THE EFFECTIVENESS OF PEER COOPERATIVE INTERACTION MODEL IN SPEAKING CLASS

THESIS

Submitted by

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FAKULTAS TARBIYAH DAN KEGURUAN
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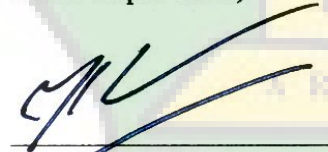The Bachelor Degree of Education in English Language Teaching

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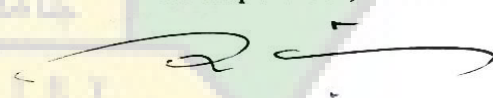
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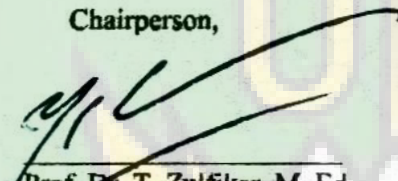of the requirements for Bachelor Degree of Education in English Teaching

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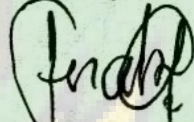Monday, 26 July 2021 M
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In Darussalam, Banda Aceh

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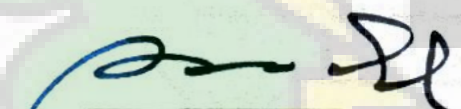Chairperson,   Secretary,

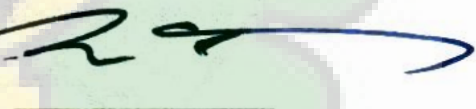Prof. Dr. T. Zulfikar, M. Ed   Fera Busfina Zalha, M.A

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SURAT PERNYATAAN KEASLIAN
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Effectiveness of Peer Cooperative Interaction Model in Speaking Class
adalah benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 12 Juli 2021
Saya yang membuat pernyataan,

Putri Raihan

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

*In the name of Allah the most Gracious the most Merciful*

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Banda Aceh, 12 July 2021
The Researcher,

Putri Raihan
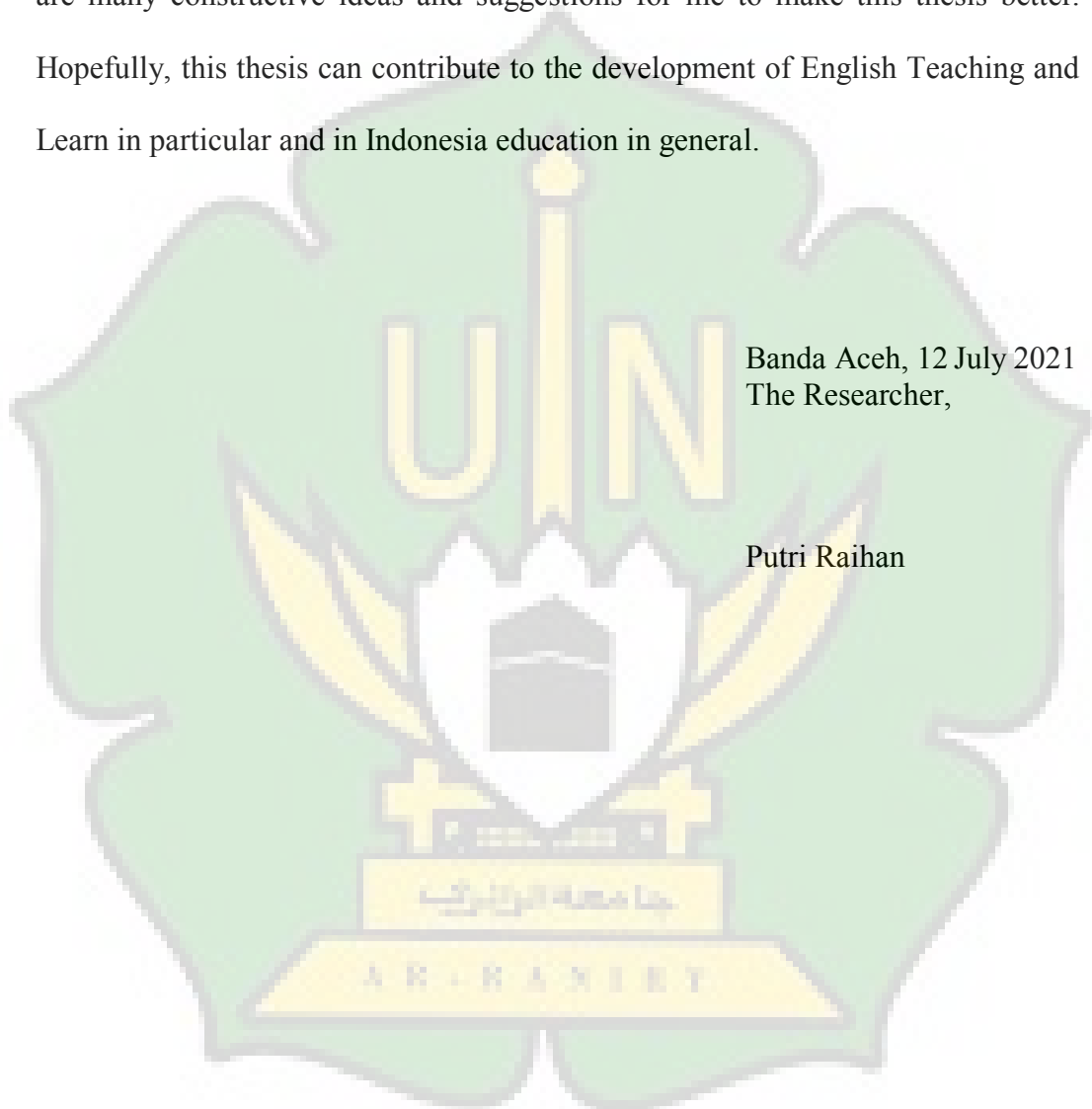
ABSTRACT

Name   : Putri Raihan
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Thesis working title : The Effectiveness of Peer Cooperative Interaction Model in Speaking Class
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The current study investigated the implementation and the effectiveness of the peer cooperative interaction model in speaking. The researcher intends to analyze ten international articles related to the effectiveness of the peer cooperative learning model in teaching speaking. In collecting the data, the researcher found the information resource through online websites. The specific of the article must be integrated with international libraries and publishers in many countries and had international standard serial numbers (ISNN). Then, the researcher selected journals according to the required topics. In analyzing the data, the researcher used qualitative descriptive. The data will be sorted based on the results obtained from each journal about how the cooperative learning model affected students' speaking skills. Then the researcher compared each finding with each journal. The findings from the analysis of this journal were that cooperative learning gave very positive changes to students' speaking abilities, especially in; reducing students' anxiety, increasing student's motivation, increasing positive attitudes, and increasing their fluency in speaking English.

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CHAPTER I
INTRODUCTION

A. Background of the Study

The peer cooperative interaction model is a model that provides students learn with their peers in a small group, which is cooperative is one of the techniques that applying the interaction between each student work together to achieve student's achievement in learning speaking. Peer learning is defined as acquiring knowledge and skill through active help, and support among status equals or matched companions, (Topping, 2005).

