respondents secondary school students in Sabah (Malaysia) only 61% of students have difficulty speaking fluently difficult and hesitant when speaking in English.

Scholars in the field of cooperative learning abroad such as Israel (Tran, 2014), Indonesia (Wicaksono, 2013), China (Song, 2012), USA (Roger & Johnson, 2009), Switserland (Erlbaum *et al.*, 2009 and New Zealand (Eisenhauer, 2007). The old practice of cooperative learning methods are interactive, using a safe learning environment, is ideal in the classroom and be able to develop a classroom culture that is able to express thoughts and ideas and to appreciate different cultures socialize despite the background and experience of their fellow group.

A study conducted by Norman (2013) and McFadden et al., (1990) have proved that language learning can be enriched and highly convenient method taught by cooperative learning. Therefore, it is clear that cooperative learning has been accepted abroad and therefore deserves cooperative learning practiced in Malaysia.

1.2 Cooperative learning and language skills

Therefore, in accordance with the cooperative learning according to language skills. This is because language can lead to students working together and mutual cooperative (Cheng, 2000). This has been described by Chen (2005), this concept is the ability to speak one or more persons to communicate or interact to deliver the ideas, views, opinion and speech in a conversation. Students who are weak in a particular language will find it difficult to achieve a good lesson (Payne, 2011, Mustafa, 2007). The role of language can lead to students working together and mutual cooperative (Slavin et al., 2010). This fact has also been suggested by Chen (2005), states that the concept of this language is the ability of a person or persons who communicate or interact to deliver the ideas, views, opinions in conversations and speech. A good command of the language can improve academic performance (Payne, 2011, Mustafa, 2007).

According to Nan (2014), he said the English teacher should generate cooperative relationships throughout the session learning and teaching. Teachers need to build an active learning environment. In addition, teachers need to try to improve communication and interaction among the subject or between teachers and students. These are the basic form of learning groups cooperative. Teacher should constantly increasing spirit of cooperation and teamwork as well as trying to infuse prefer to explore the nature of the problem.

1.3 History cooperative learning

In the recent years, data from Ho & Boo (2007) found in a meta-analysis of 122 research studies from 1924 to 1980 that the ratio of cooperation, competition and learning individually by Johnson and Johnson (1988). They found that cooperative learning (CL) showed higher achievement of individual learning. They found that students who have a learning experience to work together better able to appreciate the views of others, even more positively participate in any controversy, also have better interaction skills and confidence has more power to work with other people than those who can only disclosure teaching methods individually.

Ho & Boo (2007) also stated that Slavin (1983) had analyzed 46 studies of the earliest research was conducted for a period of time in the same classroom activities in primary and secondary schools. Among the studies reviewed by Slavin, 63% showed that define the CL, 33% did not show any difference, and only 4% showed higher achievement for traditional comparison group. The results of performance found in almost all (89%) of the study group used the prize for individual achievement (individual accountability). When individual accountability does not exist, the achievement of all study is the same as in the classroom to

make a comparison. In another study, Slavin (1989) identified 60 studies that compared the results of CL and traditional methods in primary schools and secondary schools and found that there is a very good interaction among researchers CL that cooperative methods can and have a positive impact student achievement, However, the effect was only seen for the achievement of the cooperative structure that in stills a sense of positive interdependence and individual accountability.

1.4 A variety of teaching methods can be absorbed by the method of cooperative learning

Past studies have shown that teaching English is perfect when applied to cooperative learning. Through cooperative learning, various strategies, methods and techniques can be absorbed by indirect methods such as *Fun Learning Games* (Yolageldili & Arikan, 2011), *brainstorming method* (Rizi et al., 2013), *project based learning* (Munawaroh, 2013), *peer method* (Po et al., 2012, Boondee et al., 2011 dan Hancock, 2004).

Pan & Wu (2013) found that the effect of learning motivation and learning when they used the method of Freshman English in Taiwan. A total of 44 students involved in the experimental group and 34 students are taught in lectures with traditional method. As a result the impression motivated and he advised all teachers to teach with learning method of cooperative instruction when teaching English.

1.5 The issue of Malaysian student weakness in English.

There are studies indicated that students with low language proficiency problem stems from the dialect, speaking skills, an unfavorable environment and low self confidence. Most experts said English students are not proficient but not self-power a major factor in the failure of weak students in the course (Bozorgian, 2012, Liu, 2010). In addition, Hiew (2012) and Wu (2010) stated that less effective methods of teaching be the cause of the failure of English. Therefore, teachers should develop the learning process and better strategies in order to teach English is easy to learn.

