



THE USE OF COOPERATIVE LEARNING STRATEGIES TO ENHANCE THE STUDENTS MOTIVATION IN SPEAKING ENGLISH

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Abstract:

This study was conducted to explore the use of cooperative learning in enhancing students' motivation to speak English at SMP Negeri 22 Surabaya. The research approach is qualitative with a case study design which involves semi-structured interviews with three grade VIII students and an open-ended questionnaire to 32 students. The results showed that cooperative learning can enhance students' motivation in speaking in various aspects. The students reported improvements in confidence, interest, goal achievement, and fulfillment of students' needs. In addition, the study also highlighted the favorable influence of family, school and community environment on students' motivation to learn with cooperative learning. Although cooperative learning shows positive responses, it requires diverse activities, relevant materials, and ample opportunities for practice. Teachers are encouraged to create a supportive and engaging learning environment with cooperative learning to foster students' motivation in enhancing English speaking skills.

Keywords: *Cooperative Learning, Students Motivation, Speaking English*

1. INTRODUCTION

English has become a global language that is important for everyone to master in various aspects of life including education, work, and international communication (Rao, 2019). The ability to speak English is not only a complement, but also a necessity to compete in the international world and actively participate in the global community. Not only that, the ability to speak English is one of the important skills that students need to master because this ability helps students to communicate with others either in discussing a topic, answering questions, or expressing opinions in public (Kashinathan & Abdul Aziz, 2021). However, in reality many students still have difficulty in mastering English, especially in improving their English speaking skills.

Student motivation in learning English is one of the important factors that determine the success of their learning. According to Schunk and Pintrich cited in Motevalli (2020), student motivation is the desire and willingness of students to learn something that comes from each individual. The strong desire and ability of students to master English is the main driving factor in the learning process. Students who have high motivation will make them more active, persistent, and enthusiastic in achieving their learning goals to be able to speak English (Puspitarini & Hanif, 2019). High motivation can also help students overcome various challenges and obstacles encountered during the English learning process.

According to Richard I. Arends cited by Suharnadi (2024), motivation is divided into two, they are: intrinsic motivation and extrinsic motivation. Intrinsic motivation is the drive or desire of someone who comes from within themselves, usually based on self-confidence, interest, learning goals, needs, and appreciation. In learning, intrinsic motivation is very necessary because someone who does not have this motivation is very difficult to carry out continuous learning activities (Emda, 2018). Meanwhile,



extrinsic motivation is the opposite of intrinsic motivation. Extrinsic motivation is a drive that arises because of influences from outside a person (Emda, 2018). It can come from the social environment (community, neighbors, friends, parents, family, and schoolmates), and the non-social environment (buildings, school layout, learning opportunities, parents' economic conditions). In extrinsic motivation, the role of parents and close people is very important to arouse students' interest in the learning process.

Students' motivation to improve their English speaking skills needs to be improved. Teachers can do several things to increase students' motivation in speaking English (Seven, 2020). First, fulfill students' basic psychological needs. Teachers should create a safe and comfortable learning environment where students feel valued and respected, teachers should also give students choice and control over their learning. Second, focus on intrinsic motivation. Teachers connect English learning with students' real life and interests so that learning is more meaningful. Third, using varied teaching strategies. Teachers are advised to use learning strategies that provide opportunities for students to learn independently and collaborate with their classmates. Fourth, using rewards effectively. Teachers should reward students for their efforts and achievements in learning English. Rewards should be used as a tool to motivate students, not as a tool to control them.

The use of varied learning strategies is highly recommended in learning. However, the selection must be suitable with the students' condition. According to Oxford and Scarcella cited by Mega (2019), learning strategies are conscious actions used by students to facilitate the learning process, achieve learning goals, and become independent learners. Effective learning strategies can arouse students' interest and curiosity in English so that they will be encouraged to continue learning English. In addition, learning strategies that are in line with students' characteristics and needs will make the learning process more enjoyable and meaningful. In other words, the right learning strategy is a catalyst that strengthens students' motivation to learn to speak English.