The cooperative mode depends on children interacting with one other in a fashion that is not directly mediated by teachers and rarely happens in the classroom. Students get the task, and other students experience as respondents to their ideas, it also as the sources or recipients of guidance. Each student help and share their knowledge and skill in their group. According to brown interaction is the subject of communicative competence (Brown, 2001). When a learner interacts with other learners, they will accept input and produce output.

The mastery of speaking skills in English is necessary because students can evaluate their speaking progress and improvement. There are four key features to make the student successful in speaking English (Goh & Burns, 2012). First, learning must be active, strategies, constructive process. Second, it follows developmental trajectories. Third, it is guided by learner's

introspective awareness and control of their mental process. Fourth, it is facilitated by a social, collaborative setting that value self-directed student dialogue. Cooperative has been provided as a supporting and encouraging technique for positive affective factors related to language learning and a way to reduce negative ones. Cooperative interaction is also a teaching technique in which the students work in groups on a particular activity to maximize one another's learning and achieve specific goals (Johnson, Johnson, & Smith, 2006).

Cooperative has been developed under certain principles such as positive interdependence, individual accountability, face to face group interaction, and development of small group social skills on which the success of the cooperative lesson depends. 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 (Jacobs, Power, & Loh, 2002)

In addition, there is peer learning in cooperative interaction. Peer learning is students learn from each other without anyone in power and govern each other. Students learn a great deal by explaining their ideas to others and participating in activities in which they can learn from their peers (Boud, 2001). In peer learning, students will construct their meaning and understanding of what they need to learn. Essentially, students will be involved in searching for, collecting, analyzing, evaluating, integrating and applying the information to complete an assignment or solve a problem.

Therefore, the peer cooperative interaction model is a model with which the students work together to achieve the goals without any dominance. Cooperative interaction can help students' behavior, general participation also summary and discussion in group while teaching learning process. This technique is considered to affect students' achievement in speaking. Therefore, I am curious about how technique influences the teaching and learning speaking in the classroom. Related to background of study, the author intends to review 10 articles related to the tittle "The Effectiveness of Peer Cooperative Interaction Model for Teaching Speaking". This reviews also explained what are the results of previous research on the above tittle.

B. Research Questions

Based on the background of study, the research questions of this study ware;

1. How does the cooperative interaction model affects students speaking skills?

2. How is the cooperetative interaction model implemented in speaking class?

C. The Aim of Study

Based on the research question above, the aim of this research as following;

1. To describe the effect of peer cooperative interaction model in students' speaking skill.

2. To explain how cooperative interaction model implemented in speaking class.

D. The Significance of Study

The section will provide brief description on the various significances of the study given to those who will benefit on the proposed study:

1. To the students

I hope that this study would give contribution in the theoretical and practical aspect in education field. The benefit of this study may help students to improve students speaking skill and it will help students to get better achievement to increase their speaking skill.

2. To the teachers

This study can provide the information, some ideas and contribution to the teachers in teaching speaking that they can apply in their classroom. In addition, it provides some sources that can contribute to support other research in order to find a better result related to this topic.

E. Terminology

There are some terms in this research which should be defined in order to avoid misunderstading. The terms are:

1. Cooperative Interactive Learning

   Effectiveness Cooperative learning (hereafter referred to as cooperative learning) is defined as a set of instructional methods through which students are encouraged to work on academic tasks. It also refers to a teaching technique where students work in groups on a certain activity in order to maximize one another's learning and to achieve certain goals. In cooperative learning, students work in small groups to help one another in learning academic content. Teaching and learning process using cooperative learning techniques is a learner-centered paradigm which has gained popularity as alternative to the lecture-based paradigm. Much of the current research revolves around the notion that cooperative learning has positive effects on various outcomes, (Johnson; Johnson, 2002)

2. Speaking skill

   Speaking is an ability of someone to speak, to communicate, to express their idea and feeling in communication. Speaking is a process of using language between speaker and listener to convey some information. Speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts, (Chaney & Burke, 1998). Speaking meant by the writer is the practical ability that is used by students to tell something to their friends and to answer teacher's question orally during teaching learning process. Therefore, student not only can

speak freely but also can produce new effect in dialogue or daily conversation in social life.

3. Peer Cooperative Interaction Model

A teaching method in which the students work in small groups to help one another learn the academic material, find answers for the questions, rather than seeking answers from the instructor, and make sure that everyone in the group understands the concepts, (Yamarik, 2005)
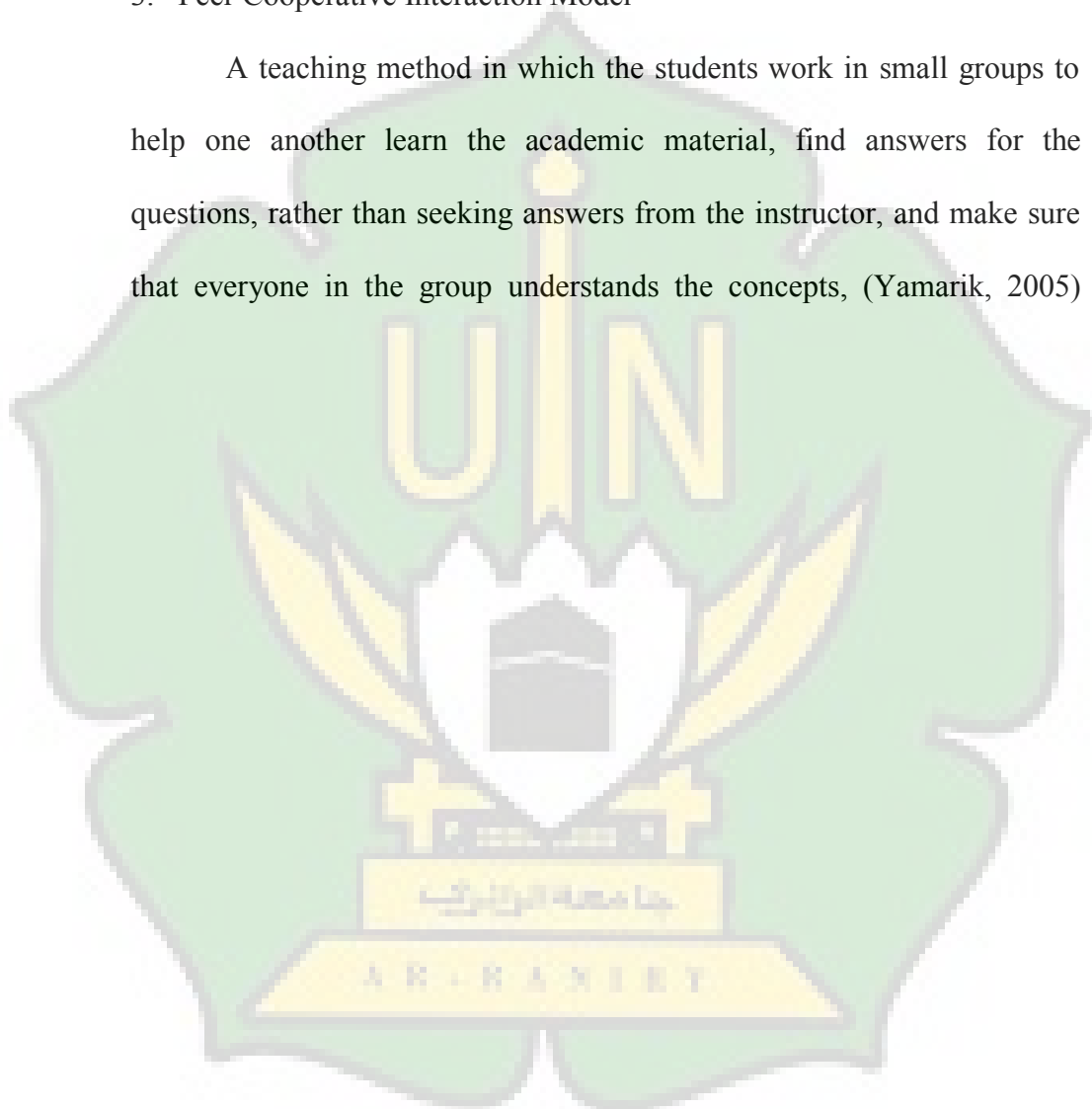
CHAPTER II
LITERATURE RIVIEW

