Developing A Model for Teaching Speaking Using Cooperative Learning

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Abstract: The paper is aimed at: (1) finding out the weaknesses of the existing model for teaching speaking; (2) developing a model for teaching speaking using cooperative learning; and (3) finding out whether a model for teaching speaking using cooperative learning is more effective than the existing model for teaching speaking. It is an educational research and development (R & D) for developing a model for teaching speaking using cooperative learning. The research was conducted at the first semester of English Education Department of Graduate School UNS Solo. The steps consist of: (1) studying the existing model for teaching speaking to find the weaknesses of the existing model for teaching speaking using observation, interview, and questionnaire; (2) developing a model for teaching speaking using cooperative learning (trying out the model in speaking class: observation and FGD); and (3) field testing the model to find out whether a model for teaching speaking using cooperative learning is more effective than the existing model for teaching speaking. The paper reveals the following: *(1) the weaknesses of the existing model for teaching speaking are as follows:* (a) it is dominated by lecturing which is boring and difficult to understand; (b) it is monotonous because of lack of various models or methods; (c) the topic is not interesting; (d) the task is mostly individual; (e) discussion is rarely used; (f) the students are passive; and (g) there is lack of speaking practices and exercises; *(2) developing a model for teaching speaking using cooperative learning as follows:* (a) *planning*: to choose the topic to speak by using *think and talk* in groups (TTW: think, talk, and write) or *think in pairs* (TPS: think, pair, and share); (b) *outlining*: to discuss in groups or pairs the main points which will be used to develop the topic; (c) *drafting*: to practice in groups or pairs developing the main points into dialogue, conversation, or role play; (d) *revising/editing*: using peer editing/exchange/correction or group work to check the mistakes in: *content, organization, grammar, vocabulary, and pronunciation (all indicators of speaking skill)*; and (e) *sharing*: the group or pair presentation while the other groups and lecturer give comments and correction; and *(3) a model for teaching speaking using cooperative learning is more effective than the existing model for teaching speaking because:* (a) the students are more interested or motivated to speak in groups or pairs; (b) the students are more active working in groups or pairs; (c) the students are not ashamed to make mistakes; (d) the students learn from their peers and lecturer; and (e) it can develop all indicators of speaking.

Keywords: cooperative learning, model, teaching, speaking

1. INTRODUCTION

In the era of student-cantered learning, the lecturers do not dominate the teaching and learning process. The students must be encouraged to be more active in working together to discuss and find the knowledge and skill by themselves. The lecturers' roles are facilitators and motivators. Teaching is making the students learn by triggering, motivating, encouraging, guiding, and facilitating the students to learn; it is not transferring knowledge to the students, but helping them to develop their knowledge and skills (Raka Joni, 1993; Brown, 2007; and Bowden and Ference, 1998). Those definitions imply that: (1) a lecturer is a person who helps the students learn; and (2) a student is responsible for his own learning and becoming autonomous learner. According to Cotteral and Crabbe (1992), autonomous learners: (1) plan and organize their own learning experience; (2) know the learning focus; (3) monitor their own learning; (4) look for the chance to practice; (5) are interested in language and language learning; and (6) have self-confidence to use the language. In developing a model for teaching speaking, those theories should be applied to overcome the weaknesses of the existing model for teaching speaking by making the students more active and autonomous in teaching and

learning process. The intended model will also develop all indicators of speaking and improve the students' speaking skill. The paper is aimed at: (1) finding out the weaknesses of the existing model for teaching speaking; (2) developing a model for teaching speaking using cooperative learning; and (3) finding out whether a model for teaching speaking using cooperative learning is more effective than the existing model for teaching speaking.

2. SPEAKING

2.1 Definitions of speaking

Speaking, according to some experts, is defined as: the ability to pronounce articulation of words for expressing, stating, and conveying thoughts, ideas, and feelings (Tarigan, 1981: 15); a process of uttering words, phrases, and sentences meaningfully using oral language in order to give information and ideas (Clark and Clark, 1997: 223); to say things, express thought aloud, and use the voice (Brown, 2001: 257); a productive skill, which consists of producing systematic verbal utterances to convey meaning (Bailey, 2005: 2); and an interactive process of constructing meaning that involves producing, receiving, and processing speech sound (Brown, 2007: 4). Speaking is also defined as a creative process; an active interaction between speaker and listener that involves thought and emotion (Underwood, 1996: 11). Based on some definitions, speaking is interactive process (between speaker and listener) for constructing meaning that involves producing, receiving, and processing speech sound/information as the main instrument in order to give information and ideas or communicate.

