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Exploring Cooperative Learning Method to Enhance Speaking Skills Among School Students

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ABSTRACT

One of the current challenges in English Language education is to produce learners who can speak confidently, fluently, accurately and to carry out presentations without anxiety or feeling nervous. The aim of this study was to investigate how cooperative learning could assist and guide students in speaking skills. This paper reports the effectiveness of cooperative learning method to enhance speaking skills among school students. This study used cooperative learning together with the Interaction Theory as well as group work. The target group consists of 36 Form One students. They were interviewed using structured questions to find out the methods that they used while completing their tasks. The finding showed that through cooperative learning, learners had social interaction among themselves through groupwork such as discussions, rephrasing, pronunciation, explanations, elaborations and motivating peers before the actual speaking or presentation session. The findings demonstrated that students enjoyed cooperative learning and carried out presentations without feeling nervous. The findings further showed that students learnt to depend on each other to complete the task which represented one of the main principles of cooperative learning. The students also said that cooperative learning was a fun way of learning English language as it was student centered with less teacher intervention.

Keywords: Cooperative learning, Groupwork, Interaction, Student centered, Presentations

1.0 INTRODUCTION

English Language in Malaysia has been taught to students in both primary and secondary national schools following certain guidelines provided by the Ministry of Education. All four skills of the language are taught by the respective language teachers to students based on the syllabus. Although the four skills are taught to students, the emphasis on reading and writing takes the highest portion of the four skills. Listening and speaking skills are rarely done during English lessons as the teachers have to follow the syllabus provided by the Ministry of Education where the emphasis is on reading and writing. This is because major examinations in primary schools focus on reading and writing

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and marks are awarded based on both these skills. For secondary school students, the listening and speaking skills are done only for major examinations such as PT3 and SPM examinations. The lack of speaking skills in schools has led to students being unable to communicate well in the English language when they are in the working environment. A great deal of complaints have been received from employers in all areas of the work force regarding in the communication skill which prompted the Malaysian government to produce the Malaysian Blueprint 2013-2025 with an emphasis on improving the speaking skills of students in the English Language. The Blueprint focuses on speaking skills and has encouraged student-centered learning whereby they could interact and practice with each other. It is hoped that there would be an improvement in communication skills through the completion of the tasks given by teachers.

The Blueprint has outlined certain conditions for teachers. These conditions follow the cooperative learning strategies which are in line with the 21st century learning in which active participation of students is required in the classroom.

The cooperative learning is a method of learning where students work in teams on an assignment or project. It has certain guidelines such as:

1. Each group is heterogeneous, consisting of four to six members. The team members in the group should be of different sex, ethnicity, race, personality, religion, language proficiency, social class and diligence.
2. Every team member is held individually accountable for the completion of the assignment or project.
3. Weaker students are helped by other students by working together.
4. There is individual accountability as every team member has to contribute his or her part of the assignment or project for the whole project to be completed.

Based on the review of literature, the co-operative learning method gives advantages to students compared to teacher centered method of teaching. This study aims to investigate how cooperative learning can enhance the speaking skills of students as this skill received the least focused in lower secondary school. This study will also examine how cooperative learning can be used as a method of teaching for teachers to bring about improvement in speaking among school students during the English lesson.

1.1   Research Objectives

The present study attempts to investigate whether by using cooperative learning method of teaching, students are able to enhance their speaking skills. The purpose is to examine what benefits are brought about by this method of teaching and learning where students are able to carry out presentations without feeling nervous or anxious. It attempts to answer the following research question:

What are the cooperative learning methods used by students to practice speaking skills during English lessons?

2.0 LITERATURE REVIEW

The cooperative learning which is a learner centered method was introduced by Johnson & Johnson (1989) and is very closely related with group work and presentation activities. Hatch (1978) and Long (1981) in their Interaction Hypothesis theory, mentioned that interaction is a method of learning where students interact actively to practice and complete their task in groups. With this method of learning the teacher's role is minimal as he/ she becomes a facilitator. It is important to note that both the Interaction Hypothesis and the cooperative learning promote student centeredness.

