

Research Article

# The Impact of Cooperative Learning on English Speaking Skills at Intermediate Level

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**Abstract:** This study was conducted to determine the effectiveness of the cooperative learning (CL) strategy on English speaking competence at the intermediate level at the University of Finance-Marketing (UFM). It was conducted within 2 months. A pre-test and post-test were applied to determine the effectiveness of research treatments (i.e. Kagan CL strategies) in English speaking comprehension at the intermediate level. Moreover, a questionnaire was used to enquire into the students' attitudes towards applying CL in the classroom. To determine the result of this study, the independent sample t-test, paired sample t-test and frequency command were used to analyze the collected data. The result showed that CL strategy enhanced English as a foreign language (EFL) students' English-speaking competence at the intermediate level. The result of the study affirmed the positive effectiveness of CL strategies in teaching English-speaking performance at the intermediate level of EFL students. Through the study, the author also suggested using some different teaching strategies such as Student Teams-Achievement Divisions in teaching English to continue to enhance the effectiveness of CL on English speaking performance.

**Keywords:** cooperative learning; speaking skills; intermediate level

## 1. Introduction

### 1.1. Background of the Study

Teaching English in general and teaching English speaking skill in specific, many teaching methods have used to improve learners' language skills. Among those methods, CL strategy plays an important role to afford the opportunities for developing of teaching language's result. Suwantarathip and Wichadee (2010) pointed out that CL is one of the effective and convenient teaching methods because it encourages interaction among the learners through working in groups whereby it develops their language skills and their achievement in language learning. In groups, learners can share and discuss as well as contributing their knowledge and experiences to complete common tasks and get knowledge and experiences from the other learners. In Fearon and his colleague's research (2012), CL strategy improves not only team spirit but also social communication skills of participants. This means that CL strategy effects on both internality and externality of learners. Through affecting on internal and external factors, CL can help learners increase their motivation and cooperative ability. Thus, the effectiveness or even efficiency of CL strategies on English teaching and learning is shed light on.

Besides that, Nihalani, Wilson, Thomas, and Robinson (2010) find out that the effectiveness of CL strategies on language teaching and learning can be impacted by group-level performance. Group-level performance is understood as the contribution of each member into achieving an expected result for tasks and activities of group. This means that effectiveness of CL can be affected by learner's proficiency. In other words, CL strategy can bring negative effects on learners at low individual level, which also comprises the intermediate level.

At the University of Finance-Marketing (UFM), CL strategy is one of the essential methods has used in the courses at various levels, including the intermediate level. Thus, it is necessary to conduct the study that aims at determining the effectiveness of CL strategy into students' competence on speaking skill at intermediate level, whereby the author attempts to

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suggest methods to apply in teaching English in general and teaching English speaking at UFM in particular better.

### *1.2. The aims and Significations of the Study*

Firstly, this study aims at identifying the effects of CL strategy on students' speaking competence at intermediate level at UFM. In other words, the current study attempts to find out whether CL strategy changes learning result and performance of EFL learners' speaking comprehension at intermediate level.

Furthermore, main point of this study is to determine whether students in CL environment outperform students in classroom where traditional teaching methods are used.

Through the result of this study, the author wants to suggest some teaching strategies to develop and promote the advantages of CL strategy as well as reducing and limiting its disadvantages in teaching and learning English speaking at intermediate level (if any).

In summary, the current study attempts to specify the effectiveness of CL strategy forward to a specific skill of English teaching- speaking skill at a specific level – intermediate level. Through this study, it hopes that it is able to contribute to explore a comprehensive and holistic picture about the effectiveness of CL strategy into learning and teaching English in general and learners' learning result and performance in English speaking comprehension in particular.

### *Research questions of the study*

To achieve the mentioned aims, the current study attempts to find out the answers for three following questions:

- (1) Can CL strategy change students' English-speaking competence at intermediate level?
- (2) How does CL strategy affect students' English-speaking competence at intermediate level?

## **2. Literature Review**

### *2.1. Definition of CL and its Role in English Teaching and Learning*

According to Slavin (1989), CL strategy is teaching methods that request learners have to cooperate in the groups or teams to help one another to get a common goal or an assigned task. Kagan' research (1994) pointed out that CL is one of successful teaching strategies in English teaching and learning. It refers to cooperation among learners together to achieve a mutual goal. Through working and discussion in a group or a team, cooperating with others, each student, who can be at different levels of ability in English learning, can apply the various learning activities to improve and develop their language skills and understanding about the subjects. Moreover, in a team, each member can share and exchange the knowledge or experiences that they master with others whereby it helps to create and promote an atmosphere of achievement. It cannot deny that CL strategy has been applied popular because it affords to learners the various benefits. Specifically, it helps to improve students' learning and their academic achievement as well as encouraging students' retention and develop their oral communication and social skills.

In order to shed light on the effectiveness of CL strategy in teaching and learning English, D. Johnson, R. Johnson, and Smith (1991) pointed out five elements of CL strategy as well. The first one is positive interdependence in which each member has to contribute his or her resources or role for success of task of group. Second factor is face-to-face interaction. This method requires each member orally explains to suggest the solutions to solve the common problems. The third one is individual and group accountability, which focuses on observation and recordation the contribution of each member in a group. Fourth element is called interpersonal and small-group skills, which helps learners to develop their leadership, conflict management skills, trust-built et cetera. Group processing is the last one. It helps to recognize and determine the contribution of each member in a group whereby it makes the decisions relevant to continuation or change the way of work of group.