2.2 Indicators of speaking skill

To be able to give information and ideas or communicate orally, the students should master the indicators of speaking skill. According to some experts, the indicators of speaking skill are as follows: pronunciation, grammar, vocabulary, and fluency (Syakur, 1990: 5); appropriateness, vocabulary, grammar, pronunciation, fluency, and content (Weir, 1998: 147-148); grammatical competence (phonology, vocabulary, word and sentence formation); sociolinguistic competence (rules for interaction, social meanings), discourse competence (cohesion and how sentences are linked together); and finally, strategic competence (compensatory strategies to use in difficult situations) (Lazarton, 2001: 104); using meaningful context (fluency) rather than details (accuracy) such as phonology, grammar, pronunciation (Brown, 2001: 267-269); accent, grammar, vocabulary, fluency, and comprehension (Richards and Renandya, 2002: 223); grammar and vocabulary of the language, and its sound (Fulcher, 2003: 46); producing the smaller chunk of the language such as phonemes, morphemes, words, collocation, and phrasal units as well as fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options (Brown, 2004: 142); to express oneself intelligibility, convey intended meaning accurately with sufficient command of vocabulary, use language appropriate to context, and interact with other speakers fluently (Bailey, 2005: 19); and discourse management (fluency and coherence), interactive communication (turn-taking, initiating, and responding), grammar, vocabulary, and pronunciation (Head and Burgess, 2005: 106-108).

Based on some theories, in speaking the students should be able to: (1) state the topic/idea and provide supporting details of the topic/idea; (3) use appropriate words and phrases to express the idea; (4) use certain language system (grammar) to make well-formed sentences; (5) speak fluently; and (6) use appropriate pronunciation.

3. COOPERATIVE LEARNING

Cooperative learning is an innovative method which can encourage the students to be active in working together to discuss and find the knowledge and skill by themselves. Cooperative learning, according to some experts, is defined as: a model of teaching that goes beyond helping students learn academic content and skills to address important social goals and objectives (Arends, 1989: 403); a diverse group of instructional methods in which

small groups of students work together and help each other in completing academic tasks (Jacob, 1999: 13); an 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, 2004: 1); a teaching method where students work in small groups to help one another learn academic material, find answers to questions, rather than seeking answers from the instructor, and make sure that everyone in the group understands the concepts (Yamarik, 2005: 3); and a small group interactive instructional strategy that allows students to collaboratively work on meaningful tasks and to help themselves and others in the group to learn through social interaction (Johnson, et al., 1994: 21).

Cooperative learning should be applied in teaching and learning process of teaching speaking because of the following reasons: cooperative learning encourages those who are shyer or reluctant to participate and gives the students chances for greater independence (Haycraft, 1978: 17); cooperative learning helps motivate students and promotes positive interaction among students to construct their own knowledge, develop social and group work skills necessary in life, and learn through active involvement rather than sitting, listening, and watching (Johnson, et al., 1994: 21); there is a process of interpersonal exchange that promotes the use of higher-level thinking strategies, higher-level reasoning, and metacognitive strategies; students working together cooperatively are expected to explain what they learn to group mates, elaborate on what is being learned, listen to others' perspectives and ideas, monitor each other's participation and contributions, give each other feedback, and engage in intellectual conflict (Johnson, et al., 1994: 21); cooperative learning encourages learners to motivate themselves through a self-access scheme where they choose and work on their own, work together in groups to help students make the experience as successful as possible (Williams, 1996: 36); because they are working together without the teacher controlling every movement, they take some of their own learning decisions, they decide what language to use to complete a certain task, and they can work without the pressure of the whole class listening to what they are doing (Harmer, 1998: 21); and cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others (Jolliffe, 2007: 3);

Cooperative learning in the educational context generally involves a small number of students working together to achieve a task (Apple and Shimo, 2006: 277). He concludes the reason why cooperative learning succeeds as an educational methodology is its use of convergent tasks: group goals based on the individual's responsibility of all group members to increase learning achievement, regardless of subject or proficiency level of students involved. Cooperative learning is a relationship in a group of students that requires positive interdependence (a sense of sinking or swimming together), individual accountability (each of the students has to contribute and learn), interpersonal skills (communication, trust, leadership, decision making, and conflict resolution), face-to-face primitive interaction, and processing (reflecting on how well the team is functioning and how to function even better).