To conduct cooperative learning method, teachers have to follow the principles of cooperative learning as stated below:

1. Students should be in heterogeneous groups so that group members are different from each other and will work together to complete a task (Jacobs, Power & Loh, 2002). However, this method of grouping is not done in traditional teaching as teachers teach the class as a whole and task is carried out individually. Therefore, there is no interaction among students to do discussion or to practice in the target language.

2. Face-to-face interaction must be introduced where learners could argue, elaborate, explain and link current material with what they have learnt before (McDonell and Zellman, 1992). Face-to-face interaction gives students more opportunities to negotiate, communicate and shape their learning together (Johnson, Johnson and Holubec 2013). On the other hand, face-to-face interaction does not exist in teacher centered teaching as the teacher relies solely on the course book which has materials that have been prepared. These materials are based on individual evaluation and hence discussions are not necessary.

3. There must be simultaneous interaction where during group activities one student in each group is speaking. If there are 8 groups in a class, 8 students would be speaking simultaneously in their groups which is in contrast to teacher centered learning, where only the teacher speaks and the whole class listens quietly.

4. There must be equal participation which allows involvement of every group member to ensure that one or two members do not dominate the group (Kagan, 1994). A problem could arise where some group members dominate the group and the other members remain in the shadows of the others. Therefore, the division of students in a group needs to be carefully thought of to avoid domination and provide an environment where all students can contribute towards the task.

5. Peer editing should be encouraged where students in pairs take turns to correct each other's presentation drafts or written presentations. The students then revise their presentations taking into consideration the suggestions and corrections given before submitting their corrected version of the presentation to the teacher. This provides a sense of responsibility among students which is not present in teacher centered learning as the teacher does the editing.

6. Peer evaluation is also carried out where group members assess each other's contributions towards the output. Group members will evaluate on all levels of the cooperative learning method: towards the learning process, during the learning process and towards the product

outcome. Studies on peer evaluation have shown that students are reasonably competent at evaluating their own and their peer's performance (Falchikov, 1993; Freeman, 1995 and Sullivan & Hall, 1997). On the other hand, for the traditional method of teaching, evaluation is done at the final stage as the task is done individually.

7.   Group processing in cooperative learning enables team members to discuss among themselves which members' actions are helpful, and which are not. They decide which actions to change and which actions to continue. Some of the main factors to successful group processing are allowing enough time for it to take place, maintaining student involvement in processing, making feedback, being specific, reminding students to use their collaborative skills while they process and ensuring that clear expectations as to the purpose of processing have been communicated (Johnson & Johnson, 1987; Olsen & Kagan, 1992) and Tsai (1998).

8.   Conducting presentations help students to develop speaking skills and it is a key professional skill (Fallow & Steven, 2000; Maes, Weldy & Icenogle, 1997; Pittenger, Miller & Mott, 2004; Shaw, 1999). This method of learning is usually carried out in student centered learning which is not carried out in a teacher centered learning environment.

According to McCafferty, Jacobs & Iddings, (2006) group presentations activate cooperative learning processes more effectively than individual presentations in improving students' speaking skills in a second language. Through presentations, students gain confidence in expressing themselves verbally (speaking practices) (De Grez, Valcke & Berings, 2010; De Grez, Valcke & Roozen, 2009a; De Grez, Valcke & Roozen, 2009b; De Grez, Valcke & Roozen, 2013).

Many studies have shown the impact of cooperative learning in language classes. Studies have shown the effects of cooperative learning on language learners' academic achievements such as comprehension and reading, speaking and writing.