Öztürk (2023) defined cooperative learning is a learning model in which students support each other's learning in cooperation with each other. The education process has many advantages in terms of academic, social, psychological, measurement-evaluation, and economic aspects. Cooperative learning was also recognized as a student-centered model that supports active learning, allowing students to adapt to this role quickly. It involves students working in small groups to maximize their learning and that of their peers. It involves students

working together to achieve common goals or complete group tasks – goals and tasks that they would be unable to complete by themselves, updating the teaching model, and cultivates students' cooperative spirit. (Johnson & Johnson, 2013; Gillies, 2016; Claus, 2021).

### 2.2. Hypotheses

In general, there are many the previous studies about the effectiveness of CL strategies on teaching and learning English-speaking. Besides the negative above-mentioned appreciations about effects of CL strategy of Azmi, Celik, Yidliz and Tugrul (2014), Beebe and Masterson (2003) and Zhao and Jiang (2009), many others researchers such as Burke (2011), Barkley, Cross and Major (2005), Li and Campbell (2008), Xue (2013) et cetera, strongly claimed that CL affords learners the opportunities to improve, practice and apprehend English speaking skill.

Therefore, it can believe that (1) CL strategies can enhance learning result on EFL students' speaking comprehension at intermediate level. Probably most importantly, based on the proof in the previous studies, it hopes that (2) the learners offer positive attitude towards applying of CL strategies in teaching and learning English speaking comprehension in FLF classroom.

In brief, this study attempted to find out the effectiveness of CL strategies have used in teaching English speaking at UFM as well as reinforcing clues to claim that CL strategy is effective for English speaking teaching at intermediate level.

## 3. Materials and Methods

### 3.1. Participants

39 participants in the current study, who came from different majors, including accounting, business administration, finance and banking, marketing, real estate, international business studies and economic law, were learning General English 1 subject at UFM. They attended at two classes which were taught by the author in Thu Duc Campus of UFM in the first semester in 2024 school year.

### 3.2. Research Instruments

A quasi-experimental design was conducted within two months (i.e. thirty-two sessions). Thyer (2012) and Cook (2003) claimed that quasi-experimental research affords several benefits more than the other research methods. Specifically, because quasi-experimental research does not offer an artificial research environment, the research process is more likely to be genuine. Quasi-experimental design may be more possible than many true experimental designs because it does not constrain the researchers and participants have to spend a lot of time. In addition, lack of randomization also helps quasi-experimental research reduce the time in research process. Taking the mentioned advantages of quasi-experimental research, this study applied this research method to find out the result.

The result of the study was found out through comparing the score of students' pre-tests, post-test period and data analysis from student questionnaire.

The pretest sample which was received and adapted from the Key English Test (KET) Extra version sample (Test 1 and Test 4) of Cambridge University. This test covers five parts. There are total 20 scores for each part. Total score is 100 and calculates by summing all of the score of the five parts.

Post-test sample has the similar structure and form with pre-test. However, because it is used after treatment period, it is more difficult than the pre-test. It consists of more and complex information in the un-familiar context. The conversation is longer than pre-tests and the question request higher analysis as well.

The questionnaire that received and adapted from the sample of Lina (2010) hoped that can bring a holistic picture about effectiveness of CL strategy in teaching English speaking from both learners' and teachers' angles.

In brief, this study attempted to holistically check and evaluate the improvement of learners' competence in learning English speaking whereby it could expose the effectiveness of CL strategy on English speaking comprehension at intermediate level at UFM. To achieve the above aims, the current study applied a quasi-experimental study with pre-posttests sample were Test 1 and Test 4 in KET extra version of Cambridge University and a questionnaire that received and adapted from Lina's research (2010).

### 3.3. Research Treatments

This study used three Kagan's structures and five Kagan's strategies (1994) to explore

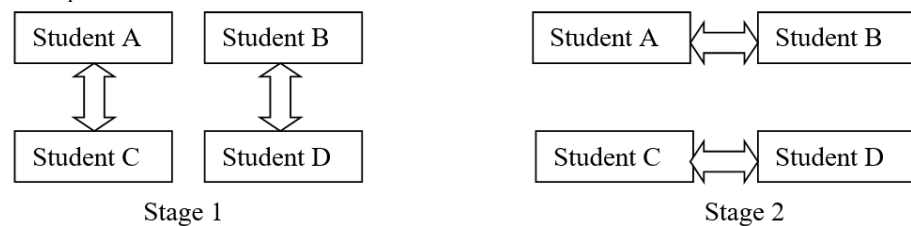
the effectiveness of CL on English-speaking at intermediate level at UFM.

In theory, Kagan’s structures can be divided into five main groups. They are team building, class building, communication building, mastery and concept development. The current study focused using three among five Kagan’s structures. They are team building, class building and concept development.

In term of team building, learners share information with group members in turn. Through giving ideas and creating stories, learners’ contribution in group is fair. Class building structure requests participants show their ideas, viewpoints about a topic or an issue that is given by teacher. Then, learners form small groups to share and discuss together. This group structure helps learners approach a topic or an issue from the other angles whereby this increases knowledge and respect for the other ideas. The last structure is concept development. Teacher gives an issue that requests high analysis and assessment. Learners are given time to prepare answers or solutions. Then, they discuss their result with their shoulder partners. This structure helps to create and assess hypothesis as well as developing inductive and deductive methods (Kagan, 2003). These structures are used because of their simplicity and flexibility. They are applied during study period within 32 sessions.