There are six factors why cooperative learning enhances students' learning: (1) providing a shared cognitive set of information between students; (2) motivating students to learn the material; (3) ensuring that students construct their own knowledge; (4) providing formative feedback; (4) developing social and group skills necessary for success outside the classroom; and (5) promoting positive interaction between members of different cultural and socio-economic groups (http://www.utc.edu/Administration/WalkerTeachingResourceCenter).

There are six items making cooperative learning inclusive (Jolliffe, 2007: 14): (1) Questions are never asked of individuals. If a question is worth asking, it is worth asking of everyone; (2) Children work in heterogeneous groups, which consist of mixed genders,

abilities, and backgrounds; (3) Children are supported and given training in interpersonal and small group skills; (3) Regardless of background or home situation, there is no assumption that children cannot work with others effectively; (4) Every child contributes and their contribution is valued, indeed is crucial to the success of the group; (5) Learning is active and social, not passive and as such it appeals to everyone, particularly boys; and (6) It creates a mutually supportive classroom.

There are some benefits of cooperative learning (Orlich, et al., 1998: 276): (1) improving comprehension of basic academic content; (2) reinforcing social skills; (3) allowing student's decision making; (4) creating active learning environment; (5) boosting students' self-esteem; (6) celebrating diverse learning styles; (7) promoting students' responsibility; and (8) focusing on success for everyone.

There are four basic concepts related to small group methods: (1) process, the interactions that take place within the group; (2) Role, each group member's specific responsibilities within the group; (3) Leadership, the capacity to guide and direct others in a group setting; and (4) Cohesion, group member's support for one another.

In cooperative learning, a group size is an important variable that influences learners' participation but there is no absolute minimum or maximum number of persons that must be included in a small group to ensure a successful discussion. Ideally, group size in the classroom is two-six students working together to reach a common goal (Orlich, et al., 1998: 260). Some suggest that four is the ideal size (Cohen, 1994: 3), while others assert that six is the maximum (Johnson, 1994: 14). However, Orlich, et al. (1998: 260) suggest that the optimal group size is from six to eight students. When four or fewer individuals are involved in a discussion group, the participants tend to pair off rather than to interact with all numbers. They have found when a group consists of ten or more participants; students' interaction begins to diminish. With larger groups-that is, fifteen or

more-a few students participate actively, a few participate in a more limited way, and most remain silent or passive. Therefore, they suggest dividing the class into groups of not more than four before initiating a small group. Haycraft (1978: 17) states that to give more practices to your class, break them up into pairs or small groups.

The teacher's role in cooperative learning is fundamentally different from that in a more traditional model. It is vital that the teacher first provides the supportive classroom ethos to encourage cooperative learning and opportunities for team-building. Alongside this is the necessity for developing interpersonal skills as part of a planned program. The teacher is often described as being 'a guide on the side, not a sage on the stage' who undertakes the following (Jollifee, 2007: 47): (1) Planning lessons that decides on (a) objectives; (b) size of groups; (c) how to group pupils; (d) group roles; (e) organization of the classroom; and (f) materials needed; (2) Explaining the task and the cooperative skill with criteria for the success of both; (3) Monitoring and intervening with groups where necessary; and (4) Evaluating the quality and quantity of achievement and ensuring that groups reflect on their achievement and effectiveness as a group and set goals for improvement.

4. PROCESS APPROACH

In using cooperative learning in teaching speaking, one of the approaches which can be used is process approach. There are some characteristics of process approach: process approach stresses on a cycle of speaking activities which guide students from generating ideas and collecting data until finishing the draft (Tribble, 1996: 37); process approach requires the teachers to give students greater responsibility for, and ownership of, their own learning. Students make decisions about genre and choice of topics, and collaborate as they speak. Process approach tends to be student-centered and focuses more on the process than the product (Ghaith, 2002); and process approach emphasizes on the process the students do in speaking by using

techniques such as brainstorming, exploring ideas, peer editing, and speaking (Soonpa, 2007: 03).

Brown (2001: 320-321) summarizes the features of speaking process as follows: (1) focusing on the process of speaking that leads to the final oral products; (2) helping student speakers understand their own composing process; (3) helping students build repertoires of strategies for drafting and speaking; (4) giving students time to speak; (5) placing central importance on the process of revision; (6) letting students discover what they want to say as they speak; (7) giving students feedback throughout the composing process (not just on the final product) to consider as they attempt to bring their expression closer and closer to intention; (8) encouraging feedback both from the instructor and peers; and (9) including individual conferences between teacher and students during the process.

