Teacher's Competency in Applying Cooperative Learning Model in Teaching Speaking

(Case Study at Man 1 Mataram)

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Abstract: Teachers encounter problems teaching speaking, such as students not practicing English outside class or struggling with vocabulary, fluency, grammar, and pronunciation due to anxiety and shyness. Research aims to understand how teachers use lesson plans for cooperative learning in teaching speaking skill. This research also investigates obstacles that teacher's face and strategies they use to overcome these challenges. This study employs a case study method to explore how teachers at XI IPA MAN 1 Mataram utilize cooperative learning and its impact on students" speaking skills. It examines teacher skills in cooperative teaching and the outcomes before and after its implementation. Cooperative learning involves small student groups collaborating to enhance learning for themselves and others (Johnson and Johnson, 1999:9). After observing up to the final assessment, it can be concluded that the teacher's role is very important in the classroom. The way the teacher teaches using the cooperative learning model is very helpful for students in developing their speaking skills. Therefore, the teacher's effort so that students are brave and get used to using English is that the teacher must speak English correctly and clearly so that students think that speaking English is fun.

Keywords: *Cooperative learning, speaking*

INTRODUCTION

English holds immense global significance, serving as a vital international language in various spheres, particularly in education. Hashim (2006) beautifully likened language learning to the blossoming of vibrant flowers in a fertile garden. This language's value is evident through its diverse forms, including British, Canadian, and American English. People adopt English as a second language for career growth or to integrate into English-speaking nations. Proficiency in English involves mastering four key skills: listening, speaking, reading, and writing. Among these skills, speaking stands out as a critical benchmark for language competence. Effective communication practice, as emphasized by Lalu Nurtaat (2022), underscores the importance of mastering speaking skills, crucial for educators who employ English in their classrooms. Teachers' fluency and confidence in spoken English play an essential role, as they guide students in clear, convincing, and confident English communication, enriched with proper grammar, vocabulary, and pronunciation.

Nonetheless, speaking English presents challenges, as identified by Afshar & Asakereh (2016). Students often encounter issues related to self-confidence, motivation, anxiety, language exposure, class dynamics, environment, and family background. These challenges are prevalent at institutions like MAN 1 Mataram, where English speaking skills require enhancement. Notably, the school lacks initiatives such as an English Day program to promote regular English interaction among students. Teaching speaking skills encounters hurdles such as limited practice outside the classroom and understanding in speaking classes. Common student difficulties encompass vocabulary scarcity, fluency, grammar, and pronunciation. These struggles often stem from factors like anxiety, low self-esteem, shyness, and a lack of exposure to English in real-life contexts.

To address these challenges, cooperative learning emerges as a promising pedagogical approach. Cooperative learning, according to Jhonson & Jhonson, (2007), involves collaborative group tasks that foster positive interdependence, individual responsibility, and reciprocal learning. It encourages critical thinking and problem-solving skills while enhancing the language acquisition process. In the context of teaching speaking, cooperative learning entails dividing students into smaller groups and assigning them specific topics for discussion. Considering the issues faced by students in MAN 1 Mataram and the benefits of cooperative learning, a research initiative titled "TEACHER'S COMPETENCY IN APPLYING COOPERATIVE LEARNING MODEL IN TEACHING SPEAKING (CASE STUDY AT MAN 1 MATARAM)" is proposed. This research aims to investigate the methods used by teachers and the advantages of cooperative learning in elevating the English speaking skills of class 10 IPA students at MAN 1 Mataram.

RESEARCH METHODS

This research employs a case study methodology to explore the teaching practices of educators utilizing cooperative learning and its impact on students' speaking skills at XI IPA MAN 1 Mataram. Cooperative learning involves small groups of students collaborating to enhance their own and others' learning experiences (Johnson, 1999:9, as cited in the study). The focus is on understanding teachers' utilization of the cooperative learning approach and its effects. Conducted at MAN 1 Mataram, an Islamic school in Nusa Tenggara Barat, the study concentrates on a single class within the 11th-grade science program, comprising 35 students as participants. The research collects data using teacher instruments to assess lesson planning, implementation, and the teacher's persona during learning activities.

To analyze data, the research employs mixed data collection methods. A combination of surveys and interviews is used to gather comprehensive insights. Surveys are used to collect general information from a wide population, while interviews provide in-depth perspectives from a smaller subset of participants. Additionally, focus groups are employed to gauge opinions and attitudes, complemented by observations that capture actual behavioral patterns related to the subject. Moreover, case studies provide intricate details about specific situations, supplemented by questionnaires that capture broader perceptions and attitudes from a larger group.