A. Speaking

1. Definitions of Speaking

Speaking is an activity that involves two or more in which there are speakers and listeners. This activity is a process of exchanging information and sharing meaning through words in different contexts. Speaking is an activity that uses language to express meaning so that others can understand the meaning, (Cameron, 2001). In speaking activity, people transfer ideas in words that talk about perception, feeling, and intention. They assert things to change their store of knowledge and ask questions to get information. Therefore, speakers or listeners have to interpret and convey the meaning and the purpose. Thus, it can be concluded that speaking is the activity of using acceptable language to express meaning with a specific purpose that involves two or more people with whom the speaker and listener have to react to what they hear during the conversation.

2. Aspects of speaking

Several aspects must be considered by the teacher when teaching speaking. Brown (2001) explains four aspects of speaking skills; fluency, accuracy, pronunciation, and vocabulary. These four aspects must be things

that need to be considered in teaching speaking. Therefore, the four skills are described as follows;

    a. Fluency

A speaker is considered a fluent speaker if he or she can use the language quickly and confidently, with little hesitation or unnatural pauses, wrong beginnings, word searches, (Nunan, 2003). The speaker needs to know where to stop and stop talking in the right place. Furthermore, it can be said to speak fluently if a speaker does not produce a word for word at a time in his speech. Therefore, a good speaker must be able to produce the words in his speech into groups of words that form a unified meaning (phrase or clause).

    b. Accuracy

The accuracy occurs when students' speech matches what people say when using the target language (Nunan, 2003). Specifically, accuracy is related to the grammatical structure, including parts of speech, tense, phrases, sentences, etc. Thus, to achieve this level of accuracy, students must use correct grammatical structures in their speech.

    c. Pronunciation

At the initial level, the aim of teaching pronunciation is focused on clear and understandable pronunciation. Furthermore, at an advanced

level, the pronunciation objective can focus on elements that enhance communication, including stress patterns, intonation, and voice quality.

d. Vocabulary

Vocabulary becomes a crucial part of language learning that can be used to determine students' fluency in English. They can produce sentences using only words, so it is impossible to speak fluently without vocabulary. Some students only have limited vocabulary, so they have some difficulties in speaking.

Therefore, English teachers need to try to enrich students' vocabulary. Nunan (2003) proposes four principles for teaching vocabulary: Focus on the most useful vocabulary first.

- Vocabulary needed by every language learner. This can be used in listening, speaking, reading, writing, or using language in formal and informal situations.
- Focus on teaching vocabulary in the right way.
- The teacher can explain the vocabulary according to the context.
- Pay attention to high-frequency words. High-frequency vocabulary must receive attention through teaching and learning and must be fulfilled, and the vocabulary can be used in listening, speaking, reading, and writing.
- Invite students to take responsibility for learning. Learners have to realize that they have to take responsibility for their learning.

3. **Difficulty Speaking**

Many people consider talking about it difficult. The following eight characteristics of spoken language are adapted from Brown (2001).

a. Grouping

Speech that is smooth is phrasal not verbatim. Participant's learners can set the output they both are cognitively or physically through grouping.

b. Redundancy

The speaker has a chance to make the meaning clearer through redundancy language.

c. Forms are reduced

Contraction, elision, reduction vocals is a problem specifically in teaching language English is spoken. Learners who have never learned daily contractions sometimes speak too formally in a casual context. They became lice books and stiff.

d. Performance variable

In spoken language, there is a process called thinking time. During this thinking time, the learner can use several performances doubts, pauses, rewinds, and corrections. Some examples of time thinking language English as inserting fillers: uh, um, well, you know, mean me.

The phenomenon of hesitation is the difference of the most prominent among the speakers original and not speakers of native languages.

e. Everyday language

Students should be familiar with words, idioms and phrases and their practice to produce forms of it.

f. Delivery rate

This is one of the characteristics of fluency. Teachers should help the participant students reach speeds that can be accepted and eloquence attributes more.

g. Stress, rhythm, and intonation

The rhythm of time, the stress of the language spoken, and patterns of intonation to convey a message is essential in the form of communication anything else.

h. Interaction

The absence of an interlocutor will rob the components of speaking skills, one of which is the creation of informal negotiations.

4. **Teaching Speaking**

a. Principles of Designing Speaking Techniques

Speaking is an essential part of learning and teaching a second language. Although essential, teaching talk has been underestimated for

many years, and teacher language English continues to teach speak only as repetition exercises or memorizing dialogue (Nunan, 2003). However, the world when it requires that the teaching of speaking should improve the students to use the language in communicative to follow the rules of social and cultural in every situation communicative. Richard (2006) explains that communication competence is needed to use language in communication, including grammatical competence, sociolinguistic competence, strategic competence, and discourse competence. The purpose of teaching speaking is to enable learners to express feelings, opinions, and ideas in the language of the target (English), using the expression language of English, such as greetings, requests sorry, introduce (Brown & Yule, 2001). However, learners in EFL situations learn to speak very challengingly because they have limited opportunities to use the target language outside the classroom (Nunan, 2003). Concerning teaching speaking, Nunan (2003) proposes several principles for designing speaking teaching techniques. They are presented as follows:

The first principle for teaching speaking is to be aware of the difference between learning a second language and a foreign language. In many schools in Indonesia, a language English is taught as a foreign language as the language target is not communication in society. By because it is, teachers have to work much harder in teaching students.

The second principle, both for teaching and speaking, is to give students practice smooth and accurate. Fluency and accuracy are an aspect important

in speaking. Because it is, in teaching speaking, teachers must ensure that students get the exercise that is sufficient to develop fluency and accuracy. Teachers should not interrupt their students in the middle of their conversation, even though it aims to correct students' speaking errors. The students cannot develop their fluency if they often get impaired in their speech.