In Malaysia, Zakaria *et al.* (2013) carried out a study comparing traditional method of teaching mathematics verses cooperative learning method of learning mathematics. Effendi Zakaria *et al.* conducted their study with 61 Form three subjects using questionnaires with open-ended questions as their instruments and found that there was an increase in the achievement for mathematics through cooperative learning method compared to the traditional method. The findings of the study also revealed that students retain new concepts longer in their memory when peers explain to each other. There were also results that cooperative learning also has the element of accountability and interdependence embedded in a structure that is not found in traditional classroom teaching.

Asuai Nelson (2014) conducted a study investigating the outcome of English reading comprehension to 150 senior secondary students using cooperative learning and traditional method. The researcher used questionnaires for the study. The results of the study showed that the English reading comprehension achievement was higher than the controlled group. Moreover, the cooperative Integrated Reading & Composition helped low achievement students to improve their ability & opinions.

Moreover, Al-Tamini (2014) studied the effect of cooperative learning on speaking skills. The findings showed that cooperative learning attributed significantly towards speaking skills and students showed more positive attitude and less stress towards speaking skills. The outcome of the

study also revealed that through cooperative learning students showed higher academic test scores and greater comprehension skills when studying.

Two researchers, Morris (2010) and Uzunboylu and Ozdamli (2011) stated that with the increased use of educational computers together with mobile technologies, individuals are able to carry out projects and can work together even if they are far away from each other.

Furthermore, Tuan & Mai (2015) agreed that some learners use the same first language in the speaking class as it is very easy for them to understand each other. According to Huba and Freed (2000), students tend to use the L1 because of the lack of knowledge on a topic while Ching-Ying Pari (2013) found that cooperative learning triggers motivation among students which creates a positive upgrading in the students' learning environment. Farzaneh (2014) found that students in cooperative learning were able to depend on each other for help to solve problems and also enjoy learning.

In addition, Talebi & Sohhani (2012) did an experimental design study on 40 students taking a Speaking Course. The study revealed that the score on speaking proficiency for cooperative learning was higher compared to the controlled group. Kan (2011) did a research on cooperative learning and the findings revealed that it was a fun way of learning.

Thus, this study also hopes to find positive results in speaking skills through oral presentations.

3.0 METHODOLOGY

The present study is a case study using a single-stage sampling procedure as the researcher is the teacher who teaches that population. Thirty-six participants were randomly selected from a total population of 180 Form One students. The age of the participants ranged from 12 to 13 years male and female students. The researcher developed a list of interview questions comprising seven semi-structured questions for the interview session with all 36 participants.

The purpose of the interview was to elicit the participants perception of the pros and cons of cooperative learning exposure. The themes were derived from the keywords obtained from the interview. After interviewing 14 participants, there were no 'new' information and this was decided as the saturation point. In order to analyze the interview responses, this study employed the Layering themes method of analysis as (Asmussen & Creswell, 1995) the themes that emerged were organized into layers starting from the basic to the advanced ones. Both major and minor themes were used in this method of analysis. Minor themes were subsumed together with the major themes. These major themes were included together within broader themes. This type of research progress upward towards the broader levels of abstraction. The number of layers could change from two, three or four (Asmussen & Creswell, 1995).

This study has two phases; the cooperative learning phase and the interview phase. Interview was carried out after the students have completed all the activities.

3.1   Procedure

The steps below show how cooperative learning was carried out in the class from the beginning to the end. It started with the teacher's explanation, followed by the cooperative learning activities and finally the oral presentation by the students.

a) Teacher Introduction

The teacher conducted a comprehension lesson to the class. The theme of the lesson is animals. It was a passage which consists of 150 words. Explanation of difficult words was done by the teacher. Students read the passage silently and oral questions were asked by the teacher. Students also answered orally and completed the 8 open-ended questions given on the white board.

b) Cooperative Learning

The teacher listed on the whiteboard several pairs of animals for students to choose from (Example: walruses and sea lions, whales and sharks, polar bears and kola bears, tigers and lions, horses and zebras, wolves and dingoes, monkeys and gorillas and cheetahs and leopards).