The five Kagan’s strategies that were applied in this study are Think-pair share, Line up, Pairs-squared, Pairs-compare and One stray strategy.

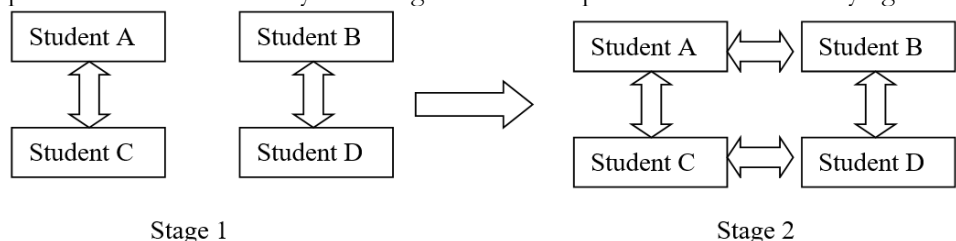
Think-pair share strategy (see Figure 1) helps student shares and approaches different ideas as well as developing cooperation skill. It also increases individual accountability and equal participation. To apply this strategy, 20 students in experimental group were divided into 5 small groups equally. A question or an issue was posed. Students spent from 2 to 5 minutes to think and find their answer or solution. Then, student discussed with his or her shoulder or face partner to unify result (stage 1). After 2 minutes, student exchanged partner in their group and spent 2 minutes to continue discussing and unifying (stage 2). Subsequently, student exposed answer or solution with class.



**Figure 1.** Think-pair share strategy procedure.  
*Source:* Kagan (2003)

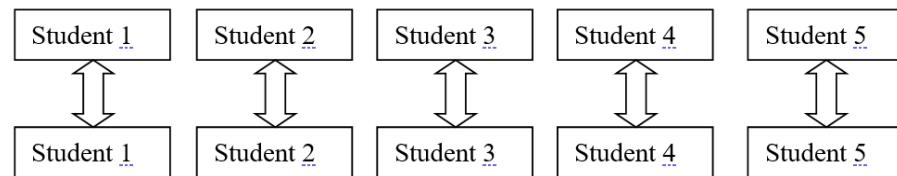
Line Up is a Kagan’s cooperative strategy helps students develop logical thinking and understand ordering. This strategy includes two steps. Firstly, students received items or subjects from teacher. Second step, students worked in pair to arrange these items or subjects based on some specific criterions such as color, shape, usage et cetera.

Third strategy is Pairs-squared (see Figure 2). This strategy is a good way to share and receive information among students in a group. It has two stages. At first stage, students cooperated with their shoulder partner after a speaking test. After discussing, at second stage, each pair formed a foursome by matching with another pair and continued unifying answers.



**Figure 2.** Pairs-squared strategy procedure.  
*Source:* Kagan (2003)

Fourth strategy is Pairs Compare Strategy (see Figure 3). This strategy is developed from Kagan’s class building structure. Each student among first ten students was assigned a number from 1 to 10. Each student among the other ten students was also assigned a number like the first ten students. After a s test, students who had the same number worked in a pair to compare and discuss answer.



**Figure 3.** Pairs Compare Strategy procedure.

*Source:* Kagan (2003)

The last one is One stray strategy. This strategy affords students opportunities to share and approach problem from different angles. Students were assigned to form foursomes. Each student in each group was assigned a number, from number 1 to number 4. After a test, students had a few minutes to share and discuss answer or solution. Until teacher said “stray”, student number one in each group moved to other group to continue sharing and discussing. This procedure continued until student number four’s turn.

During study process, control group and experimental group had two different lesson plans. Experimental group’s lesson plan used the four Kagan’ CL strategies as the main strategies to teach English speaking skill. In contrast, control group’s lesson plan did not use any CL strategies during learning English-speaking.

The four Kagan’s strategies were used because they are simple and popular. They can be applied easily in English speaking teaching in different ways with different teaching conditions.

In short, the main research treatment in this study were five strategies, including think-pair share, line up, pairs-squared, pairs-compare and one stray strategy and team building, class building and concept development structure, three among five Kagan CL structures (1994). These strategies and structures had far-reaching in teaching English in general and teaching English speaking in specific.