One of the learning strategies that has been proven effective to increase students' motivation in the learning process is cooperative learning. According to Slavin cited on Abuhamda (2020), cooperative learning is a student-centered learning strategy where the students will cooperate with each other in groups to achieve their common learning goal. Research has shown that cooperative strategies can increase students' motivation in learning English. Namaziandost (2019) stated that cooperative learning can increase students' motivation because it can increase their sense of responsibility in learning, increase mutual trust and support among students, increase students' involvement in learning, and students' enthusiasm in learning because they can exchange ideas or experiences.

Cooperative learning strategies can be applied in the learning process through various ways (Karmina et al., 2021), including : (1) Pair learning. In the learning process, students become pairs and work together to complete a task or project. (2) Small group learning. During the learning process students are divided into groups of 3-4 students per group then they are asked to work together for completing a slightly



more complex task or project. (3) Jigsaw learning. Students are divided into groups and each group is asked to study a specific part of the learning material. Then representatives from each group share information about the part that they have learned. (4) Rotational learning. Students move from one group to another to complete different tasks or projects based on the instructions from the teacher.

Roger and David Johnson cited on Tran (2019) said that there are five elements of cooperative learning models that are applied, such as : positive interdependence, individual accountability, face-to-face interaction, interpersonal and communication skills, and evaluation of learning process. In the learning process, students must work together to complete the English speaking tasks so that students need to divide their roles. Teachers should give individualized assessments to each student and create small and heterogeneous learning groups. This strategy also teaches students interpersonal, communication skills and also provides self-reflection for students to complete their assignments either to write a journal or diary about their experiences in group learning.

One of the public schools in Surabaya implements cooperative learning strategies in the English learning process which is carried out by involving teachers and all students. Students are invited to learn English in small groups to complete challenging tasks according to the learning topic. Here, the teacher acts as a facilitator who guides students in discussing and completing tasks together. This strategy has long been used by teachers because it shows satisfactory learning outcomes. Students become more active, creative, and responsible in learning English. In addition, students' speaking and collaboration skills also increase significantly. This shows that cooperative learning strategies are an effective strategy to improve the quality of learning in schools.

Several studies focusing on cooperative learning strategies are Yusuf, et al (2019) and Namaziandost et al (2020). The study by Yusuf et al (2019) describes the effects of cooperative learning to improve students' writing skills among second language learners. In this case, the study focused on examining the use of cooperative learning in improving the writing skills of a narrative text among ninth grade students in one of the secondary schools in Kuala Lumpur. The results showed that the students experienced an improvement in their writing scores from the pre-test and post-test after they received learning by using cooperative learning strategies in the classroom. So that cooperative learning strategies are effective strategies in the learning process that can help students improve their writing skills.

Another study by Namaziandost et al (2020) highlighted the effectiveness of cooperative learning in English classes to improve Iranian students' speaking ability and motivation. The results showed remarkable development in students' speaking skills after the introduction of cooperative learning strategies. In addition, the results also showed a significant difference from cooperative learning to increase students' intrinsic motivation. From this study, the researcher knows that cooperative learning strategies are becoming one of the effective learning strategies that is suitable for students to improve their intrinsic motivation in mastery speaking English skills.

Based on the explanation above, it can be concluded that cooperative learning strategies in the learning process have a significant influence on students' English skills.



This can be seen in English learning carried out in one of the public schools in Surabaya. However, there are certain areas that can be explored related to the use of cooperative learning strategies that focus on enhancing students' motivation to speak English. Therefore, this study will explore the use of cooperative learning in enhancing students' motivation to speak English in Junior High School 22 Surabaya. It is hoped that this study can contribute to improving the quality of English learning in Indonesia, especially in improving students' English speaking skills.