Each team should have four members selected by the teacher. Team representatives selected a leader for their group. The team members decided and discussed which animals to choose. The team members must agree on a pair of animals that they would study and researched on. The group leader then went to the white board and selected the pair of animals which the group had decided. Then each group leader reported to the whole class on their decision of the selected animals.

The students got into their groups and each team carried out research on their mini-topics on similarities and differences of the selected animals. The mini topics were physical characters, habit & behavior, diet & caring for the young and predators. Each student in the group would select a mini topic. The time taken for students to do the research on their mini topics could cover several teaching periods. After the research, individual students prepared scripts for oral presentations of their mini-topics and practice reading aloud with team members. The reading practices also could cover a few teaching periods as students needed to assist each other in areas of pronunciations and sentences. Furthermore, students should practice reading until they became fluent.

Students used mahjong paper to write out their points and posted pictures related to their topic. The paper was divided into 4 parts for each student's points. Students had worked together to complete their portions as well as their team members portions for the oral presentation.

Students were encouraged to present their individual mini-topics. This should be a continuous flow. The teams then presented to the whole class. Members of the class participated in a question & answer session. The whole class used brainstorming to generate key questions about the topic. Class members gave positive feedback on how partner teams helped in understanding similarities and differences of animals. Each team was given an opportunity to complete any unfinished task.

c) Interviews

After the activities, the interview was carried out based on the research question to find out the students experience during the cooperative learning method. The interview took a span of about 2 weeks. The interview data were analysed and categorized into several emerging themes.

4.0 FINDINGS OF THE STUDY

This section reports the findings and the discussions for the study. Below are the themes that were derived from the interviews.

4.1   Helping Each Other

The first theme for this study from the interview session was helping each other. The word helping each other was mentioned many times in the interview by the participants. Seven students felt that the theme of helping each other occurred in the cooperative learning.

Table 4.1 Themes: Helping Each Other

Participant (Coding) No.	Interview Extracts	Helping each other
P1.	I find this method of learning is easy to learn a certain topic with team mates helping me.	Helping each other
P2.	We give our points to our leader	Helping each other
P3.	*Menolong kawan sebaya dengan apa yang mereka tidak tahu* (Helping my team mates with anything that they do not know)	Helping each other
P4.	When we have pronunciation problems, my leader helps us	Helping each other
P5.	My friends helped me when I shortened the phrases to make it into a word.	Helping each other
P6.	We are like a family when we help each other.	Helping each other
P7.	*Hubungan sesama kawan menjadi lebih rapat dan karib oleh itu senang tanya kawan apa-apa yang tidak tahu.* (Our relationship became closer and this made it easier to ask anything that we were unsure about)	Helping each other

Table 4.1 shows the different forms of helping each other carried out by the seven students to complete the task. One student said he found it easier to learn using cooperative learning method as his friends helped him. Another student said the group members helped by giving their points to their group leader. The third student said she helped her team mates with anything that they did not know while another student said his group leader helped them during pronunciation. The fifth student said her team mates helped by shortening phrases into words.

Students also had formed bonding with each other when they were looking for information and asking without fear from each other to clear doubts. Some students agreed that their friendship strengthened, and they felt like family. This bonding made learning easier and they obtained a lot of knowledge on a certain topic. This learning together had also increased their motivation. This could most probably be due to the fact that in the traditional classroom teaching, students depended on their teacher all the time and not on their friends.

The theme of helping each other leads to not only completing the task but strengthening friendship among the students. It also helped students to rely on each other more than the teacher for doubts that arose during the learning process. Helping each other in all aspects had made students more independent towards work and decision making.

4.2   Using Different Types of Technology

The second theme derived from the interview session was the use of technology to complete the task. Three students mentioned this theme in their interview.