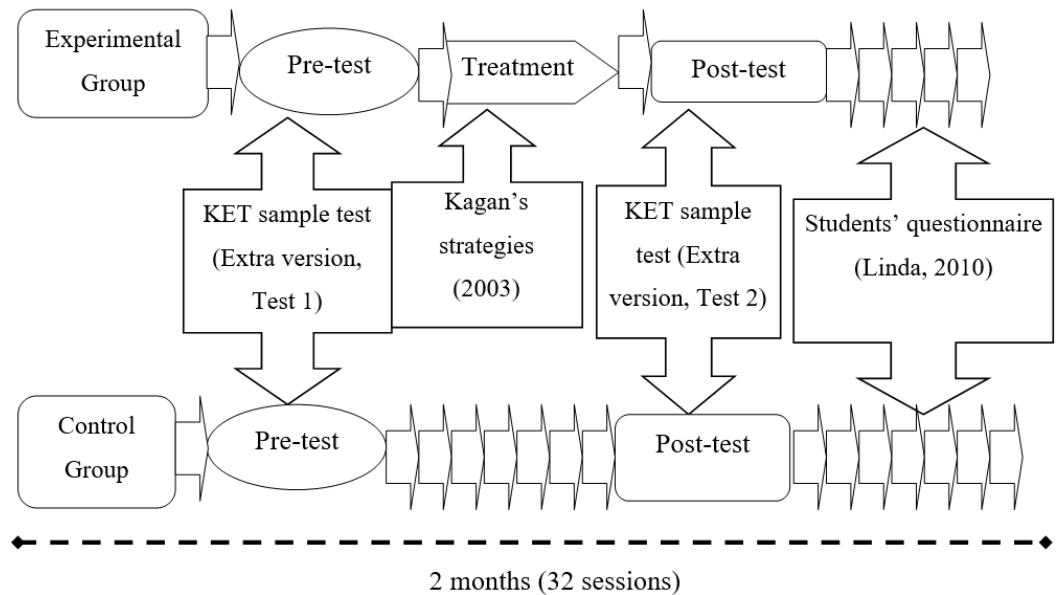
#### 3.4. Data Collection Procedure

At the beginning stage of the study, the participants were divided into two groups. 19 students in Class A belonged to control group and 20 students in Class B pertained to experimental group. During learning process, the first group (i.e control group) carried out the tasks individually and the second group (i.e experimental group) discussed in a group and worked in pair or team to complete the assigned tasks. In experimental group, the participants dealt with the tasks through working in pairs and small groups. Each small group had from three to four students. The participants were assigned to work with the partners whereby it hopes to make the dynamic and sociable learning environment among the students. The assignment was also considered careful to ensure the equality relevant to learning proficiency among the experimental groups. The participants were also diffused about the purpose and importance as well as process of the current study. During the experimental process, both two groups received the instruction equally from teacher to ensure that all of the students were able to receive and get the same amount of knowledge. The students were performed the same tasks and course outline.

At the initial stage of the research, a pre-test was offered to check students’ competence. After the treatment stage (i.e after two months from pre-test stage and at the end of the course, as well), a post-test was used to measure the effectiveness of CL strategies into students’ learning result in learning English speaking. The answer keys of the pretest-posttest were not offered until the participants completed their post-test.

At the end of post-test period, a questionnaire was used to explore students’ attitude towards using of CL in English speaking learning in classroom. The questionnaire was delivered to the participants in both experimental and control group. The participants spent about 10 minutes to complete the questionnaire. The students who participated in this study were expounded clearly about the purpose and importance of the questionnaire in this study. The data collection was described as Figure 4.





**Figure 4.** Data collection procedure.  
*Source:* Slavin (1989)

The analysis of collected data from the questionnaire and the scores of pre-tests and post-test stage was carried out through SPSS software, version 26. This procedure was explained in the next part.

### 3.5. Data Analysis Procedure

As mentioned in data collection procedure, collected data of this study was imported into SPSS software. Obviously, the Cronbach Alpha was used to estimate the reliability of each pre-posttest and questionnaire firstly.

In term of pre-test and post-test, an independent sample t-test was used to check whether the CL strategy is effective on students' learning result and performance in English speaking performance at intermediate level. The independent sample t-test was used because the data is independent. A hypothesis (H01) was exposed to hypothesize that there is not the difference between participants' speaking competence between experimental and control group. In contrast, there was a hypothesis (H1) that students' speaking competence in both groups is different. Similarly, a hypothesis (H02), which supposes that students' attitude towards CL activities is not different between the two, was revealed. Besides that, a hypothesis (H2) was offered that students in experimental group had positive attitude dealing for CL tasks. The independent sample t-test was run twice time. The first one aims at check whether difference between participants' competence in English speaking comprehension at both experimental and control group at the pre-test period. Second time, the t-test was used to compare scores of the two groups at post-test stage. The affirmation or rejection of hypothesis (H01), (H1) and (H02), (H2) answers for the research question of this study.

Then, a paired sample t-test statistic technique was used to find out the difference between the score of experimental groups at the pre-test and post-test. The paired sample t-test expresses the correlation (t-value) between two variables, which is related together. This t-test is used because both the two variables in this case (i.e. the result of the pre-test and post-test stage) are dependent on each other. Moreover, the two variables presented the two different scores of the same object in the two time points (i.e. before and after the intervention).

The result of independent sample t-test and paired t test offered the answer for the question whether CL strategies are affective on English-speaking skills of EFL learners at intermediate level at UFM. Through these finding, the study identified the effectiveness of CL on learners' competence in English speaking comprehension at the intermediate level.

In term of the questionnaires, frequencies were used to analyze collected data and find out result of the study. This analysis points out attitude and estimation towards CL approach from both groups.

## 4. Results

### 4.1. Reliability Statistics

As mentioned above, the Cronbach alpha was applied to check the reliability of pre-posttest of control group and experimental group. The result of this measurement scale was showed as in the figure below.

Cronbach's Alpha	N of Items
.502	19

**Figure 5.** Reliability statistics of pre-post test score of control group.

The coefficient of Cronbach alpha in this case was higher than 0.5 ( $\alpha=5.02$ ). This means that the score of pre-posttest of control group was reliable. Likewise, reliability of pre-post test score of experimental groups was also described by Cronbach Alpha value in figure 6.

Cronbach's Alpha	N of Items
.674	20

**Figure 6.** Reliability statistics of pre-post test score of experimental group.

In this care, Cronbach Alpha value got 0.674 that was higher than 0.5. Therefore, reliability of pre-post test score of experimental groups was assured. By the same token, reliability of questionnaire also mentioned in figure 7.

