

# Study on Effectiveness of Cooperative Language Learning on Improving Students' English Speaking Skills; the Case of Guto Adulan Secondary School Grade Ten in Focus

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**To cite this article:**

Tokuma Adugna Gonfa. Study on Effectiveness of Cooperative Language Learning on Improving Students' English Speaking Skills; the Case of Guto Adulan Secondary School Grade Ten in Focus. *English Language, Literature & Culture*. Vol. 8, No. 3, 2023, pp. 51-59. doi: 10.11648/j.ellc.20230803.14

**Received:** June 27, 2023; **Accepted:** July 20, 2023; **Published:** August 9, 2023

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**Abstract:** This study looked into how effective cooperative learning is in helping students improve their English speaking skills. Guto Adulan high school in West Shoa Zone, Bako Tibe Woreda was chosen as the study site and two EFL teachers and 54 students in grade ten were the participants. Questionnaires, observation and interviews were used as data collection methods and the analysis of the data was done through frequency, percentage and mean score as well as qualitative methods. Results showed that most EFL teachers had been using traditional approaches or teacher-centered language learning methods and the main cause of the low level of cooperative learning usage was the number of students in the classroom, seating arrangements, textbook volumes, misunderstanding of cooperative learning and the students' poor English language background. Suggestions were provided based on the findings to help the effectiveness of cooperative language learning and improve student speaking skills. These include motivating, encouraging and giving attention to group discussions, observing and evaluating group work, conducting feedback in groups, giving teachers more training in this area and students continuing to maintain what they have achieved and having more practice using cooperative learning. Further research on the topic is recommended as well as school management reducing the number of students in the classroom, requesting additional EFL teachers from the concerned body and supervising teachers in the classroom.

**Keywords:** Effectiveness, Cooperative Learning, Language Learning, Speaking Skills, Improve

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## 1. Introduction

### 1.1. Background of the Study

Cooperative language learning (CLL) is a method that is being used in language classes to promote a more learner-centered atmosphere where the students actively participate in all aspects of their own learning. Cooperative learning allows for intellectual growth in students [3]. In other words, when students become proficient in the subject's topic, they also develop meta-disciplinary competence, such as "higher order thinking skills" [3]. In these, categories are identified, options are chosen, and hypotheses are created.

Furthermore, cooperative learning encourages students to develop solutions for particular problems, which encourages them to converse, form ideas, and offer feedback [9].

Children's social-affective learning can benefit from cooperative learning as well. They learn how to support one another, manage group heterogeneity, work as a team, and accept the viewpoints of others. Another advantage is that students can learn to listen to one another and collaborate to solve problems [11]. These components are closely related to EFL teaching and learning. As a result, pupils are more eager to speak and behave in a foreign language and feel more comfortable producing utterances in their L2 in small groups [5]. Cooperative learning exercises promote courteous classroom behavior.

Additionally, cooperative learning enhances personality. It motivates people to concentrate harder on their academic assignments and assists in boosting children's self-confidence

in their abilities. If students realize that their contributions are valued in the group, even necessary, and useful for the group's objective, their self-esteem may rise. Healthy relationships with peers facilitate personal growth and accountability [12].

Traditional methods of teaching and studying languages were teacher-centered and frequently fostered competitive classroom environments. According to Neuman, L. W. [9] educationalists' views on effective teaching have changed from being teacher-centered to being learner-centered. In learner-centered language classrooms, as stated by Nunan, D. [10], students are able to advance their language abilities through conversation with other students. Cooperative Language Learning (CLL) is one strategy for developing a learner-centered classroom [4]. 'Learner-centeredness' was initially stressed in the Humanistic Approach to language education [7]. Learner-centeredness has benefited from two contributions from the humanistic approach. It places a strong emphasis on tailoring language instruction to the individual needs of students. Additionally, it motivates students to actively participate in their own learning processes [7].

Cooperative learning is group learning in which each learner is responsible for his or her own learning and motivated to advance the learning of others. It is based on the socially organized exchange of knowledge between learners in groups. Additionally, cooperative learning in EFL classes shifts from teacher-centered manipulation of discrete grammatical structures to student-centered learning of communicative skills, according to Brown, H. D. [2], as referenced in the research [6]. When students interact with it, it contextualizes information and promotes meaningful conversation.

The employment of cooperative learning techniques in the teaching and learning process can help students' speaking abilities. The cooperative learning approach uses a number of strategies to encourage students to speak with other students in the group. It is a technique that divides the class into various groups and sets up the pupils to work together. This strategy can help students become more engaged and responsible for both themselves and their teammates. Moreover According to Slavin, R. E. [11], all cooperative learning approaches share the tenet that students collaborate to learn and are accountable for both their own and their teammates' academic progress. Student team learning approaches emphasize the usage of a team goal and team success in addition to the concept of cooperative labor.