2. METHOD

This research uses a qualitative approach with a case study design to understand the use of cooperative learning to increase students' motivation in speaking English at Junior High School 22 Surabaya. According to Haki (2024), qualitative research is research that understands the phenomenon of what is experienced by the research participants, for example, behavior, perception, motivation, action, and others by describing in the form of narrative with clear language so that it is easy to understand. Thus, this research was chosen because it allows researchers to describe in depth the experiences and views of research participants.

The data was collected through semi-structured interviews with three grade VIII students at Junior High School 22 Surabaya. Semi-structured interviews were conducted to deepen the answers given by research participants. The research participants were selected based on the preliminary study which showed that they had experience learning English by using cooperative learning strategies for speaking English. The results of this data are used to determine the use of cooperative learning to increase students' motivation in speaking English. The data from the interviews were analyzed using thematic analysis to find patterns and deep meanings from the interview. In addition, open-ended questionnaires were also distributed to 32 students where the data will be triangulated with the interview results.

3. FINDING AND DISCUSSION

This study highlighted some aspects of students' motivation in speaking English using cooperative learning strategies, including:

Self - Confidence in Speaking English

Based on the results of in-depth interviews with students, there is a significant increase in their confidence level to speak English after learning with cooperative learning strategies. This is in line with Richard I. Arends' view on the importance of creating a supportive learning environment. Students revealed that they were more comfortable and confident to participate in group discussions because of the mutual respect and support among group members.

R1 : *“I prefer to learn speaking in groups because if I am wrong my friends help me instead of laughing at me”*

R2 : *“Learning to speak in groups is more comfortable because we are more free to express ideas according to the tasks given by the teacher”.*



R3 : *“When learning in groups, I feel more confident to speak in front of my group mates than in front of the class. Because they really support me to learn English”.*

From this we can know that students will be more comfortable when they are able to collaborate or discuss with their peers in completing group tasks. They also like to receive positive feedback from their peers which increases their confidence in speaking English. Students' confidence in their abilities can affect their motivation and behavior in speaking English during the learning process because they feel more accepted and valued (Akbari & Sahibzada, 2020). This strong social support not only motivates students to continue learning, but also to overcome fear and anxiety when speaking English.

In addition, the students' questionnaire results also showed an increase in their confidence when learning with cooperative learning. Students responded that they are more motivated to learn English because they find learning more fun and meaningful. With cooperative learning they feel they have control over their learning and get the opportunity to develop their skills together according to the topic at hand (Alrayah, 2018). When learning in groups, students feel less pressure because they can finish it together in a more relaxed atmosphere. In groups, students are more free to express their ideas or experiences so that learning feels comfortable.

Boosting Students' interest in Speaking English Through Cooperative Learning

The results showed an increase in students' interest in learning after the implementation of cooperative learning. This is in line with Richard I. Arends that a supportive and conducive learning environment can arouse students' interest to continue learning (Hendrickson, 2021). The increase in students' interest is not only reflected in their active participation in group discussions but in their enthusiasm in completing the tasks given especially when the topic is interesting and the learning activities are exciting.

R1: *“I feel more motivated to learn English in groups if the material taught is very relevant to everyday life. Because then we can share experiences too”.*

R2 : *“I will be eager to learn especially when the topics taught match my interests and are done in groups”.*

R3 : *“I speak English when the activity is fun. If the activity is not fun then I will usually get bored and not enthusiastic”.*

Increasing students' interest in learning can be done in several ways, one of which is the use of appropriate and interesting strategies (Martin & Bolliger, 2018). The students said that cooperative learning strategies are considered able to maintain interest and prevent boredom if the material taught is in accordance with current issues, relevant to daily life and the activities are fun. Thus, to achieve optimal results teachers need to create a conducive learning environment, design interesting learning activities, and provide appropriate guidance to students. Teachers also need to pay attention to the diversity of students' interests and grouping in order to get the most out of cooperative learning.