Teaching English is a major challenge for the country. Even after eleven years, students learning at primary and secondary level, students are still poor command in English. Survey data shows that 60% of the errors are in the grammar. In addition, linguistic barriers and social environment such as attitudes towards the language increase the vulnerability of

students to master English as a second language in our country (Jalaluddin, N., Mat Awal, N. & Abu Bakar, K., 2008).

1.6 The cause weakness English

Interviews with Mr. Musa, (personal communication, April 8, 2015). He is PPD supervisor of English language teachers of primary school section Kluang, Johor. He said teachers and teaching methods are the cause of the weakness of English in school. Here there is no structured teaching methods used. Teaching materials for subjects are all a preset. Teachers are unable to use cooperative learning methods because there are obstacles. There are still many English teachers are not options and they are lack of exposure methods of teaching English effectively. According to him, the Linus program has not been successful because the English teacher didn't try to teach poor students with appropriate methods. Therefore, there still cases of students who have not mastered the English language even Linus program has been conducted since 2012.

1.7 Weakness in cooperative learning

Although many scholars state cooperative learning is very good impact on learning, but it still has some obstacles that need to be studied. According to Rofiq (2010) he found a few weaknesses in learning cooperative methods. Although cooperative learning has its own power, cooperative learning also has own obstacles that prevent its use in a variety of situations. Anyway, this weakness can be overcome by proper planning and preparation.

The disadvantages faced by teachers when implementing cooperative learning are:

1-Teacher's ability to control cooperative learning in class

Lack of direction and guidance that can lead to behavior not want to socialize or all members want to talk at the same time. There are some cases that members do not participate or are members try to dominate others and impose views he or expert supervision of teachers be ignored. These obstacles can cause noise and applies the state class where students discuss things that are not necessary and is not a topic to be learned. Finally, cooperative learning will be a wasting of time. Sometimes teachers feel uneasy when they wanted to ensure whether their students will perform tasks or work with honest or try to deserve a good grade by the group of students.

2-Over reliance on a group of friends

Cooperative learning can make students become dependent on each other and can have negative effects when they are required to work individually. It becomes difficult when it involves emotion as the nature of student cooperative or otherwise.

3- The issue of time constraints

Teachers need time to plan their strategies in terms of time for preparation and implementation. Hence, teachers do not have enough time to complete their syllabus. According to Chen & Goswami (2011), teachers must master with extra effective alternative teaching methods of cooperative learning in order to teach the students to the teaching profession easily and successfully build a sense of trust in students. Besides that formerly teachers often focus on the assessment of the performance or monthly tests.

2.0 Problem statements

The method of teaching is a key determinant of the success of the students to master a field, but many teachers in Malaysia have not mastered the method of effective teaching is learning to be effective it as a alternative method. Therefore cooperative learning studies should be conducted to examine the effectiveness and generate new model to help teachers teach more bright.

3.0 Objective

- 1- Exploring cooperative learning method as an alternative effective teaching model for English teachers.
- 2- Build cooperative learning modules for English teachers in primary school
- 3-Evaluate the effectiveness of cooperative learning methods and tradition methods in English language skills.

4.0 Scope dan delimitations

The survey will be conducted in the primary school Kluang, Simpang Empat, Johor and the respondents are students from year three.