However, these goals can only be realized if all team members comprehend the lesson's objectives. In other words, in a student team learning environment, the students' tasks are to learn as a team rather than to perform a task. Since students are encouraged to collaborate in teams to solve problems using their knowledge, the cooperative learning approach can be considered to design learning situations. Cooperative learning is a good way to get kids interested in creating their own concepts to explain their ideas or even their knowledge in speaking situations.

Didem employed an experimental research design to examine the effects of cooperative language learning practices on the vocabulary skills of 4th grade students at Bilkent University in Ankara for the MA program [3]. The results showed that there was a lack of attention on vocabulary instruction, little interaction during vocabulary acquisition, and a teacher-centered approach to instruction. For the purpose of collecting data from various sources, the researcher used questionnaires and interviews.

At Addis Ababa University's MA TEFL program, Berhanu G/Michael [1] performed study on teachers' cooperative learning knowledge, attitudes, and practices at second cycle primary schools. The results showed that group activities were controlled by a small number of students, groups were established based on students' seats, and professors placed a lot of stress on lecture methods since their duties were not distributed equitably among the students. The researcher conducted her study in a descriptive manner. To gather data from various sources, the researcher employed surveys, interviews, and checklists for classroom observations.

At Addis Ababa University, Girma Awaki [6] studied "Assessing Teachers' Perceptions and Classroom Practices of Cooperative Language Learning Method" for the MA TEFL program. In the Oromia region of Bako Tibe Woreda West. The research found that EFL teachers primarily used lecture approaches and did not engage in cooperative learning. The researcher conducted her study in a descriptive manner. To acquire information from various sources, the researcher employed questionnaires, interviews, and classroom observations.

There were certain issues relating to what needed to be researched, according to the researcher's experience as well. These issues included students' convictions that collaboration is preferable than competition for individual success and teachers' perceptions of the results of CLL as a way to improve interaction and communication. Therefore, it was useful to focus on grade ten students at Guto Adulan Secondary School and study the efficiency of cooperative language learning on enhancing students' speaking skills. The West Shoa Zone Bako Tibe Woreda Guto Meti kebele in the Oromia Region is home to the Guto Adulan secondary school.

### ***1.2. Statement of the Problem***

English language proficiency in EFL classes can be impacted by a variety of factors, the majority of which can be attributed to effective use of teaching strategies. Cooperative language learning (CLL) method integration is one way to give students the chance to use the language in a classroom context. As a development of CLT, cooperative language learning encompasses communicative engagement with the primary objective of offering opportunity for interactive pair/group activity. Through teachers' facilitation, it also improves motivation, lowers student stress, and gives students wider communication strategies. Numerous high schools across the nation are currently enrolling an increasing number of students. Additionally, because English is a global language, it is a subject that is highly significant to them.

English teachers are highly sought after.

Actual classroom practice is required if educators are to use students' desire to enhance their communicative and cooperative learning skills as a motivating force. Therefore, educators should concentrate on strategies in the classroom that promote and support each student's development. Designing tasks and activities at the curriculum level alone does not produce the results for the effective attainment of students' learning objectives through cooperation. The commitment of the teachers to cooperative language learning and speaking abilities in the actual classroom is crucial.

Teachers must be well-versed in the ideas and tactics of genuine classroom interaction in order to foster students' enthusiasm for the cooperative language teaching and learning approach. For cooperative language acquisition to be effective, teachers must devote a significant amount of time to engaging and assisting students in communicating with one another. Cooperative learning is embraced within a communicative teaching paradigm, according to (2). The strategies used in cooperative language learning encourage pupils to enhance their autonomy, self-esteem, motivation, etc.

This is accurate if EFL teachers understand the concepts of cooperative language learning. Individual accountability, constructive interdependence, face-to-face engagement, group processing, and small group skills are some of these guiding concepts. The following benefits are associated with learning: improved academic learning, improved critical thinking skills, improved retention, and improved learning motivation. Benefits for social development include a decrease in disruptive conduct, the growth of peer relationships, the promotion of students' self-esteem, an increase in their interest in school, and assistance in the use of acceptable social skills. It aims to teach students how to exchange knowledge, take into account other people's perspectives, and improve their oral and spoken communication abilities.

Because of this, the current researcher was inspired to carry out this investigation into how well cooperative language instruction at Guto Adulan Secondary School affects students' speaking abilities. The researcher has several motives: The researcher made three assumptions: first, that speaking skills are not taught through cooperative learning in schools; second, that students' speaking abilities are low; and third, that speaking skills are not taught using cooperative learning (CL) methods. Last but not least, as far as the researcher is aware, no research has been done on how well cooperative language learning has improved the speaking abilities of kids at that particular school. There was a void in this area, thus it needed to be filled. The following were the primary queries that the study attempted to address.

