IMPLEMENTATION OF COOPERATIVE LEARNING MODEL IN TEACHING SPEAKING

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ABSTRACT

In the era of modern digitalization, students are required to master English language skills, both in written and spoken forms. English is widely used on digital media such as YouTube, Instagram, TikTok, and others. Therefore, the ability to speak English is necessary for students. However, many students do not like English courses, let alone require them to speak in English. They believe that English is difficult, with many hard vocabulary words, and they lack confidence in speaking English due to differences in dialects. Cooperative Learning Model is one of the learning models that can provide a solution to students' problems in being able to speak English. The Cooperative Learning Model has several advantages, namely; providing opportunities to practice writing and speaking with friends (partners in groups), fostering a sense of mutual dependence on others, enhancing mutual respect among peers, and strengthening students' character traits of self-confidence and responsibility. The method used in this research is qualitative descriptive. The researcher will describe the learning behaviors and the improvement in speaking skills of students in English. The subjects of this research are first-semester management students at Universitas Purta Indonesia (UPI) "YPTK" Padang. The instruments used were structured observation sheets, documentation, and interviews. The research results show a change in students' learning behavior that encourages them to confidently express their opinions orally in English after watching YouTube videos shown in front of the class, as well as improving their English speaking skills.

Keywords : *Cooperative Learning Model, Teaching Speaking*

INTRODUCTION

The ability to speak English is very much needed nowadays because all aspects of life have developed on an international scale. By having the ability to speak in English, one will easily communicate globally between countries to enhance knowledge, obtain scholarships both domestically and internationally, expand work connections, and increase business opportunities. As part of the academic community on campus, management students should possess speaking skills in English because in the future they will face the development of global business that uses English as a medium of communication. However, in reality, many management students do not like English courses, let alone expect them to be able to speak English. They think English is difficult because of the many vocabulary words they don't understand, the differences in spelling and pronunciation, which makes them less confident in speaking English. This becomes a challenge for lecturers to motivate students to learn English, especially speaking skills in English.

Speaking skills are someone's ability to convey information using good, correct, and engaging language so that it can be understood by the listener (Wicaksono, 2016) In conveying information or ideas, a person with good speaking skills will choose the right, concise, proper, and accurate words, so that the information they deliver is clearly understood by the audience. In addition, a good speaker must also be able to capture information critically and effectively and be able to respond to the information they receive. This is not easy; it requires continuous practice. There are 5 components that one must master to have speaking skills, namely; grammar (grammar component), vocabulary (vocabulary), comprehension (understanding), fluency (smoothness), and pronunciation (accuracy) of language (Brown, 2019).

In honing English speaking skills, instructors must pay attention to learning activities that encourage students to learn. In line with (Nunan, 2003), speaking instruction aims for students to have the skills to express ideas and thoughts, use vocabulary, and apply target grammar (English) well in communication so that it can be understood by the listener. Next, (Brown, 2019) outlines 7 principles that must be considered in teaching speaking skills, namely: providing students with the needs for speaking interaction, fostering intrinsic motivation in students, encouraging students to use English in appropriate contexts, responding to communication accurately by aligning discussions with the topic, creating a natural relationship between the speaker and the listener, giving students the opportunity to activate their prior knowledge on the topic being discussed, and allowing students the freedom to express their ideas and thoughts.

One model that can enhance English speaking skills is the Cooperative Learning Model. The Cooperative Learning model is a teaching model that uses small groups to help students understand the lesson material or complete assignments. The small groups can consist of 2 to 4 people. In this model, students collaborate with other students in a group through a series of structured activities. This is in line with the opinion of (Clark, 2015) which states that the Cooperative Learning Model (CLM) maximizes discussions in small groups, involving students actively in honing their speaking skills in English, so that learners can improve their speaking skills in English. In this group discussion, all students can learn and collaborate by utilizing various resources and skills they possess, asking for, evaluating activities, and monitoring the contributions of fellow members. Then, (Hengki et al., 2017) state that the Cooperative Learning Model (CLM) strategy for group learning activities is structured for each group member so that independent learning occurs, where group members exchange information and are responsible for their own learning. Some benefits that can be obtained from the Cooperative Learning Model process according to (Tobergte & Curtis, 2013) are: increased academic

learning, increased critical thinking ability, more time spent on learning tasks, and improved memory retention.

METHOD

The type of research is descriptive research using a qualitative method approach. Descriptive research is research that describes the condition of the research object in the field (Gay, 2012). This research aims to observe changes in learning behavior and improvements in English speaking skills among students in expressing their opinions on YouTube videos shown during the opening class activities. This research found data by collecting and analyzing non-numerical data through continuous observation, interviews, and questionnaires. In the data collection process, the researcher directly interacts with the participants or research subjects. This research was conducted on first-semester management students in the English language course over 6 meetings at a prominent private university in Padang city, namely Universitas Putra Indonesia (UPI) "YPTK" Padang, located on Jl. Raya Lubuk Begalung, Lubuk Begalung district, Padang city.