The third principle allows the students to talk by using a workgroup or work in pairs and restrict speech teacher. Students are usually reluctant to speak for fear of making mistakes in speaking. They think that they will be responsible themselves if they make a mistake, so they choose to remain silent to be safe. However, it will be different if they do the speaking activity in groups. They will have partners in group activities, so they will not be alone if they make mistakes. Because the teachers are not allowed to initiate activities to talk with asking students to perform one show to talk, but he can start in the show group. Furthermore, the teacher must realize that the primary role in speaking activities is as a giver of feedback. This means that in speaking activities, the teacher should not dominate the conversation in class. He should encourage and give more many opportunities for students to practice speaking and provide correction if he found the students make mistakes.

The fourth principle is to plan speaking tasks that involve negotiating meaning. Able to understand and make themselves understood are two points important in the communication that the speaker must consider. Both

points have demonstrated to us that there is a process of negotiation of meaning in communication. Concerning speaking activities, teachers are required to design speaking tasks that can include the practice of negotiating to mean. This involves asking for clarification, repetition, and explanation. Because it is, at the end of the lesson, students can have the ability to clarify their understanding of them and confirm that someone has understood what they say during the communication in the language of the target.

The fifth Principle is to design classroom activities that involve guidance and practice in transactional and interactional speaking. Speech interactional and transactional is the practice in the classroom that is effective to improve the language spoken. Interactional speech is a form of communication for social purposes such as establishing and maintaining social relationships. The type of communication is relatively not be predicted. In contrast, transactional speech is a form of communication for a specific purpose to accomplish something, such as exchanging goods or services. Kind of communication is straightforward to guess; it is like calling for a taxi. Both types of skills the production of oral enable to put into the game's role as a practice that the students may perform.

Besides that, some guidelines for teacher's language of English when teaching languages are spoken (Kayi, 2006):

- Provide maximum opportunities for students to speak the target language by providing a rich environment containing collaborative work, authentic materials, assignments, and shared knowledge.

- Try to involve every student in every speaking activity; To this end, practice various ways of student participation.

- Reducing the teacher's speaking time in class while increasing the students' speaking time. Step back and observe the students.

- Show positive signs when commenting on student responses.

- Ask questions that provoke such as " What do you mean? How do you achieve that? What is the conclusion?" to encourage students to speak more lots.

- Give the feedback in written

- Do not correct students' pronunciation errors too often when they are speaking.

- Involving speaking activities in the classroom and outside the classroom; contact the parents and others who can help.

- Circulating the class to ensure that students track the right and see if they require help when they work in groups or pairs.

- Provide the vocabulary in advance that students need in speaking activities.

- Diagnosing the problem faced by students who experience difficulty in expressing themselves in the target language and gives more opportunities to practice the language spoken.

Both suggested English to give students those opportunities were enough to talk and have a workout talking to empower fluency and accuracy of them in speaking.

5. Teacher's Role during Speaking Lessons

The teacher plays an essential role during the teaching and learning process. Students are not able to learn languages English without the guidance of a teacher. Sometimes, a teacher must motivate students to learn the language English. Students need teacher guidance in carrying out activities. A teacher needs to play several different roles during speaking activities, (Harmer, 2001) . Here is the role of the teacher when we try to make learners speak smoothly:

a. Whisper

In this case, the teacher helps students by offering words or phrases to encourage students to think creatively when they lose their fluency. If this can be done in a supportive, without disturbing discussion or forcing students out of roles, it will stop the sense of frustration felt by some students when they meet the dead-end language or ideas. Generally, teachers should encourage students in monolinguals to speak languages English rather than using the mother language.

b.   Participants

The teacher acts as a participant when they participate in discussions or role-play and dialogue with the class. However, teacher participation should not dominate the activities. The teacher should stand at the back to watch and listen while students are practicing assignments. By doing this, the teacher can avoid his domination in the activity.

c.   Provider feed back

The role of the last is a giver of bait behind. Teachers can provide feedback through the student talk depends on the discretion of the teacher and the situation. Teachers can give feedback about the content of the activities, and the language used directly after students complete an activity or later at the end of the meeting.

B.   **Cooperative learning**

1.   **Understanding Cooperative Learning**

Learning Cooperative uses small instructional groups so that students work together to maximize the learning of their own and one each other. Jacob, Power, & Loh (2002) assert that learning cooperative consists of principles and techniques to help students work together more effectively. Another definition put forward by (Slavin, 1995) states that cooperative learning refers to various teaching methods in which students work in small groups to help each other learn academic content. The students' higher level

will help that much lower to increase their understanding of the subject. The idea behind the learning cooperative is that by giving gifts to groups rather than individuals, students will be motivated to help each other control the material academic. Each team member is responsible not only to learn the material but also to help colleagues, one team, understand the subject and complete the task given, thus creating an atmosphere of achievement.

In addition, cooperative classes increasingly emphasize mediated learning. Mediation can be interpreted as facilitation, modeling, and coaching. Facilitating involves creating the environment and the activity of the rich to connect the information just with knowledge beforehand, allowing working cooperatively and solving problems, and offer the students some tasks to learn that authentic. Coaching involves giving instructions or guidance, giving feedback, directing the students' efforts, and assisting them in using the strategy. This is to give them the amount of aid that right when they need it.

The decision to include cooperative learning assignments in a course should be careful to examine the course objectives. For example, suppose students are expected to apply theoretical knowledge to real-world problems or demonstrate decision-making or problem-solving. In that case, it may be appropriate to solve them in group work. The size of the classroom is also an essential element that must be considered in implementing cooperative learning. The number of students in each team should allow them to

participate in their work. Individual accountability is critical to group success, (Mandal, 2009).

2.   Principles and Benefits of Cooperative Learning

Many principles have been proposed for cooperative learning. At the bottom, some of the principles of learning cooperative were presented by the experts who differ.

a.   Heterogeneous grouping.

The principle means that the groups in which students perform the task of learning cooperative mixed in one or more of several variables including the type of sex, ethnicity, class of society, religion, personality, age, the ability of the language, and persistence (Jacobs, 2000).

b.   Collaborative skills.

Skills collaborative, such as giving the reason, is a skill needed to work with others. Students may be a shortage of skills is, languages that are involved in using the skills, or the tendency to apply the skills (Jacobs, 2000).

c.   Group autonomy.

The principle is to encourage students to seek their power sources rather than just relying on the teacher. When a group of students

experiencing difficulties, very tempting teachers to intervene hands either in group-specific or with the whole class (Jacobs, 2000).

d. Simultaneous interaction.