Cronbach's Alpha	N of Items
.532	39

**Figure 7.** Reliability statistics of the questionnaire.

Reliability of the questionnaire in this case was reliable because the coefficient of Cronbach Alpha surpassed value of 0.5 (i.e  $\alpha = 0.532$ ). The finger of reliability of the questionnaire was only higher than the acceptable coefficient (i.e  $\alpha = 0.5$ ) a bit perhaps because the questions was short, and the number of questions is limited (only 11 questions).

Generally, the reliability of the three research tools was reliable. They showed the close correlation and relationship among the variables as well as reliability of participants' responses. These coefficients are really important because they are firm basis for collected data analysis in this study.

### 4.2. Results of Pre-test and Post-test

Firstly, an independent sample t-test was run to estimate participants' English-speaking competence of both control group and experimental group at pre-test period. The result was presented in the following tables.

**Table 1.** The comparison between students' English-speaking competence in the two groups at pre-test period (Independent Samples Test)

Variable	M	SD	t	df	P
Total score at pre-test			0.675		0.504
Experimental group	36.85	4.10744		36.951	
Control group	36.00	3.75648		37	

Table 1 shows that the students' English-speaking competence at pre-test period in experimental group was not different from control group ( $p = 0.504$ ), which was not statistically significant. The mean scores of two group indicate that the average score of experimental groups ( $M = 36.85$ ) is not significantly different with the score ( $M = 36.00$ ) of control group at pre-test. The difference between the means of the two groups is only 0.85 points on a 100-point test. This means that there is not the difference between participants' competence in experimental and control group at the pre-test period is accepted.

Similarly, an independent sample t-test was used to estimate participants' English-speaking competence of both control group and experimental group at post-test period. This



helped to answer the first research question that is whether CL strategy positively effects on students' English-speaking competence at intermediate level. The result was showed in table 2.

**Table 2.** The comparison between students' English-speaking competence in the two groups at post-test period (Independent Samples Test)

Variable	M	SD	T	df	P
Total score at pre-test			19.912		0.000
Experimental group	88.1000	4.72284		33.46	
Control group	62.5263	3.18623		37	

Table 2 pointed out P-value is 0.000 ( $p = 0.000$ ). This referred that the students' English-speaking competence at post-test period in experimental group was different from control group. The mean scores of experimental groups are 88.1 ( $M = 88.1$ ) is higher than control group is 62.5263 ( $M=62.5263$ ). This result expressed that there is significant difference between the two mean scores. The difference is 19.912 points on a 100-point test. This supposed that students' English-speaking competence in the post-test period is not different between the two groups is not accepted.

In addition, to find answer for the second research question is that how CL strategy effects on students' English-speaking competence at intermediate level. A pair sample t-test was used to estimate score of pre-test and post-test period in experimental group.

**Table 3.** The difference between student's competence in two groups (Pair Samples Test)

Variable	M	SD	T	df	P
Total score at pre-test and post-test	51.25	4.90837	46.695	19	.000

Table 3 expressed that students' English-speaking competence in experimental group at pre-test period is different from English speaking competence at post-test period ( $p = .000$ ), which was statistically significant. This showed that English speaking competence in experimental group at post-test period is higher than pre-test period,  $t(19) = 46.695$ ,  $p = .000$ . This result points out that students' English-speaking competence in experimental group at post-test period is higher than pre-test period.

In short, data analysis pointed out that students' English-speaking competence was equal at the beginning of the study. This was a main footing for applying the research treatments (Kagan CL strategies) in the study. From this application, the effectiveness of CL strategy in teaching English-speaking comprehension at intermediate level was determined. This strategy improved not only students' competence but also their performance in English-speaking skill at intermediate level.

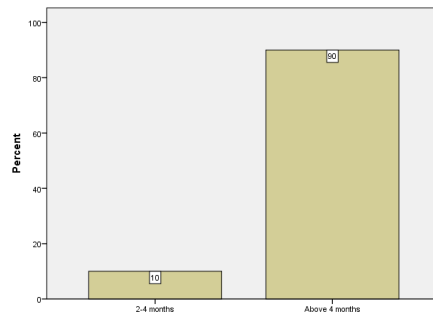
After data analysis from pre-test and post-test scores, the questionnaire was analyzed by frequency command in SPSS version 20. The following graphs expressed data analysis of students' questionnaire.

#### 4.3. Result of Questionnaire

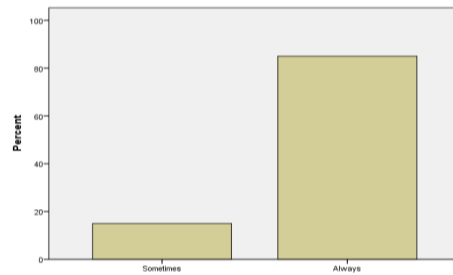
As mentioned above, the collected data from the questionnaire was analyzed by frequency analysis technology in SPSS software version 26. The participants' responses were showed by percent data and illustrated by the graphs. Each graph showed and illustrated a question. The data analysis was specifically conducted below.

Figure 8 showed 90 percent participants have studied English at UFM. In the other hand, all participants in this study attended at least one course at UFM. This helps them familiar with teaching methods and easier in cooperation with others. Moreover, according to Beebe and Masterson (2003), psychology is one of barriers in cooperation and sharing information in a group. Undoubtedly, cooperating with acquaintances helps to maintain a comfortable atmosphere during learning process. Thus, cooperation was performed better.