RESULTS AND DISCUSSIONS

From the research conducted, the researchers found several changes in students' learning behaviors and an improvement in their English speaking skills. Some changes in students' learning behaviors that the researchers found include motivation to discuss with peers, willingness to write down the concepts they want to convey, competition to translate vocabulary into English, willingness to practice speaking English in study groups, no process of mutual blame even when mistakes occur, but healthy competition to be able to speak English in groups that are listened to by all classmates. Student involvement in learning activities during each meeting can be seen in the table below:

Table 1. Student Learning Behavior

No	Students' learning behavior	Meeting 1	Meeting 2	Meeting 3
1.	Discussing with colleagues,	20	36	40
2.	Writing concepts of thoughts	20	36	40
3.	Compete to translate the thought	20	36	40
4.	Doing speaking exercises in the group	12	24	40
5.	No reproach to the college	10	20	40
6.	Speak English in front of the college	8	20	40

The researcher found a pattern in the lecturer's instructions during learning activities while implementing the Cooperative Learning model. After the reading of prayers and attendance, the lecturer shows a 5-10 minute YouTube short film, gives students the opportunity to discuss for 15

minutes, and presents their opinions for 15 minutes in class in front of all their peers. This learning activity greatly helps students in improving their learning behavior, thereby enhancing their speaking skills in English. This finding aligns with the opinion of (Tobergte & Curtis, 2013) that direct student involvement in discussions and expressing opinions can make them more confident and accustomed to speaking in English, thereby improving their English speaking skills. Student involvement in learning has increased, allowing students to express their opinions in group discussions. Through the habit of group learning, students are motivated to discuss and understand the moral messages conveyed through the YouTube film shown, write concepts, translate, and convey messages in English within their respective groups. Then, the experience of this group discussion becomes a foundation for students' courage to express their opinions in English in class, which is heard by all their peers.

Then, the researcher sees that the application of this learning model is very suitable for use at the university level because it trains them to express their opinions in public, which can boost their confidence. When students have self-confidence, they will be able to choose the right language to convey their message and ensure it is understood correctly by the listeners (Wicaksono, 2016). Furthermore, the selection of topics presented by the English lecturer also aligns with what students need to understand, including; a character film that respects parents with very touching content makes students feel the need to express their opinions about this film, creating motivation and competition to express their opinions in English in front of their peers, although there are still some instances of incorrect English grammar usage. The selection of appropriate topics can motivate students to engage directly in the learning process (Brown, 2012)

The extraordinary appreciation from the applause led by the lecturer and fellow students is an exceptional recognition, which makes students always want to participate and express their opinions. From meeting 1 to the next meeting, the increase in group discussion activity and student involvement in speaking English has always improved. Recognition from professors and peers has become a form of acknowledgment that is felt to significantly boost students' motivation and confidence (Brown, 2019).

Then, an additional value that the researcher found is that the lecturer has chosen films that contain character education with topics highly relevant to the needs of the students. The researcher can see an increase in knowledge, understanding, and the practice of good attitudes from the moral messages obtained through the activity of watching character films during the opening class process. For the improvement of speaking skills, the researcher observed that the lecturer recorded the students' speaking assessments according to the speaking assessment scoring rubric. The improvement in students' speaking skills in English can be seen in the graph below:

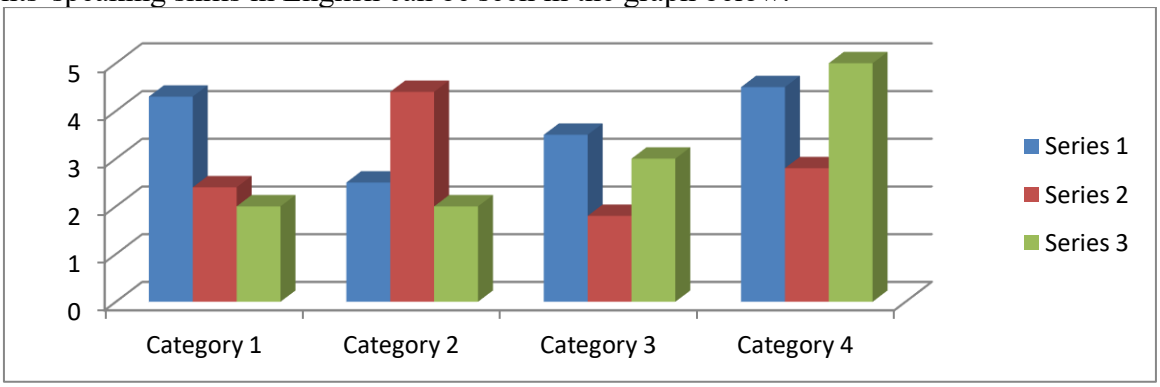


Figure 1. The Progress Of Students' Speaking Skill

This bar graph shows the improvement in students' English speaking skills in conveying the ideas and messages from the film that was screened. This is obtained from the recap of students' speaking scores written by the lecturer. From the recorded notes, information can be obtained that students' ability to convey oral messages in English has improved according to the speaking assessment aspects: accuracy (the precision in word choice and sentence structure), content (the relevance of the message or content as seen from the shown film), expression (body language that aligns with the conveyed content), and fluency (the smoothness of using English to express ideas and thoughts in accordance with the shown film). This is very relevant to the opinion of (Tobergte & Curtis, 2013) (Tobergte & Curtis, 2013)who state that the application of the Cooperative Learning Model in speaking lessons can enhance self-confidence, communication skills, and sharpen critical thinking abilities. By getting students accustomed to honing their critical thinking and speaking in front of a forum, it will enhance their ability to choose the right words, construct appropriate sentences for expression, and deliver ideas fluently.

CONCLUSION

The results of this study show that the application of the Cooperative Learning Model in speaking skills education is very well used because it greatly helps students practice discussing, conveying ideas, thereby fostering self-confidence and motivating students to speak in front of a forum using English. The opportunity to practice speaking in small groups greatly provides students with the chance to practice using English. This practice helps students gain confidence in expressing their ideas in English in front of all their peers in class.

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