Researchers will collect data in learning activities in class which will last for 2 meetings. his research will assess everything in the classroom activities. Which in the first meeting, the researcher will observe the activities of the teacher or students during the teaching and learning process takes place with the Cooperative Learning method. At the second meeting, the researcher will ask the teacher to teach still using the Cooperative Learning method. The researcher will also ask the teacher's lesson plan to observe whether the teacher follows the lesson plan during the learning process.

In conclusion, this research employs a case study approach to delve into cooperative learning practices and their impact on students' speaking skills at XI IPA MAN 1 Mataram. It selects one class from the 11th-grade science program, encompassing 35 students, and utilizes teacher instruments to assess various facets of teaching. The data analysis involves a combination of surveys, interviews, focus groups, observations, case studies, and questionnaires to offer a comprehensive understanding of the topic. (Johnson, 1999:9, as cited in the study).

FINDINGS AND DISCUSSION

Findings

1. How teacher follows lesson plans (RPP) when applying inquiry based learning model in teaching reading.

To find out how the XI Science teachers at MAN 1 MATARAM teach using cooperative learning in training students' speaking skills. From the results of observations the researchers conducted divided into 2 meetings:

First Day

The activities of the first day the teacher used cooperative learning in class XI IPA, which was started by praying first led by the class leader, asking how students were doing, checking student attendance, explaining the day's learning topic and dividing students into several groups. The teacher gives students a video of an English song to view using a clear LCD and speakers. Students in class discuss one by one the paragraphs in the song. The teacher gives assignments according to the topic and instructs students to complete them with the group because the teacher will check the results of each group in class and give homework. The teacher reflects on what has been learned, and provides conclusions and closing and prays before going home.

Second Day

The teacher's activities in class on the second day still use the Cooperative Learning model in teaching speaking skills in class XI Science. The teacher started by praying first led by the head of the class, asking news students, checking student attendance, reviewing home work at the previous meeting. After that, the teacher divides the students into several groups again, and the assigment today is fill in some blank words of a song. On the second day, the teacher made sure that all students participated in groups. After making sure all groups have done the assignments given, the teacher wants all students to present the results of their work. In the end of meeting the teacher still reflects on what they have learned, and provides conclusions and closing and pray before going home.
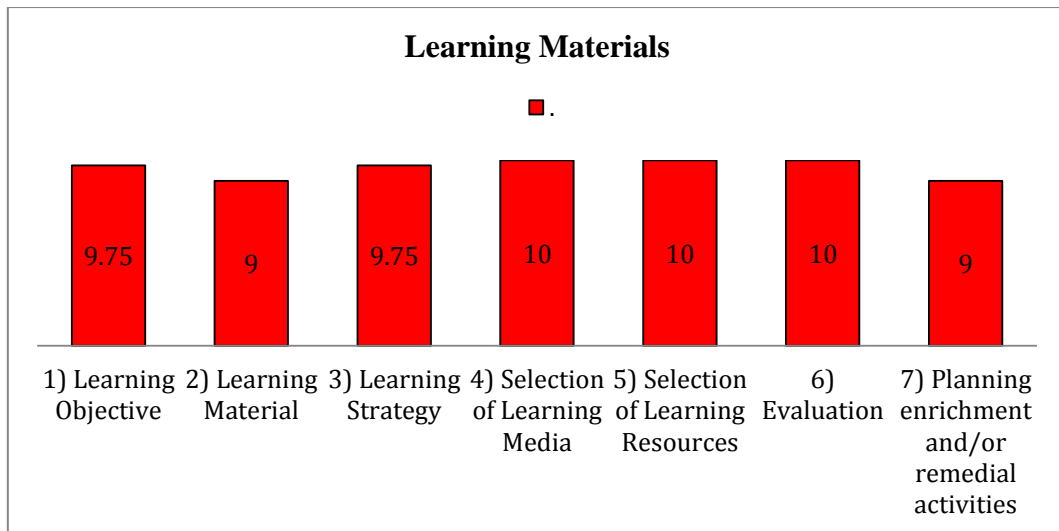
Learning Materials

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1) Learning Objective	2) Learning Material	3) Learning Strategy	4) Selection of Learning Media	5) Selection of Learning Resources	6) Evaluation	7) Planning enrichment and/or remedial activities
9.75	9	9.75	10	10	10	9