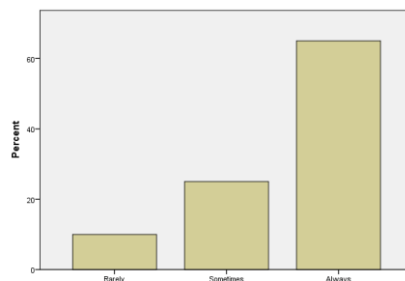


**Figure 8.** Students' time period at UFM (question 1).



**Figure 9.** Students' interaction in learning English-speaking (question 2).

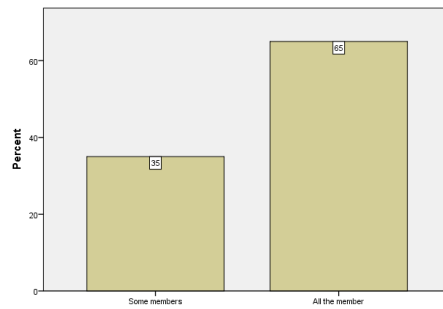
The result from figure 9 expressed that most students always interact with the others to accomplish the group work. Interaction plays an importance role in CL strategy through appearing in four main elements: positive interdependence, face to face interaction, promotive interaction and group processing. Students' frequent interaction showed a positive attitude towards CL. However, the rest of participants claimed that they sometimes interact with group mates. This means that cooperation in a group sometimes is monopoly of a group students instead of all students.



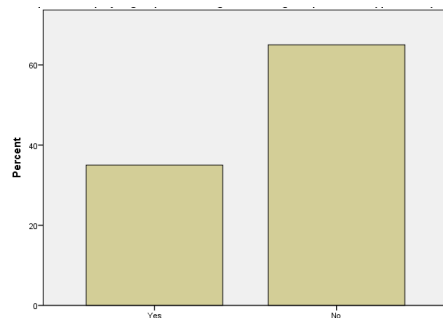
**Figure 10.** Students' participating frequency in group work (question 3).

Figure 10 showed that many students always participant to involve the group work in English-speaking learning. This point out that group tasks are only completed by a group student. Meanwhile, some other students sometimes or even rarely participant in group work. This may affect lack of motivation during their English-speaking learning. Depending on their group members cause these students missing knowledge and independence during English-speaking learning process.

Nearly the above graphs, the finger in figure 11 pointed that over 60 percent participants thinks that group work should be shared equally. All members participate in group work helps to increase success for common tasks. In contrast, over 30 percent students claimed that a group of students should be responsible for group tasks. This happens because group's goals are not linked. As a result, this may lead to dividing a group into two small groups with good students in a group and low students in a group. It may bother individual and group accountability process in accomplishing of CL strategies.

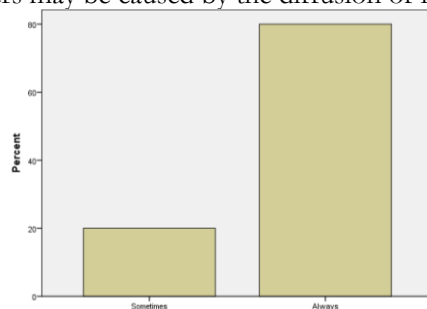


**Figure 11.** Working assignment in group work in English-speaking competence (question 4).



**Figure 12.** Monopoly in group work in English-speaking competence (question 5).

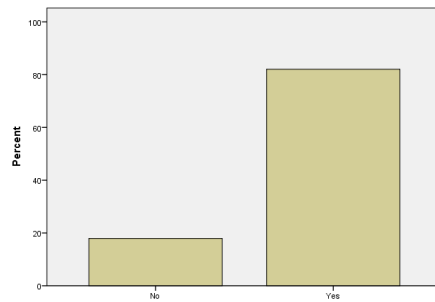
The figures in figure 12 revealed that many students always accomplish group works. Meanwhile, a significant number of participants relies on their group mates because they claimed that group works should belong to a group of some good students. The negative figures may be caused by the diffusion of responsibility (Slavin, 1996).



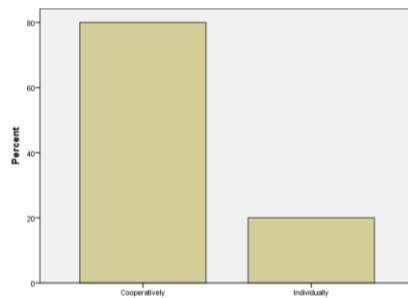
**Figure 13.** Responsibility in group work in learning English-speaking (question 6).

Figure 13 gave the positive figures because four-fifths participants claimed that they always feel responsible in group work. On other words, these students' individual accountability is high. This may lead to accomplishing group work better because whenever having a sense of responsibility to something, we are able to complete this well. However, undoubtedly, fourth student is lack of responsibility for group work. This puts pressure on other group mates because they have to undertake over their assignment.

This figure below painted that more than four fifth participant is committed to the success of their group mates. This promotes cooperation to achieve success in group again and again. The students in this group possess not only high individual accountability but also high progress in cooperate with others. In contrary, near fourth student is not satisfied with success of everyone in the group. This could happen because group's goal is not linked or assigned clearly.