Fostering students' goals in speaking English

The results of the study highlighted that the use of cooperative learning not only improved students' English proficiency but also motivated students to achieve their diverse learning goals (Tran, 2019). Through interview activities, it was revealed that students have diverse goals ranging from wanting to continue their studies abroad, becoming English teachers, wanting to look great for being able to speak English. The following are the students' statements related to cooperative learning that can accommodate their learning goals.

R1 : "I think cooperative learning really helps me to speak English because one day I want to study abroad"

R2 : "When sharing in group discussions. I have a desire to be able to speak English because I want to be an English teacher"

R3 : "I want to look great because I can speak English. People think I am clever because I can learn English"

Cooperative learning is considered successful in awakening students' desire to realize their dreams or goals (Sawalluddin & Emilda, 2022). Through cooperation in groups, students feel more connected to the learning process and have ambitions to realize their desires. This aspect encourages students to continue learning in developing their English speaking skills because they have a target to achieve. In addition, through social interaction in groups students can learn from each other, share ideas and get support so that they will be motivated to achieve goals that were previously considered difficult (Yasin et al., 2024). The support from the surrounding environment created during cooperative learning provides positive behavior that makes students comfortable in achieving their goals which is having good English speaking skills.

Cooperative learning helps students' need to speaking English

This research showed that cooperative learning helps students to fulfill their needs in having a varied vocabulary, proper pronunciation, and the opportunity to practice a lot. Students often find it difficult to find the right words to express their thoughts and lack confidence in their pronunciation (Lingga et al., 2020). In addition, the lack of opportunity to practice speaking regularly is also an obstacle.

R1 : "When speaking English, I often 'blank' when I want to say something. This happens because of my lack of vocabulary"

R2 : "Cooperative learning provides a lot of opportunities for me to practice speaking English especially in groups"

R3 : "I often make mistakes in pronouncing words. But my groupmates tell me the right one"

Students' needs for diverse vocabulary, correct pronunciation, and opportunities to practice are interrelated. A wide vocabulary allows students to express themselves well (Yudha & Mandasari, 2021). Meanwhile, proper pronunciation can improve fluency and clarity in communication (Pourhosein Gilakjani et al., 2020). Without sufficient opportunities to practice, students will struggle to master new vocabulary and



improve their pronunciation. To accommodate all these needs, students need a constructive learning environment to practice speaking regularly. With cooperative learning, students can practice speaking comfortably and get constructive feedback from both the teacher and their peers.

The Power of Rewards In Enhancing Students' Speaking Skills

The results revealed that giving awards in cooperative learning can increase students' motivation to learn. This is in line with the concept of intrinsic motivation explained by Arends where students feel that their efforts are recognized and appreciated then they will feel more competent and connected to the learning task. Surely this encourages them to keep trying. In addition, rewards also play a role in building positive relationships between fellow students as well as students and teachers (Li et al., 2020).

R1 : "When the teacher gave an award to my group. We feel like we are the smartest in the class"

R2 : "Usually my friends and I are more confident when the teacher appreciates our work"

R3 : "My group members and I feel satisfied if we get satisfactory results"

Based on the results of the interviews above, it was found that rewards direct students' attention to try to achieve better results. Rewards themselves can serve as an incentive for students to perform tasks that may be considered boring and challenging (Akbari & Sahibzada, 2020). When students get an award they feel more valued and recognized thus increasing their self-esteem. This also happens when students are asked to work in groups. When the teacher provides a challenge and explains that there will be rewards in any form. The group will feel motivated to complete the challenge well.

The Role of Supportive Family for Speaking English

The family environment has a very crucial role in shaping students' learning motivation (Amanda et al., 2023). Families are able to create emotional and intellectual foundations that influence how students view education and learning. Genuine emotional support, characterized by praise, encouragement and empathy is a powerful catalyst in increasing students' self-confidence (Darling-Hammond et al., 2018). Active involvement of parents can be done through supervision of assignments, discussions on subject matter or supporting the school to fulfill the facilities needed by students so as to form positive learning habits.

R1 : "I am eager to learn English because my parents want me to be able to speak English fluently."