Figure 1. Learning Materials

In the chart above it can be seen that the teacher gets score almost perfect, and the highest score on the point 3,4, and 5 which is 10 out of 10 (Total Score : 9,6)
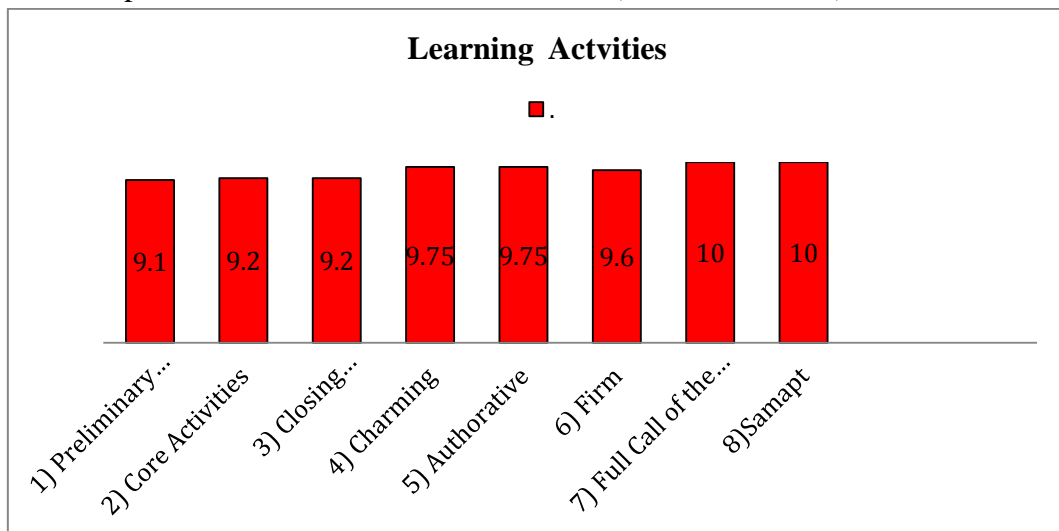
Learning Actvities

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1) Preliminary…	2) Core Activities	3) Closing…	4) Charming	5) Authorative	6) Firm	7) Full Call of the…	8)Samapt
9.1	9.2	9.2	9.75	9.75	9.6	10	10

Figure 2. Learning Actvities

In the chart above it can be seen that the teacher gets score almost perfect, and the highest score on the point 7 & 10 which is 10 out of 10 (Total Score : 9,5)

2. **What obstacles are faced by teachers when implementing Cooperative learning model in teaching speaking.**
   a. Self- Confidence
   b. Lack of vocabulary
   c. Shy
   d. Pronunciation
   e. Less practice

3. **How is the teacher's effort to overcome the obstacles that they are faced when applying cooperative learning method in teaching speaking.**
   a. Make the classroom activities more interesting
   b. Convincing students to speak in English

c. Make conversation using little bit of English every day
d. Give more practice of speaking

Discussion

Based on the results of observations, the researchers found that the teacher used the stages of the Jhonson Cooperative learning model. Teachers teach in class with five stages of elements, namely:

a. positive interdependence

The teacher make sure that members of a group who share common goals perceive that working together is individually and collectively beneficial, and success depends on the participation of all the members.

b. individual accountability

The teacher assess the Individual accountability and the results are given back to. the group and the individual in order to identify those who need more assistance and support in learning.

c. Face-to-face promotive interactions

The teacher do Face-to-face promotive interactions give individuals opportunities to help each other overcome problems in class. The students provide the feedback between members necessary for all individuals to test ideas and build a framework for their knowledge.

d. Interpersonal and Small Group Social Skills

In the class teacher give students to learn academic subject matter (taskwork) and also interpersonal and small group skills (teamwork). Thus, a group know how to provide effective leadership, decision-making, trust-building, communication, and conflict management.
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CONCLUSION

In conclusion, the teacher's role is pivotal in the classroom, especially when employing the cooperative learning model to enhance students' speaking skills. The teacher effectively organizes group activities, adheres to lesson plans, and cultivates a positive class environment. Challenges arise, such as students' lack of confidence, limited practice, and vocabulary issues. These challenges manifest at the outset of lessons. To address this, the teacher ensures correct and engaging English usage, promoting students' confidence. Employing group activities fosters a supportive atmosphere where students feel comfortable practicing English, ultimately bolstering their speaking abilities. Continuous teacher guidance and encouragement further reinforce English language development within the cooperative learning framework.

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