5.0 Methodologi

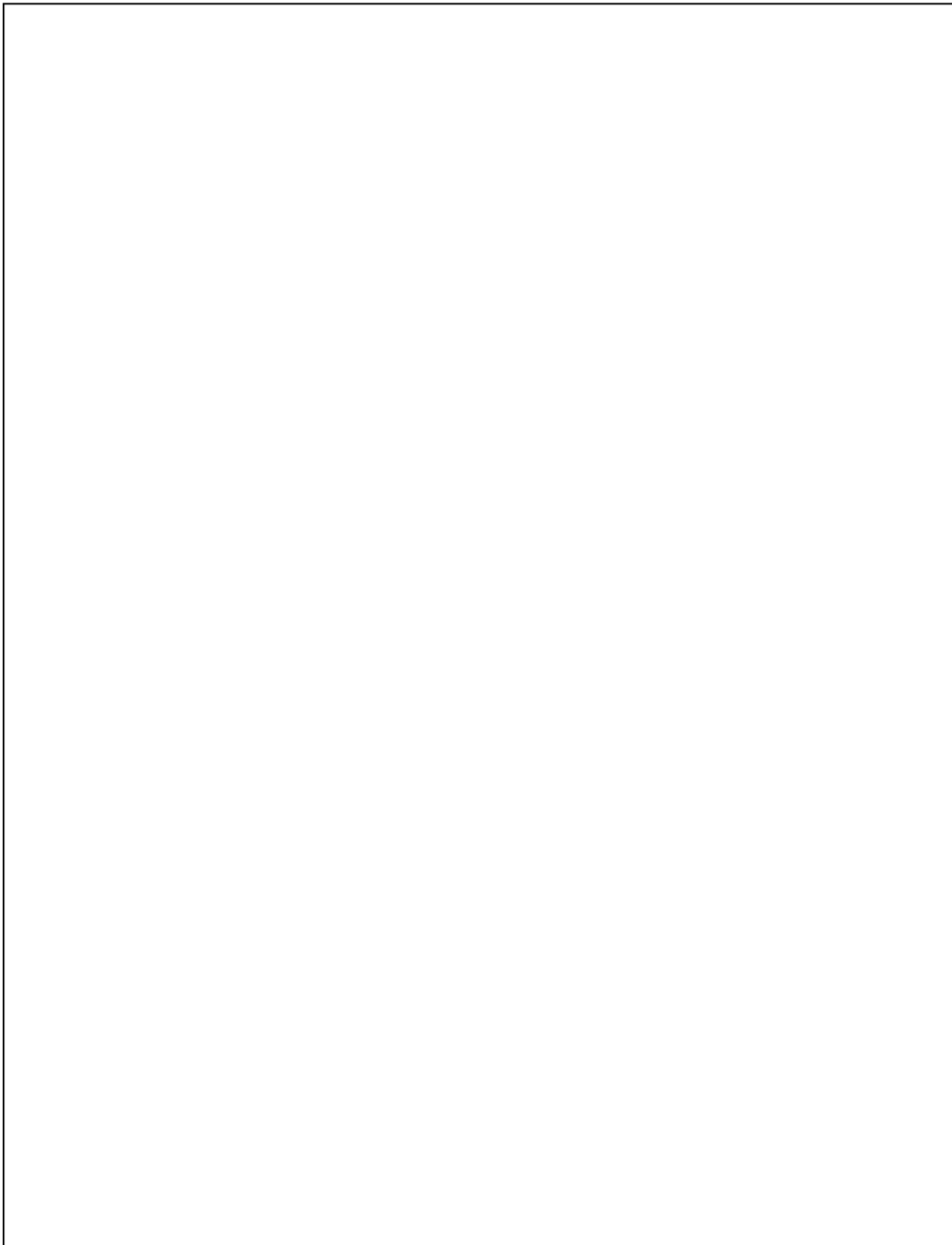
Dewey & Bento (2009) insists that the student's cognitive ability can be developed through appropriate treatment. The study design used is a modification of Experimental Quasi - "The Nonequivalent Control Group Design." Selection of the design of this study was to evaluate the effectiveness of cooperative learning and traditional methods in terms of the level of English proficiency and achievement.(Chua, 2006; Campbell & Stanley, 1963; Trochim, 1986).