In the space class in which the group activities are not used, the pattern of interaction of standard is the interaction sequence, in which one person at a time, usually the teacher, talk. In contrast, when group activities are used, one student per group is speaking. In a class that consists of 40 students who were divided into four groups, ten students speak in the same, i.e., 40 students were divided into four students per group = ten students (one per group) speaking at the time of the same, (Kagan, 1994).

e. Participation is similar

The problem that often occurs in the group is that one or two group members dominate the group, and for a reason, what else, it inhibits the participation of others. Learning cooperative offers many ways to promote participation are more equal in between members of the group (Kagan, 1994).

f. Individual accountability

In the classroom, team success depends on the individual learning of all team members. Accountability focused activities members of the team on helping one each other to learn and to make sure that every person in

the team is ready for a quiz or assessment else do students without peer of the team (Slavin, 1995).

g. Mutual dependence positive.

When the mutual dependence of the positive there is in between the members of the group, they feel that anything that helps one of the group members helps members of the other. Feelings of " All for one, one for all " is this that makes members of the group wanted to help each other, to see that they have an equal purpose (Kagan, 1994).

h. Cooperatives as a value.

This principle means that instead of cooperation is only a way to learn; that is, a way of learning, cooperation is also a part of the content to be learned, namely what is learned. Cooperation as a value involves the feeling of "All for one, one for all" (Jacobs, 2000).

The experts and researcher language are not only steeped in the principles of learning cooperative but also find advantages. Many studies have revealed several advantages in learning cooperative such as improving speech student. Talks are more varied, the relaxed atmosphere, the more substantial motivation, more negotiation of meaning, and the increase in the number of entries that can be understood (Liang, Mohan & Early 1998; Olsen & Kagan, 1992). Other advantages of cooperative learning are described as follows:

- Promoting the learning and achievement of academic students

- Increase student retention

- Increase the satisfaction of the students with the experience of learning there.

- Helping students develop skills in oral communication

- Increase the price of self- students

- Provide a shared set of cognitive information between students

- Motivate students to learn the material

- Provide feedback through formative

- Develop skills of social and group are required to succeed in the outside classroom

- Promote the interaction positive among members of the group culture and social economics are different (Slavin, 1995; Kagan, 1994)

3. **Types of Cooperative Learning Method**

According to Johnson, Johnson, Stanne, & Garibaldi (1990), learning cooperative is a term common that refers to the various methods to organize and carry out teaching in the classroom. Many teachers use the learning cooperative in many ways are different so that the list of methods not possibly be explained in the review literature is. Here are some of the class activities in learning cooperative that quoted from Mandal (2009).

a.   Jigsaw

A group of five was formed, and each group member studied a different material. This is referred to as the original group. Then every person who comes from a group home will gather with a group of experts that consists of students who would discuss the matter the same. After discussing with the expert group, each group member returned to the homegroup to teach the material that had been discussed with the expert group.

b.   Think - Pair – Share

The teacher gives questions to students and lets them think about the answers. He then asks the students to share ideas they were with the couple. This task allows them to collect and organize their thoughts. In the end, the couple was distributing the responses they were with a couple of others.

c.   Three- step interview

Students interview each other in pairs during the first step. They then switch roles as interviewer and interviewee. The final step is that members share their partner's responses with the team. Interviews were used to gain competence in speaking, listening, and summarizing.

d.   Team- Couples – Solo

Students work on problems first as a team, then with a partner, and finally alone. It is an excellent design to motivate students to solve problems outside of their ability.

e.   Joint Numbered Head

A team consists of four people was formed. Each member is numbered 1, 2, 3, 4. Questions are asked to the group. The group worked together to answer the question so that all can answer the questions verbally. The teacher calls one number (two), and each two are asked to answer.

CHAPTER III
RESEARCH METHOD

A. Research Design

In this study, the researcher used a qualitative research design to collect and analyze data. Qualitative method is a method that descriptively describes the results of research from both written and oral sources. Then, Flick (2009) also added that qualitative research conducted on a text aims to understand and describe social phenomena in several ways, such as document analysis, which is document analysis. Therefore, the selection of this method is because researchers use data in the form of documents as a research source. This study also used the type of library research instead to cooperative interaction learning. Library research will provide a deeper understanding of the topic under study through a broader analysis of data from many researchers. The data collected for this research comes from books, manuscripts, or magazines relevant to research or to collect data in literary form. Zeid (2004) stated that library research is a method that used document sources as the data. Thus, I chose qualitative because this study part of document analysis and used library research to gain data more widely.

B. Data Source

Data is the essential thing in conducting research. In library research, data can be obtained from books and journals. So, the data in this study were international journals researched, and the topics were related to cooperative

learning methods in teaching speaking. There were ten international journals that the researchers chose as data for analysis. The ten journals were considered to have met the data needs of researchers. The selected journals were:

Table 3.1

List of International Articles

No	Articles	Author	Published	Year
1	The Effects of Using Collaborative Learning to Enhance Students' English-Speaking Achievement	Fasawang Pattanpichet	Journal of College Teaching & Learning	2011
2	The impact of cooperative learning approach on the development of EFL learners' speaking fluency	1. Ehsan Namaziandost 2. Mina Homayouni 3. Pegah Rahmani	Cogent arts & Humanities	2020
3	The Effectiveness of Cooperative Learning Activities in Enhancing EFL Learners' Fluency	Hassan Alrayah	English Language Teaching	2018
4	Effectiveness of Cooperative Learning	1. Rais Attamimi 2. Nasser Omer	Macrothink Institute,	2014

	in Enhancing Speaking Skills and Attitudes towards Learning English	Mubarak Altamimi	Internasional Journal of Linguistic
5	The Impact of Cooperative Learning on Developing Speaking Ability and Motivation Toward Learning English	1. Ehsan Namaziandost 2. Vida Shatalebi 3. Mehdi Nasri	National Research University Higher School of Economics Journal of Language & Education	2019
6	Multiple Studies: The Influence of Collaborative Learning Approach on Indonesian Secondary High School Students' English-Speaking Skill	Berli Arta	English Language Teaching Educational Journal (ELTEJ)	2018
7	The attitudes of students towards cooperative learning in ELT classes.	1. Sühendan Er 2. Bengü Aksu Ataç	International Online Journal of Education and Teaching	2014

8	The development of L2 oral language skills in two L1 groups: A 7-year study.	1. Tracey M Derwing 2. Murray J munro	June	2013
9	Exploring Cooperative Learning Method to Enhance Speaking Skills Among School Students.	1. Chandravani Kandasamy 2. Hadina Habil	LSP International Journal	2018
10	The Effect of Cooperative Learning Strategies in the Enhancement of EFL Learners' Speaking Skills	1. Mustafa Altun 2. Reman Sabah	Asian EFL Journal Research Articles	2020

C. Data Collection Technique

Techniques for collecting data in this study used documenting analyses such as;

1. I listed several international journal websites that could be accessed for free, such as; ERIC, Science Direct, IJSR, JSTOR, and Google Scholar.

2. I selected and downloaded journals based on topics relevant to the research.

3. I analyzed journals to obtain data.

4. I made the note of the data found to answer the research questions.

D. Data Analysis Technique

I used the data analysis technique to analyze documents to obtain data before concluded the finding. In this study, I focused on journal content regarding to the application of cooperative learning method, the effectiveness of this method in students' speaking, the advantages and disadvantages of the journal. Then the data obtained will be explained in the form of descriptive in each section of the journal. Finally, after analyzing the data, I drew overall conclusions from these journals.