Process approach used in teaching speaking gives chance to the students to experience, evaluate, and reflect the steps of speaking by themselves from planning up to the end of producing an oral draft. The steps for teaching speaking using process approach are as follows (Joko Nurkamto, et al., 2012: 9-10): (1) *Planning*. The lecturer guides the students to choose, determine, and limit the topic; (2) *Outlining*. The lecturer asks the students to brainstorm the points which can be used to develop the topic; (3) *Drafting*. The lecturer facilitates the students to develop each point into utterances/expressions; (4) *Revising/ Editing*. The lecturer asks the students to evaluate the draft which they have made and revise or edit it to be better in terms of content, fluency, grammar, vocabulary, and pronunciation; and (5) *Sharing*: the group or pair presentation while the other groups and lecturer give comments and correction;

5. RESEARCH METHODOLOGY

The process of developing model for teaching speaking using cooperative learning used an educational research and development (R & D). Gall, Gall, and Borg (2003: 569) state:

Educational Research and Development (Educational R & D) is an industry-based development model in which the findings of the research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standard.

Borg and Gall (1983: 772) define Educational R & D as follows:

Educational Research and Development (R & D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the product based on these findings, field testing it in the setting where it will be used eventually, and revising to correct the deficiencies found in the field-testing stage. In more rigorous programs of R & D, this cycle is repeated until the field-test data indicate that the product meets its behaviorally defined objectives.

The study used an educational research and development (R & D) for developing a model for teaching speaking using cooperative learning. The research was conducted at the first semester of English Education Department of Graduate School UNS Solo. The general steps of R & D are as follows: (1) studying research findings pertinent to the product to be developed (to find the weaknesses of the existing model for teaching speaking using observation, interview, and questionnaire); (2) developing the product based on these findings (developing a model for teaching speaking using cooperative learning); (3) field testing it in the setting where it will be used (trying out the model in speaking class: observation and FGD); (4) revising to correct the deficiencies found in the field-testing stage; and (5) field testing it in the setting where it will be used (in speaking class) to reveal the effectiveness of a model for teaching speaking using cooperative learning compared with the existing model for teaching speaking.

6. RESEARCH FINDING AND DISCUSSION

The paper reveals the following:

1. The weaknesses of the existing model for teaching speaking

Based on the result of observation, interview, and questionnaire, the weaknesses of the existing model for teaching speaking are as follows**:**

a. It is dominated by lecturing which is boring and difficult to understand;
b. It is monotonous because of lack of various models or methods;
c. The topic is not interesting;
d. The task is mostly individual;
e. Discussion is rarely used;
f. The students are passive; and
g. There is lack of speaking practices and exercises;

2. A model for teaching speaking using cooperative learning

Based on the weaknesses of the existing model for teaching speaking, a model for teaching speaking using cooperative learning is developed to overcome the weaknesses. The model which is developed is as follows:

1) *Planning*: asking the students to choose the topic to speak by using *think and talk* in groups (think, talk, and write) or *think in pairs* (TPS: think, pair, and share);
2) *Outlining*: asking the students to discuss in groups or pairs the main points which will be used to develop the topic;
3) *Drafting*: asking the students to practice in groups or pairs to develop the main points into discourse;
4) *Revising/editing*: using peer editing/ exchange/correction or group work to check the mistakes in: *content, fluency, grammar, vocabulary, and pronunciation (all indicators of speaking skill)*;
5) *Sharing*: the group or pair presentation while the other groups and lecturer give comments and correction;

The feasibility of the teaching model to teach speaking using cooperative learning which is developed is tested in the setting where it will be used eventually (in speaking class). The process of field testing is used to find and revise or correct the deficiencies found so that the model is feasible. The feasible model is tested by comparing it with the existing model. The new model is used to teach the students of experimental class and the existing model is used to teach the students of control class. The model for teaching speaking using cooperative learning is more effective than the existing model for teaching speaking because: (a) the students are more interested or motivated to speak in groups or pairs; (b) the students are more active working in groups or pairs; (c) the students are not ashamed to make mistakes; (d) the students learn from their peers and lecturer; and (e) the model can develop all indicators of speaking.

7. CONCLUSION

Based on the research finding and discussion, it can be concluded that the model for teaching speaking using cooperative learning is effective to make the students more interested or motivated to speak in groups or pairs, more active working in groups or pairs, not ashamed to make mistakes, and learn from their peers and lecturer to develop all indicators of speaking.

8. ACKNOWLEDGEMENTS

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