R2 : "When studying in groups, my friends and I share where we say that our parents are very supportive of learning English so some of us take lessons outside."

R3 : "My parents really support me to speak English because they support me to achieve my goal of studying abroad."



In the context of cooperative learning, schools can utilize the condition of the family environment by actively involving parents in learning activities such as giving group assignments that involve family members (Ghavifekr, 2020). By involving family members, families eventually have an understanding of their children's learning conditions and enthusiasm for learning (Kelty & Wakabayashi, 2020). Open and honest communication between parents and children will create a comfortable atmosphere to share learning difficulties, successes and goals. Thus, students tend to be more open in receiving input and guidance to achieve learning goals.

Creating a Positive School Environment for Students' Speaking Skills

The study revealed that the school environment plays an important role in enhancing students' learning motivation in English cooperative learning. A positive, inclusive and fun learning atmosphere where teachers play the role of effective facilitators is the key to increasing students' motivation (Rasmitadila et al., 2021). Well-designed cooperative learning, relevant materials and engaging activities can contribute to increased motivation. Students will be encouraged to learn when they feel the school environment is supportive and provides opportunities to interact with peers in meaningful activities.

R1: "I like it better when learning is done in groups because it's more fun".

R2 : "I like it when learning is done with fun activities rather than just listening to the teacher's explanation".

R3 : "Group activities will be more exciting if the teacher gives students equal opportunities to speak. Not just a few students".

Effective cooperative learning can provide opportunities for students to develop their skills to work together, communicate, and problem solve (Ghufron & Ermawati, 2018). Cooperative learning can increase students' self-confidence so that they are motivated to interact with their peers. The connection of learning materials with daily life is also an important factor in increasing student motivation. The use of authentic teaching materials, such as: videos, songs, and pictures help students connect learning materials with their personal experiences (Srinivas Rao, 2019). The teacher's role as a facilitator is not only limited to delivering the material but also includes creating a collaborative learning atmosphere, providing constructive feedback, and motivating students to achieve their best potential.

Improving Students' Speaking Skills through Community Environment

Community involvement in supporting cooperative learning is crucial. Programs organized by the community, such as language courses, libraries or language clubs can provide opportunities for students to practice their English skills in a wider context (Ferguson-Patrick, 2020). Interaction with native speakers or people fluent in English in the community can increase students' motivation and give them a better understanding of the language.

R1 : "To improve my speaking skills, I join the school's English club"

R2 : "I also learn English at one of the English courses in Surabaya"



R3 : “I often speak English with my friends, we even tried to communicate with foreigners through an app”

A diverse and inclusive community environment can provide opportunities for students to interact with people from different cultural backgrounds (Farmer et al., 2019). When doing cooperative learning, students will be in groups and discuss with other students who have different characteristics. Thus, students are asked to have a sense of mutual respect and tolerance among others (Ismail & Al Allaq, 2019). Social interaction will continue to broaden students' horizons to understand each other. Active participation during discussion activities or other activities that involve the use of English can enrich students' learning experiences and make them more aware of using the English language.

4. CONCLUSION

This research showed that the use of cooperative learning strategies can increase students' motivation to learn English, especially in speaking. The results indicated a significant increase in various aspects of students' motivation such as self-confidence, interest, achievement of learning goals, fulfillment of needs, appreciation, as well as the influence of family, school and community environment. However, cooperative learning still requires varied activities, materials that are relevant to issues or daily life, and give more time to practice speaking. Teachers as facilitators are asked to encourage all students to be active and practice during the learning process.

This study has limitations related to the research context. Future research is suggested to conduct cross-context research to generalize the findings that don't only focus on cooperative learning in speaking English. Future research could also explore other English language skills (grammar, vocabulary, reading, and listening) or specific factors in cooperative learning that contribute most to students' motivation to learn English. Overall, this study provides important implications for educational practice where teachers can apply cooperative learning strategies to create a more engaging, supportive and motivating learning environment for students in achieving English learning goals.

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