CHAPTER IV
FINDING AND DISCUSSION

A. Findings

To collect data for this article, the author obtained sources from national and international official websites that provide articles related to English teaching. In choosing a journal, I did screen with journals that already have International Standard Serial Numbers (ISSN) on each article for the past five years. I experienced several obstacles in collecting the articles, such as keywords that did not match the titles found. For example, I typed "Peer cooperative," but what appears is cooperative learning. No article explicitly contains the use of peer cooperative learning in teaching speaking. Most journals review the topic in general with the cooperative learning models. After an in-depth search, the author finally found some content related to peer cooperative learning in several articles. Finally, I found ten articles to be analyzed. I also download it for free as data to analyze the document.

Based on the analysis of international journals discussing the effectiveness of cooperative learning in teaching English, it was found that cooperative learning had a significant impact on the development of students' abilities in learning English, especially in learning speaking skills. Therefore, this method provides an increase in students' abilities in the following:

1. **Reducing language anxiety in speaking**

   In learning English, one of the goals that must be achieved is to use the target language in communicating. However, achieving this goal is not easy. Often the problem of fear of speaking English occurs among students. Students feel afraid when they have to speak English in public or class. The negative factors that support these fears include the fear of wrong pronunciation, grammatical errors, and others. In overcoming these problems, one solution that can be applied is to use cooperative learning methods. Several studies have been conducted and give the results that this method provides more opportunities for students to learn the target language in classroom activities. The cooperative learning model offers learning in a comfortable environment where performing English-speaking students in small groups provides more comfort to students. Students are more daring to speak without thinking about mistakes excessively when in a small group. Fear of making mistakes such as misspellings or grammatical errors can be reduced. These two models create a mutually supportive learning environment. Then, being in a group can help students to build trust to share their feelings. Shy students are a little reluctant to practice speaking skills because they believe that peers will appreciate what they are trying to contribute. Trust among members of this group gradually reduces fear or nervousness in communicating their ideas using the target language.

   In her research, Arta (2018) suggests that the cooperative learning model benefits students, significantly reducing language anxiety. Students can feel

that speaking is less threatening when teachers are not around them. In addition, the cooperative learning model mediates students to encourage and learn cooperatively, so the fear of producing mistakes may be less influential to students' learning performance. In their findings, the researcher revealed that the cooperative learning model could gradually reduce their fear or nervousness in communicating their ideas using the target language. As can be seen, the cooperative learning model plays an essential role in reducing language anxiety in speaking English by creating a supportive learning environment. Then Pattanpichet (2011) explained in his findings that collaborative learning helps create a classroom atmosphere that resembles real-life social and work situations where students interact, negotiate and share ideas is an excellent reason to apply this method. This method allows students to have many opportunities to practice within a limited time. Students can practice with their peers outside of class as much as they want. In addition to the various exercises they can accomplish, the students also learn how to work in teams. The findings of the study have

Then Altun & Sabah (2020) conducted research under title The Effect of Cooperative Learning Strategies in the Enhancement of EFL Learners' Speaking Skills. It shown that cooperative language learning activates supported by multiple intelligence has a highly significant effect on improving learner's communication skills. Consequently, language teaching instructors should be aware of cooperative learning activities based on multiple intelligence domains have momentous affect and they have huge benefit.

Therefore, it helps language teaching teachers to create a comfortable and enjoyable classroom environment for learners to enhance their verbal communication skills. Furthermore, cooperative activities change the classroom environment form traditional to effective cooperation method

2. The fluency of speaking English

Language is best learned when students can interact with one another in completing assignments or studying content, or solving real-life problems—where their attention is not directed to the language itself, except when a focus on language form is required. The main goal of learning a foreign language is to be able to communicate in that language. However, based on the observation that EFL students have difficulty in communicating in English. Many factors cause the inability of students to speak correctly. First, learners cannot absorb everything they need to communicate immediately, nor can they learn quickly from a series of random language activities. Most of the time is spent completing lessons that do not involve students in intensive interaction and thus do not improve their communication skills. To overcome the problem, a proper method can involve students in more speaking activities, such as using a cooperative learning model. The cooperative learning model is a positive alternative to conventional speaking teaching. It acts as an effective teaching way to improve speaking and social interaction among learners. Furthermore, the cooperative learning model is defined as the instructional use of small groups so that students work together to maximize their own and each other's learning.

Several studies were conducted on the impact of the cooperative learning approach on the development of EFL learners' speaking fluency. Namaziandost, Homayouni, and Rahmani (2020) researched students in Iran. They say that students in Iran are very good at reading and writing skills but not good at speaking skills. They believe that to help students speak fluently is to choose the suitable method so that students get the opportunity to improve their communication skills. Based on these observations, the research conducted research related to cooperative learning models on students' speaking fluency. Based on statistical data shows the results that the teaching techniques used by researchers in their experiments have proven their effectiveness in improving students' performance in speaking fluency in the experimental group compared to the results of the control group. This shows the effectiveness of applying Think-pair share and Numbered heads techniques in teaching speaking fluency. Cooperative group work is one way of teaching that, according to years of research and practical application by hundreds of teachers, exists for almost every imaginable instructional purpose. Furthermore, we now know a lot about the effects of cooperative group work on students and the necessary conditions for practical group work, especially for teaching speaking.

Then, alrayah (2018) it was found that there was a statistically significant difference between the mean scores of the experimental groups in pre and post-test. These results reflect that the Cooperative Learning Activities have improved the oral fluency of speaking to the first-year students of Omdurman

Islamic University. The improvement of the students' level in oral fluency occurred as a result of continuous discussions among learners who usually enjoy working together because they are actively involved in the learning process. Furthermore, the teacher's role changed from being in front of the room doing most of the work and all of the talking, to being a facilitator of learner learning, monitoring and collecting data on learner performance, as well as intervening when the group needs assistance in doing the task. The teacher openly encourages students to help each other and students share resources with each other, provide constructive feedback, challenge other members' reasoning and ideas, keep an open mind, act responsibly, and promote a safe feeling for all by reducing anxiety.

Altamimi & Attamimi (2014) conducted a study to determine the effect on improving speaking skills of Yemeni university EFL students. Yemeni university EFL student. In the results of his research, the experimental group's performance after being given cooperative learning activity showed a significant difference between the results of the experimental and control groups. The experimental group showed a positive difference in scores and improvement after the cooperative learning method was introduced as a teaching technique in speaking skills class. Meanwhile, the control group's performance exposed to traditional methods in learning speaking skills showed no significant difference between the pre-test and post-test of speaking skills. This can be attributed to the fact that the traditional teaching

method in Yemen is teacher-based, where fewer opportunities are given to students to practice their speaking skills in the classroom.