Table 4.2 Theme: Using Different Types of Technology

Participant (Coding) No.	Interview Extracts	Key words: Different Types of Technology
P1.	My group members use "What's App" to communicate with each other after school hours.	What's App
P2.	After we go back home, we go on 'We Chat' messenger to discuss about what to do next.	We Chat
P3.	Difficult to find information from home, because we cannot see each other and know if we are doing the correct way so we had to use handphones.	Handphones

Table 4.2 shows the different types of technologies used by the students during the cooperative learning while they were at home. Three of the students gave the information on the types of technologies used to help them to complete the task. According to them every student had a handphone or computer with internet connections.

The first student said he used the 'What's App' to discuss further on the progress of their tasks while the second student admitted to using 'We Chat' to discuss on the next task to be carried out. The last student said that his team mates used their handphones to discuss on any issues since they were at home and cannot see their team mates.

The use of these technologies made it easier to keep in touch with each other and to check if they were on the right track. This method of study also made it easier to complete their task on time as there was insufficient time in school to complete the task at that speculated time. Since cooperative learning involves group work and needed a longer time to complete, students certainly need to communicate regarding their progress using handphones compared to traditional teaching where the

task is completed in class and even if the task is incomplete, students could complete it at home on their own.

Through the use of technology such as handphones, computer as well as the internet it has given students a wider learning method in completing the task outside school. Having handphones with different applications by phone companies had allowed students to correspond and discuss about their work anytime rather than to depend only during English lessons in school. This also allowed students to complete their work as early as possible.

4.3   Different Approaches of Learning.

The third theme that emerged from the interview session was the different approaches of learning used by the students during the cooperative learning. Eight students mentioned this theme in the interview.

Table 4.3 Learning approaches

Participant (Coding) No.	Interview Extracts	Learning approaches
P1.	I find it easier using the internet to locate information on the topic for our group.	Using the internet for information
P2.	I find myself knowing more about a topic with the use of Internet when I look for information.	Using internet to know more
P3.	Enjoyed when I write the important notes on the mahjong paper.	Using mahjong paper to write
P4.	I enjoyed looking for the information on the Internet and how to get the information faster.	Using internet to look for information faster.
P5.	Learnt to be confident and happy as I practiced reading many times at home and in class.	Practiced reading many times
P6.	Difficult when we have to simplify sentences into phrases or words but learnt how to do.	Learnt to simplify sentences
P7.	I also had to find one by one and type again in 'word' but learnt to type a little faster	Learnt to type using keyboard
P8.	Afraid I will do the wrong thing so kept learning through asking my team mates.	Learnt through asking

Table 4.3 shows the different learning approaches used by the students. Out of the eight students, three students said that they found using the internet very helpful. They agreed that it was easier to locate information, knew more on the topic and learnt to look for information faster with the use of the internet. Using the internet was most probably new to them as this method was not used in the traditional teaching classroom as most information was provided by the teacher.

One of the students said that he learnt how to write on a mahjong paper as this method of writing was probably new to him. Another student said she learnt to be more confident through reading practices while another said he learnt how to simplify sentences into phrases most probably due to poor command of the language and team mates helped him. Finally, the last two students' problems were typing and being afraid of doing mistakes. One said she learnt how to type using the keyboard faster while the other was afraid he would do the wrong things for his group and kept constantly asking for guidance from team mates.

They not only learnt the academic aspect but also on the social aspect. Students learnt on how to look for information from the internet and what to do with their topic which is the academic aspect and communicate and get help and guidance from their team mates which is the social part of the learning of the cooperative learning. Students learnt to make new friends and took responsibility to learn to be independent learners. Being friends with team mates and knowing them brought about cooperation in the team which does not exist in the traditional classroom teaching. Practicing reading with team mates brought confidence and fluency in their reading.

Different learning strategies used by the students had exposed them to use the internet to do research on their own on their topics which is one of the advantages of cooperative learning.