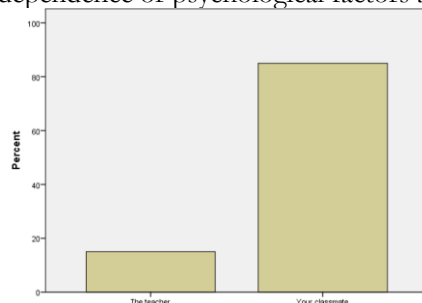


**Figure 14.** Commitment in group work in English English-speaking competence (question 7).

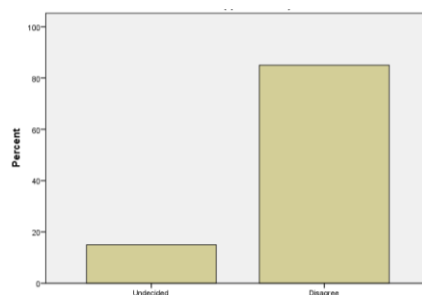


**Figure 15.** Learning styles in group work (question 8).

Figure 15 showed that most of the students like working in group with their classmate than completing the tasks individually. Even there was no one select working tasks competitively. When working in group, learners’ goals are linked whereby each member can share and get knowledge and experience as well as facilitating interaction skill. Besides that, 20 percent student would like to work individually. This happens maybe because of lack of interdependence or psychological factors among them.



**Figure 16.** Selecting cooperator in group work (question 9).

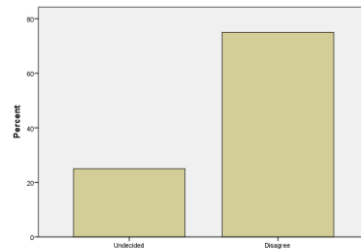


**Figure 17.** Inconvenience of CL strategy in explaining the task to a classmate (question 10).

Figure 16 answered for the question that who students prefer to discuss the task with. Certainly, teacher and classmate are selected to discuss the tasks in group work. Between the two, classmate is chosen more than teacher is. This points out that teacher plays as a supervisor more than a partner or cooperator in CL strategy. Maybe students feel anxious

when interacting with teacher and motivated in cooperation with their partners. Discussing in pair or group improves interaction and cooperation among members as well. Moreover, exchanging with partner who has the similar background helps students achieve common goals easier.

Figure 17 showed that CL strategy does not bother students to explain the tasks with their classmates. More than eighty percent students claimed cooperation is not a barrier in explanation with their partners. While fifteen percent of student had no idea about this issue. Maybe these students rarely give explanation, or they sometimes face with difficult in sharing information with others.



**Figure 18.** Inconvenience of CL strategy in asking the classmate for help (question 11).

Figure 18 pointed that the majority of students feel comfortable to ask helping from their classmates in English-speaking learning. Meanwhile, fourth students had no idea. Actually, exchanging information is one of main points of CL strategy, especially speaking performance. It is directly relevant to positive interdependence and promotive interaction element of CL strategy.

## 5. Discussion

In general, there are many the previous studies about the effectiveness of CL strategies on teaching and learning English-speaking. Besides the negative above-mentioned appreciations about effects of CL strategy of Azmi, Celik, Yidliz and Tugrul (2014), Beebe and Masterson (2003) and Zhao and Jiang (2009), many others researchers such as Burke (2011), Barkley, Cross and Major (2005), Li and Campbell (2008), Xue (2013) et cetera, strongly claimed that CL affords learners the opportunities to improve, practice and apprehend English speaking skill.

The result of data analysis pointed out the result of this study. Firstly, the data analysis in table 1 showed that there is no difference of pre-test score in English-speaking competence between control group and experimental group. On the other hand, English speaking competence between the two groups at pre-test period is similar together. However, the data analysis in table 2 expressed that post-test score is different from pre-test score. In short, students' English-speaking competence in experimental group at post-test period is different with their English oral competence at pre-test period. This is also the answer for the first research question that CL strategy can change students' English-speaking competence at intermediate level.

Additionally, the analysis of data in table 3 showed that there is significantly different between students' pre-test score period and students' post-test period in experimental group. In other words, students' English-speaking competence in experimental group at post-test period is different from their English-speaking competence at pre-test period. Moreover, table 2 showed mean scores of English-speaking performances in two group at post-test period is different. Particularly, mean scores of control group at post-test period is 62.5263 ( $M=62.5263$ ) is lower that mean scores of experimental groups at post-test period is 88.1 ( $M = 88.1$ ). From these points, the answer for the second research question is explored. This means that CL strategy affects positive on students' English-speaking competence at intermediate level (research question 2).

Furthermore, the data analysis from the questionnaire pointed out that students maintained a positive attitude towards CL strategies in English-speaking performance. The students always participant in group to accomplish group work as well as having responsibility for common works. Most of them expressed a good interaction with their partners in English-speaking skills. They also claimed that group's goal has to link and clear. From these points, it can say that CL strategy plays an important role in developing of interaction and

cooperation. CL also encourages and develops group processing and interspersed.

Therefore, it can be believed that the null hypothesis 1 and 2 (H01 and H02) is rejected. It means that CL strategies can enhance learning results on EFL students' speaking comprehension at intermediate level. Probably most importantly, based on the proof in the previous studies, it is hoped that (2) the learners offer positive attitudes towards applying CL strategies in teaching and learning English speaking comprehension in EFL classroom.

In brief, this study attempted to find out the effectiveness of CL strategies that have been used in teaching English speaking at UFM as well as reinforcing clues to claim that CL strategy is effective for English speaking teaching at intermediate level.