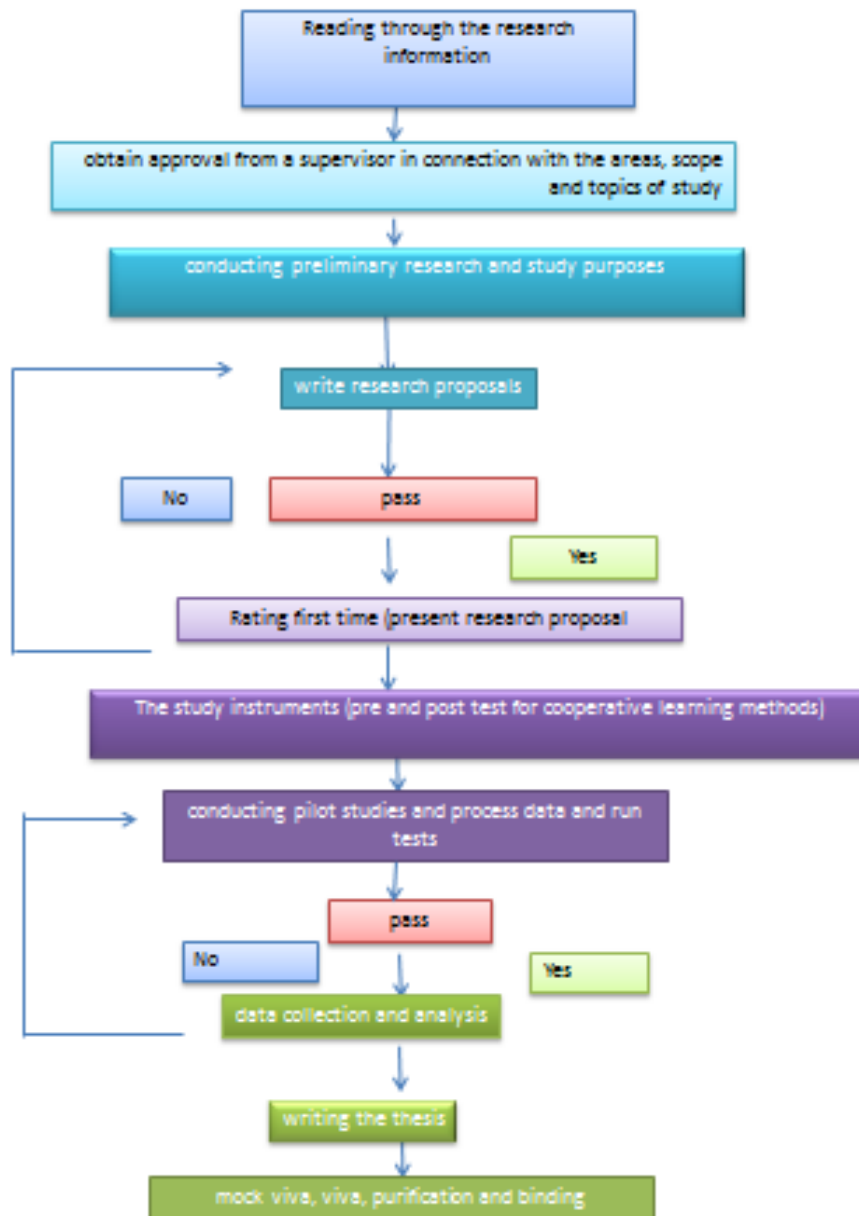
Ismail A, et al., (2008) explaining that the majority of researchers using research design Quasi-Experimental (60%) compared to pre Experimental study design (33%) and Experimental Pure (7%) based on analysis of 42 studies that examined the effectiveness of a treatment. Ismail A, et al., (2008) also said that Experimental design 100% Pure failed to find a significant difference in the post-test, design Experimental Pre indicated that 21% were significantly different at post-test, while quasi experimental design show differences significant at the highest post-test of 52%.

As the researchers want to study the effectiveness of cooperative learning and traditional teaching methods for subjects such as English, the quasi experimental design was chosen in addition to allowing the causes and effects are will be studied (Fraenkel, Wallen & Hyun, 2012.; Campbell & Stanley, 1963).

5.1 Operations research

Figure 5.1 graphically describes **operations framework** studies.





The formula uses a design type Quasi Experimental studies involving the use of a treatment group and a control group. Cooperative learning module was developed as a research tool for treatment of samples. The research instruments such as English language test listening and speaking are developed to assess the level of English language skills, academic achievement and mastery of cooperative learning samples.

6.0 Conclusion dan discussion:

Scholars have agreed that cooperative learning can be defined as a teaching method in which students of diverse abilities, ready to achieve common goals. The most important trait in a successful cooperative learning is students helping other colleagues to achieve comprehension, satisfaction with the knowledge they learn (Kirkpatrick, A., 2012, Felder & Brent, 2007, Kagan, 1972, Hock, 1998, Slavin & Cheung, 2004, Johnson *et al.*, 2004). The concept of cooperative learning is also acknowledged by its effectiveness when implemented in class (Ismaon, 2013 dan Zakaria, *et al.*, 2013). Through this, the students had the opportunity to cultivate positive attitudes such as mutual respect, honor and love of friends. If a close collaboration are stranded, teachers no longer feel overloaded to give any knowledge in their schools. Cooperative learning can replace the system of individual learning and develop an attitude that can interact offense and avoid misunderstandings that could lead to hostility and as an exercise in public life (Rofiq, 2010).

6.2 Future work

Accordingly, an English teacher in Malaysia should diversify their teaching methods. They should use cooperative learning methods. For this purpose, a study will be conducted to examine the effectiveness of cooperative learning in teaching English. In addition, this study will also feature a cooperative learning model that may be used and the ease teachers of English language teaching and increase the number of students to master English. These efforts will also help generate new knowledge in education today because teachers are the driving force students to be actively engaged in learning, encourage students to learn independently and monitor their own learning process and provide students with learning experiences that enable them to connect classroom learning with problem solving in everyday life.

The world is changing rapidly. The way we teach and assess learning is changing. Students today are starving new knowledge because they are very curiosity about the world around them are always challenging. Today they can reach the world by their fingertips through technology. Now the trend is more student-centered, more common and more technologically driven. Trends in language learning is more likely to empower our students to communicate with others (Eaton, 2010). It is recommended that English teachers should use cooperative learning methods involving online learning such as VLE because it is more efficient and suitable for this time.

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