4.4   Different Ways of Overcoming Challenges

The fourth theme emerged from the interview session was different ways of overcoming challenges used by the students in this study.

Table 4.4 Different ways of overcoming challenges

Participant (Coding) No.	Interview Extracts	Key words: Different ways of overcoming challenges
P1.	I find it easy as we are working together to overcome our difficulties.	Working together
P2.	We work as a team to solve our problems.	Working as a team
P3.	*Berbincang dan selesaikan masalah bersama.* (Discuss and solve problems together)	Solving problems

Table 4.4 shows how students agreed that working together as a team can overcome challenges and solve their problems during cooperative learning. Three of the students agreed that it was easy to work together and solve problems as a team when everyone agrees on certain issues.

The above findings showed that students were able to overcome their challenges without teacher intervention.

4.5   Emotions during Presentation

The fifth theme that emerged from the interview session was emotions experienced by the students during the presentation. Five students mentioned this theme in their interview.

Table 4.5 Emotions during Presentation

Participant (Coding) No.	Interview Extracts	Key words: Emotions during Presentation
P1.	*Menjadi berani semasa perbentangan*. (Became braver during oral presentation)	Overcoming fear
P2.	*Mendapat ilmu yang dapat membantu kami dan memberanikan diri dan hapuskan sifat 'takut' dengan pergi kehadapan kelas*. (Derived knowledge that helped us and made ourselves get rid of the 'scared' attitude by going to the front of the class)	Overcoming fear
P3.	*Suka bahagian perbentangan kertas mahjong*. (Liked the part of oral presentation using the mahjong paper)	Liking new experience in learning.
P4.	I enjoyed this presentation project.	Enjoyment
P5.	We are proud to show our work that took almost a month to complete.	Proud

Table 4.5 shows the emotions that students experienced when performing the oral presentation. Two students said that they were not afraid during the presentation as they learnt to overcome their fears. This could most probably be due to traditional teaching where students were not required to come to the front of the class to do any form of presentation. However, with cooperative learning which is student centered, students had practiced earlier and could carry out their presentation in front of the class.

Two other students admitted that they enjoyed the presentation. This could be because they had never done presentation before and were excited watching all their friends carrying out the oral presentation. The last student said his group members were proud to display their work to the class which took almost a month to complete.

Carrying out presentations made learning enjoyable for the students. The involvement of all their team mates and speaking in the target language had brought positive emotions among the students and English was used throughout the presentation as students had already practiced their reading many times.

4. 6   Using Native Language

The sixth theme that emerged from the interview session was the use of their native language by the students during the cooperative learning. Two students mentioned this theme in their interview.

Table 4.6 Using Native Language

Participant (Coding) No.	Interview Extracts	Using Native Language
P1.	We used to speak a little in Chinese so that our friends can understand the instructions because our English is not that good.	Chinese Language
P2.	We also used to speak in Malay. This is because some of the Malay students do not understand English.	Malay Language

Table 4.6 shows the use of native language by two students during the cooperative learning. Students admitted that there were times when they used their native language to communicate especially in class when they carried out the task for the first time. This is because some students understand the instructions clearly in their native language as they have poor command of the target language.

Students used both Chinese and Malay language among themselves to make the task easier. Through this manner, students completed the task on time and there was less misunderstanding among themselves.

The opportunity to switch to the native language allowed the students to complete the task on time. The understanding of how to perform a certain task properly will be difficult for students with poor command of the target language. The conversation need not be done in the native languages throughout the project but can be used for phrases and vocabulary. By switching from English to the native language and vice versa, the students will feel that their contribution towards this project is important.

4.7   Enjoyment in Learning

The last theme that was emerged from the interview session was enjoyment in learning during the cooperative learning. Three students mentioned this element in the interview.