## 6. Conclusions

In summary, this project aimed at finding the effectiveness of CL strategies on English speaking skills at intermediate level at UFM. To achieve this aim, this study conducted qualitative research within two months. This qualitative research included two research instruments: quasi-experiment and student questionnaire. The quasi-experiment used pre-posttest sample from KET extra version of Cambridge University. The student questionnaire was received and adapted according to the research design. Data analysis was implemented by SPSS software version 26.

The result of the study pointed out that CL strategy was effective at improving students' English-speaking skills at intermediate level. In addition, students gave positive attitudes about application of CL in learning English-speaking activities. This was similar to the previous studies about the effectiveness of CL on teaching and learning English-speaking performance. This result claimed that CL could be applied at different levels. Moreover, the CL strategies could be used very flexible and simple in different teaching conditions. This helps CL strategies have been used popularly and developed day by day.

### *Limitation of the study*

Firstly, limitation of this study is that number of participants. There are only 39 students among over 4000 students who are learning at intermediate level at UFM. Moreover, some participants had different backgrounds. Thus, sometimes they may be hard to share information and discuss or unify common results. It wasted time of working group. Second limitation of the current study is time to conduct study. Two months is very short for a quasi-experimental study. Within two months, some students are still embarrassed and shy. A few of students are sometimes talkative or disorder that requests time to control the class. Moreover, in each session, teacher also spent a couple minutes to set up group structures.

In short, this study contains two main limitations. They are number of participants and time to conduct the study.

## Appendix A

### PRE-POST TESTS

#### Part 1 (2-3 minutes)

##### Phase 1

##### Interlocutor

Good morning / afternoon / evening.

Can I have your mark sheet, please?

Hand over the mark sheet to the Assessor.

I'm ....., and this is .....

He / She will just listen to us.

What's your name?



How old are you?

Where do you come from?

Where do you live?

**Back-up prompts**

Are you from (Spain, etc.)?

Do you live in ... (name of district / town etc.)?

**Phase 2**

**Now, let's talk about school.**

**Back-up prompts**

What time do you finish school? Do you finish school at 4 o'clock?

What do you eat after school? Do you eat snacks after school?

Now, let's talk about home.

**Back-up prompts**

Who do you live with? Do you live with your family?

How many bedrooms are there in your house?

Are there three bedrooms in your house?

**Extended Response**

Now, please tell me what you like doing at home.

**Back-up questions**

Do you like cooking?

Do you play computer games?

Did you stay at home last weekend?

**Optional prompts**

Why?/Why not?

What do you think?

**Part 2 (3-4 minutes)**

**Phase 1**

**Interlocutor**

2-3 minutes

**Now, in this part of the test we're going to talk together.**

**Place Candidate booklet, open at Task 1, in front of candidate. Allow candidate adequate time to read the task.**

**Here are some pictures that show different hobbies.**



Do you like these different hobbies? Say why or why not. I'll say that again.

Do you like these different hobbies? Say why or why not.

All right? Now, we will talk together. Can you start?

**Allow a minimum of 1 minute before moving on to the following questions.**

**Interlocutor**

**Use as appropriate.**

**Ask the candidate at least one question.**

Do you think ...

... playing computer games is boring?

... playing an instrument is difficult?

... playing football is fun?

... reading is interesting?

... painting/drawing is easy?

Which of these hobbies do you like best?

Thank you. (Can I have the booklet, please?) Retrieve Candidate booklet.

**Phase 2**

**Interlocutor**

**Allow up to a minute.**

Now, do you prefer to spend your free time alone or with other people? (Why?)

Which is more fun, playing sports or watching sports? (Why?)

Thank you. That is the end of the test

## Appendix B

Hi my students,

I am conducting a study to explore the effects of CL on English-speaking skills at intermediate level at UFM. This means that I am attempting to find out the effectiveness of CL on learning achievement of EFL learners' speaking skills at intermediate level. You can help me understand what you think of using of CL by answering some questions. Please answer all the questions.

### I. Demographic Information

Full name:..... Age:..... Class: .....

How long have you studied English at UFM? Please tick (✓) appropriate box:

- a. Under 2 months
- b. 2 – 4 months
- c. Above 4 months

### II. Learners' Attitudes towards Group Work

1. How often do you interact with your classmates to accomplish the task in English-speaking learning?

- a. Never
- b. Rarely
- c. Sometimes
- d. Always

2. How often do you participate in the group to accomplish the group work in English-speaking learning?

- a. Never
- b. Rarely
- c. Sometimes
- d. Always

3. In English-speaking comprehension, group work is generally accomplish by:

- a. None of them
- b. Some members
- c. All the members

4. Group work is monopolized by the more able members in the group.

- a. Yes

- b. No
5. In English-speaking learning, I feel responsible during the group work.
- a. Never
- b. Rarely
- c. Sometimes
- d. Always
6. In English-speaking learning, I feel committed to the success of everyone in the group.
- a. Yes
- b. No
7. In English-speaking comprehension, I prefer to work
- a. Competitively
- b. Cooperatively
- c. Individually
8. In English-speaking comprehension, I prefer to discuss the task with
- a. The teacher
- b. My classmate
- c. Both of them
- d. None of them
9. CL strategy bothers me to explain the task to a classmate
- a. Strong agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strong disagree
10. CL strategy bothers me to ask my classmate for help
- a. Strong agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strong disagree

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