3. Increasing Their Motivation

Participating in conversational English courses and the concept of motives in learning a foreign language have been considered significant in language teaching so far. The traditional foreign language teaching model emphasizes vocabulary, grammar, and other things in writing by educators. Learners cannot grasp a new language quickly. Language teaching has been evaluated over the years, and English teachers continue to teach language as repetition practice or lecture retention. The traditional learning techniques used in the course make students feel tired. There are four main problems in teaching English classes, first, Teacher-centered classroom. Second, Competition rather than cooperation. Third, Teacher unfamiliarity with cooperative learning mechanisms. Fourth, Students' minimum knowledge of English proficiency. This right certainly raises the lack of student motivation in learning speaking. So, after several years of studying English, learners still cannot talk about climate even though they understand many English phrases and rules. A suitable technique that can be considered as a substitute for traditional speaking training is cooperative teaching. It is used instead of learner instruction to improve speaking and social communication. Several studies have been conducted on the effect of cooperative learning on student motivation, such as;

Namaziandost, Shatalebi, & Nasri (2019) conducted a study on The Impact of Cooperative Learning on Developing Speaking Ability and Motivation Toward Learning English. In this research, there are four possible reasons for the finding of increased intrinsic motivation. These are closely associated with the satisfaction of three basic psychological needs competence, autonomy, and relatedness. First, students in the cooperative learning group had opportunities to use English as a communicative tool when working on team tasks. Second, students were allowed more ownership and control over their learning in the cooperative learning group, for instance, by choosing their topics, sub-tasks, or ways of completing teamwork, assigning individual accountability to team members, or assessing their learning outcomes through self and peer grading. Third, intrinsic motivation tends to result from meaningful feedback relevant to the extent to which students competently complete their current tasks. Fourth, it is believed that when students realize that their personal achievement is important and beneficial to peers, they feel more positively related to others and, thus, intrinsically motivated to accomplish more.

Supportive evidence for this was also revealed in some studies (Derwing & Munro, 2013) indicated that, when compared with traditional teaching, cooperative learning was more likely to improve students' positive attitudes towards EFL learning, which may facilitate students' interest and intrinsic motivation to learn. The positive link between cooperative learning and intrinsic motivation may be primarily attributed to the ability of cooperative

learning to facilitate a supportive and non-threatening learning atmosphere where students find it fun and enjoyable to learn and, thus, are intrinsically motivated to achieve goals.

4. **Increasing Positive Attitudes**

One of the components of the cooperative learning model is interpersonal and social skills. It refers to the skills such as giving constructive feedback, reaching consensus, communicating accurately and unambiguously, and involving every member in the learning process. However, not all students know these skills. They must be taught and practiced such skills before the groups tackle a learning task. Therefore, teachers should carefully and explicitly teach their students the required skills. The teacher is not a person who measures the students' capacities in terms of the final product, but somebody who acts as a friend, coordinator, director, guide, counselor, and facilitator. Altamimi & Attamimi (2014) found that significant differences were found between the students' attitudes in the experimental group and the control group. The participants in the cooperative learning classes have a more positive attitude towards speaking skills compared to the participants who were exposed to the traditional approach.

The results in this study support the findings of Er & Atac (2014), who found that the cooperative learning method enhanced students' attitudes. In this regard, it must be noted that there are many positive outcomes as a result

of using the cooperative learning approach, as reported in numerous research studies. It can be concluded that students who completed cooperative learning group tasks tended to have higher academic test scores and more significant comprehension of their studying skills.

B. Discussion

1. How does peer cooperative interaction model implemented in speaking?

Based on library research results from each journal, the cooperative learning interaction model in speaking is applied through an experimental method. The researchers used experimental research to obtain data on the effectiveness of the cooperative interaction model in teaching speaking. In this study, researchers used pre-test and post-test in the research group (control and experimental group). The two groups were given different training where the control group was treated with traditional methods when teaching speaking, while in the experimental group, the researchers applied the cooperative interaction model method. At the time of applying this model, one researcher asked for a teacher's help to apply this model. Previously, teachers were trained and given directions regarding the application of the cooperative interaction model. While other researchers make them as research subjects. Many journals used a pre-test to get data. The activities carried out by the researchers were giving topic speaking and working with the team. This process involves all team members speaking in English. Certificate; a team chooses a topic to be discussed. Then they prepare a presentation script that will be read in front of the class.

Moreover, the teacher's role changed from being in front of the room doing most of the work and all of the talking, to being a facilitator of learner learning, monitoring and collecting data on learner performance, as well as

intervening when the group needs assistance in doing the task. The teacher openly encourages students to help each other and students share resources with each other, provide constructive feedback, challenge other members' reasoning and ideas, keep an opened mind, act in a trustworthy way, and promote a safe feeling for all by reducing anxiety. In cooperative learning situations; there is a positive interdependence among students' goal to attain, they perceive that they can reach their learning goals if the other students in the learning group also reach their goals. So, students seek results that are beneficial to all those with whom they are cooperatively related. Students discuss the material with each other, help one another understand it, and encourage each other to work hard, and of course this enhances their fluency of speaking. The results show that students were very much engaged to the mentioned ideas.

Although cooperative learning provides an attractive learning environment and is able to invite students to be active during the learning process, the application of this model does not all go well. There are several obstacles during the implementation of this model such as; teachers who are unfamiliar with or unfamiliar with this model. This of course makes the process of implementing this model not going well because the teacher feels confused. Furthermore, with a large number of students, of course, it will form a small group with a large number as well. Therefore, the large number of small groups makes it difficult for the teacher to control the speaking activities of

the students in the group. So that it allows opportunities for passive children not to participate in speaking.

2. *How does the cooperative interaction model affect students' speaking skills?*

Based on research results, the researcher found that the cooperative interaction model gave very significant results to students. Their discovery evidence that students are more active in speaking when in speaking class by using this method. Habil & Kandasamy (2018) found that the cooperative interaction model can help them to each other, makes them use technology to discuss the material, the students could work together to explore an important question, and the students improved their oral presentation where they were able to speak confidently while presenting their mini topics to the class. Alrayah (2018) found that Cooperative Learning Activities have improved the oral fluency of speaking to the first-year students of Omdurman Islamic University. The improvement of the students' level in oral fluency occurred as a result of continuous discussions among learners who usually enjoy working together because they are actively involved in the learning process. Furthermore, Rahmani, Homayouni, & Namaziandost (2020) found that Think-pair share and Numbered heads techniques in teaching speaking fluency. It can be safely claimed that there is a significant difference between the speaking fluency of students taught through cooperative learning strategies and those taught through traditional instruction. Attamimi & Altamimi (2014)

showed that significant differences were found between the students' attitudes in the experimental and control groups. The participants in the cooperative learning classes have a more positive attitude towards speaking skills compared to the participants who were exposed to the traditional approach.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

From the analysis of several international journals that examine the use of cooperative learning models in teaching speaking, I can conclude that the use of cooperative learning models has a very significant impact on students. This model has a positive impact on students when in teaching speaking, such as;

They were first reducing language anxiety in speaking. Using cooperative learning in teaching and learning process have made students' speaking more daring to appear in the class. This is because the cooperative learning model offers to learn in a comfortable environment where performing English-speaking students in small groups provides more comfort to students. Being in a group can help students build trust to share their feelings.