Table 4.7 Enjoyment in Learning

Participant (Coding) No.	Interview Extracts	Key words: Positive values
P1.	Giving moral support to each other.	Moral support
P2.	We have so much fun as we understand each other better.	Understanding each other
P3.	Enjoyed writing on the mahjong paper by coaching each other.	Coaching each other
P4.	Enjoyed working together as a group and instilling courage in each other during reading aloud practices.	Encouraging each other

Table 4.7 shows the positive values which students experienced while preparing for their tasks. The three students said they enjoyed this method of learning. This could most probably be due to their involvement in taking charge of their own learning in the student centered learning method. Students also instilled courage in each other during their reading sessions while coaching their team mates to write on the mahjong paper. Words of encouragement was used by students to push their team mates to do better. This motivation brought about a lot of enjoyment to the students during the learning process. This also led to a lot of understanding among team members and fostered friendship. Learning was stress free and fun for all.

5.0 DISCUSSION AND CONCLUSION

Based on the findings presented above, there are a great deal of evidence that supports cooperative learning in the English Language classroom. A positive outlook was shown by students from the beginning of the project until the end. This goes to prove that the research done by earlier researchers are in line at all the stages of the project with the findings of this study.

In this study the cooperative learning method worked well during the English Language lessons. Firstly, students learned to be helpful towards each other which is in line with the findings of Johnson, Johnson and Smith (2006) where students of heterogeneous grouping will become group members as they are different from each other. Secondly, the findings showed that students worked not only in the classroom but continued to do their learning at home by using technology (computers and handphones). This finding supports the findings of Morris (2010) and Uzunboylu and Ozdamli (2011) where educational technologies enable students to work with their team mates from the comfort of their homes after school. Thirdly, the findings in this study showed that students can work together to explore a significant question or create a meaningful project unlike teacher-led learning which is competitive and individualistic as stated by Huba and Freed (2000). This finding is also in line with the findings of Zakaria *et al.* (2013) where students retained new concepts longer in their memory when peers explained to each other. Fourthly, the students demonstrated that they can overcome challenges on their own during the cooperative learning which is in line with the findings of Farzaneh (2014) where students help each other to solve problems and enjoy learning. Fifthly, the findings also showed that students improved their oral presentation where they were able to speak confidently while presenting their mini topics to the class. This finding is similar to the findings of De Grez, Valcke & Roozen (2009a) where students improved their oral communication skills while simultaneously strengthening their mastery of the content they present when carrying out presentations. Moreover, the findings showed that students tend to use their native language during the initial stages of the cooperative learning as they are not very proficient in the target language. This finding is supported by Huba and Freed (2000) where students use their first language because of the lack of grammar, vocabulary, sentence order, phrases, as well as proficiency, fluency and accuracy in the English Language. In addition, Tuan & Mai (2015) agreed that some learners share the same mother tongue in the speaking class, as it is easy for them to understand each other. The last finding showed that the students found cooperative learning fun and this brought about enjoyment during

their English lesson in the class. This finding is similar to the findings of Kan (2011) where students worked well together and said that learning through cooperative learning was fun.

This paper ends with a discussion of the pedagogical implications of the study. The cooperative learning started with the formation of a group but later encompassed the whole class. This method of learning has the potential to become a useful tool for teachers teaching in lower secondary where teaching and learning is an active process.

It is believed that cooperative learning provides the opportunity for learners to:

(1)   Take charge of their own learning through student centered approach.

(2)   Confident speakers who are less fearful in carrying out oral presentations, where they come to the front of the class to present their part of the presentation.

(3)   Make learning enjoyable and fun without feeling stressed.

Therefore, the researcher would like to recommend cooperative learning to be introduced as a workable and credible method for schools to give students opportunity to practice reading aloud to improve their pronunciation, fluency, and accuracy which is essential for speaking skills. The findings in this study such as helping each other, using different types of technology, learning approaches, overcoming challenges, emotions during presentation, using native language and enjoyment in learning further support that using cooperative learning in the classroom brings about improvement in students speaking skills.

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