Second, increasing the fluency of speaking English in students. The cooperative learning model is a positive alternative to conventional speaking teaching. It acts as an effective teaching way to improve speaking and social interaction among learners. Furthermore, the cooperative learning model is defined as the instructional use of small groups so that students work together to maximize their own and each other's learning.

Third, increasing students' motivation. In cooperative learning model, students can get many benefits such as; Students in the cooperative learning group had opportunities to use English as a communicative tool when working on team

tasks, students were allowed more ownership and control over their learning in the cooperative group, intrinsic motivation tends to result from meaningful feedback relevant to the extent to which students competently complete their current tasks, and when students realize that their achievement is essential and beneficial to peers, they feel more positively related to others and, thus, intrinsically motivated to accomplish more.

The last, cooperative learning provides a change in positive attitudes. In cooperative learning, students will show abilities such as; giving constructive feedback, reaching consensus, communicating accurately and unambiguously, and involving every member in the learning process.

Furthermore, based on the analysis of existing journals, applying the cooperative learning model in teaching speaking was carried out using an experimental method where researchers conducted treatment in this model stimulus in the classroom. When learning to teach speaking in the classroom, all methods are applied following the provisions of the cooperative learning model, such as; form small groups and conduct mini-presentations.

B. Suggestion

After analyzing journals, I would like to propose some suggestions for those who are interested in this study;

1. For Teacher

It is important to teach speaking in such a comfortable atmosphere. In the English lesson, classroom English should be implemented to encourage

students to understand English expressions. The procedures of implementing cooperative learning model could be practical guidance for English teacher to design effective activities in the classroom. The use of media such as audio recording is needed to give authentic language input for the students. The materials used to teach accounting students should content topic related to accounting.

2. For Researcher

To researchers who want to conduct research with the related issue, the results of this study can be used as a reference. It is suggested to conduct further research on other skills or other education field since this study focused on speaking skills improvement and could expand more journals to analyses.
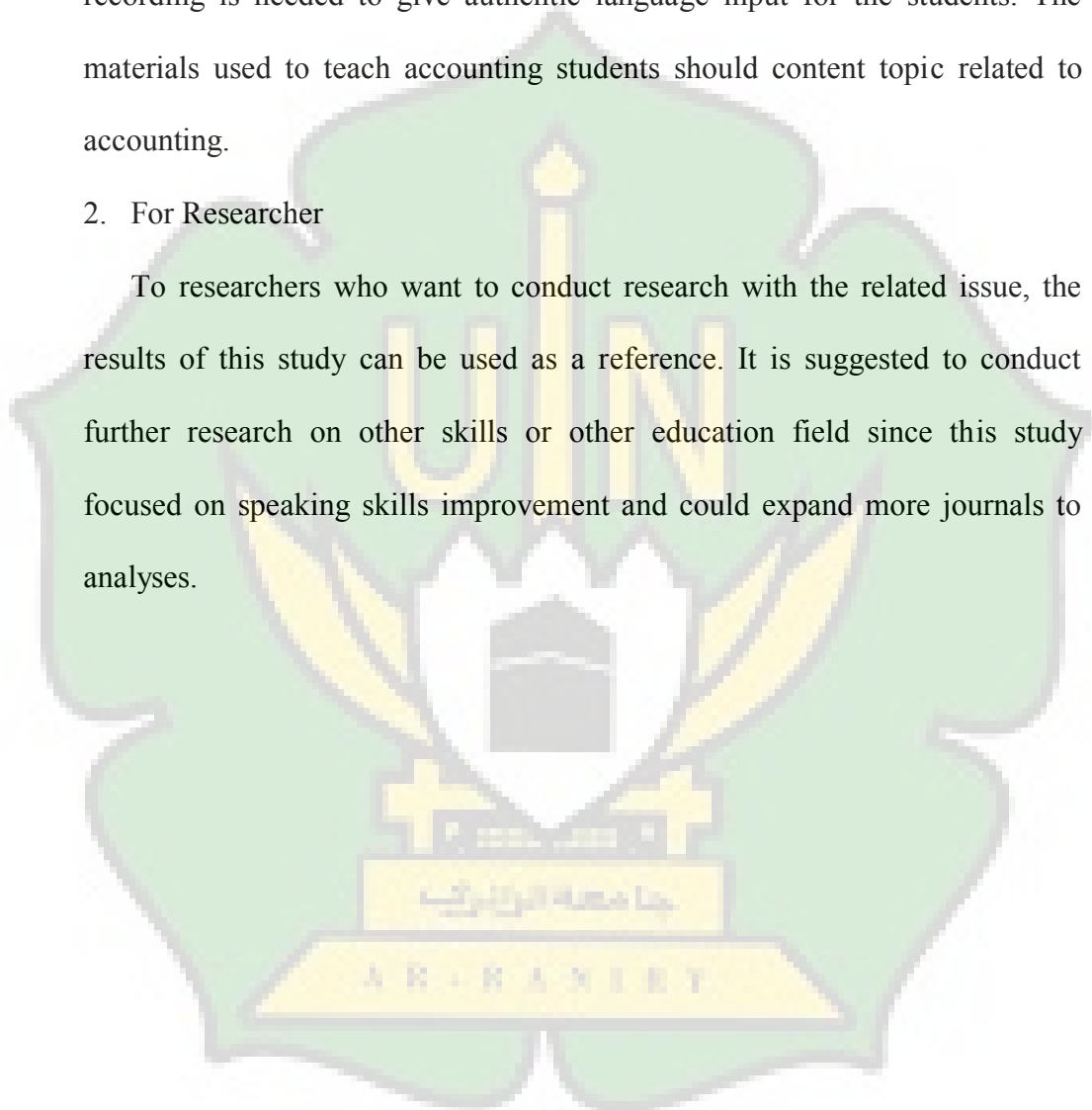
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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 10136/UN.08/FTK/KP.07.6/01/2021

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang

a bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan B-13943/Un.08/FTK/KP.07.6/09/2019 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.

b bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat

1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan

: Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Desember 2018

MEMUTUSKAN

Menetapkan :

PERTAMA

Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
Nomor: Nomor: B-13943/Un.08/FTK/KP.07.6/09/2019 tanggal 17 September 2019

KEDUA

Menunjuk Saudara:
1. Prof. Dr. T. Zulfikar, M. Ed   Sebagai Pembimbing Pertama
2. Rahmi Fhonna, MA   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :

Nama	**Putri Raihan**
NIM	**140203200**
Program Studi	**Pendidikan Bahasa Inggris**
Judul Skripsi	**The Effectiveness of Peer Cooperative Interaction Model in Speaking Class**

KETIGA

: Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;

KEEMPAT

: Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2021/2022

KELIMA

: Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 21 Juni 2021
An. Rektor
Dekan

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan
4. Mahasiswa yang bersangkutan
5. Arsip.