### **1.3. Research Questions**

1. What does the effectiveness of cooperative learning on students' speaking skills look like?
2. How does cooperative learning improve students speaking skills?

3. How do EFL teachers present speaking skills in cooperative learning classroom?

### **1.4. Objectives of the Study**

#### **1.4.1. General Objective of the Study**

The general objective of the study was to investigate the effectiveness of cooperative learning on improving students' speaking skills at Guto Adulan secondary school.

#### **1.4.2. Specific Objectives of the Study**

1. To examine the effectiveness of cooperative learning on students' speaking skills.
2. To know how does cooperative learning improve students speaking skill.
3. To identify the extent to which EFL teachers present speaking skills in cooperative learning classroom.

### **1.5. Significance of the Study**

The study's findings were anticipated to be important for English language teachers, students, school administration, and other researchers. They could learn useful information from it about the effects of cooperative learning, including how to raise students' self-esteem, develop cross-ethnic friendships, and improve students' speaking abilities. They could also learn how to help students develop lifelong communication and interaction skills through cooperative learning.

Additionally, it might be able to shed light on teachers' views toward cooperative learning whether favorable or unfavorable as well as how cooperative language learning affects students' speaking abilities. This information could be useful to researchers and other interested parties. Again, this might encourage professionals to plan ahead for enhancing CL students' classroom English-speaking abilities. The results may also be used as a source of data by other researchers who wish to do additional research in the same field.

## **2. Materials and Methods**

This study investigates cooperative language learning effectiveness in EFL classes, describing research design, site, subject, sampling technique, instruments, and procedure.

### **2.1. The Study Area**

GutoAdulan Secondary School in Woreda, Oromia, is chosen as a study site due to its proximity to Woreda town, familiarity with teachers, and easy access to information. The school has not conducted similar research before, making it an ideal location for the study.

### **2.2. Research Design**

Descriptive research is a structured method used to gather data on people's thoughts, feelings, and actions, aiming to provide an accurate representation of natural situations. This study utilized descriptive research design to improve

students' speaking skills in cooperative learning. The mixed method ensured reliable results and informed decision-making.

### **2.3. Participants of the Study**

The study aimed to study grade 10 English language teachers and students from GutoAdulan secondary school. Two EFL teachers and 54 grade 10 students were randomly selected, with 27 male and 27 female students. The study involved 540 students aged 23-33, with two teachers selected by availability sampling.

### **2.4. Samples and Sampling Techniques**

Two English language teachers were assigned to grade 10 students in a school using availability sampling technique. The study aimed to gather data on the effectiveness of cooperative learning strategies on students' speaking skills. The sample consisted of 540 students, with 54 (10%) selected through random sampling or lottery. This method ensured that each student had an equal chance of being selected, as each selection was independent of the next. The researchers randomly selected 54 students from six sections to give every student an equal chance of being selected [9].

Cohen states that simple random sampling ensures equal chances of selection for each participant, ensuring independence from the next. The study involved 54 students and 2 teachers.

### **2.5. Data Collection Instruments**

Research investigates cooperative language learning's effectiveness in improving students' speaking skills using questionnaires, observations, and interviews.

#### **2.5.1. Questionnaire**

The study developed a questionnaire to assess the effectiveness of cooperative learning in improving students' English speaking skills. The questionnaire was designed in English for grade ten students and translated to Afan Oromo. The questions were designed to reduce confusion and gather information about teachers' speaking activities and the effectiveness of cooperative learning. The questionnaire was distributed to 24 respondents and collected according to schedule. The researcher triangulated data with other sources to confirm the findings.

#### **2.5.2. Interview**

An interview is a conversation between people, with one person acting as a researcher. A structured interview involves posing questions, listening to responses, and posing new questions. It is a powerful tool for eliciting rich data on people's views, attitudes, and meanings. Structured interviews are used for quantitative analysis, while semi-structured interviews are used for qualitative analysis. In this study, a semi-structured interview was conducted with an EFL teacher to gather information on the effectiveness of Cooperative Language Learning (CL) on improving students'

speaking skills and teacher perceptions. This interview protocol helped answer research questions 1 up to 3.

#### **2.5.3. Class Observation Checklist**

The study utilized class observation as a data gathering tool to gain insight into language and language learning. Non-participant observation was chosen as it allows for a detached, specific role as a participant. The researcher observed English language teachers six times using observation checklists to observe their teaching methods and encourage students in cooperative learning. The observation checklist was created by the researcher, and detailed notes were taken on the teachers' teaching methods. The findings aim to identify EFL teachers' focus areas for improving students' speaking skills.

### **2.6. Method of Data Analysis**

Data from questionnaires, interviews, and classroom observations were analyzed quantitatively and qualitatively using frequency, percentage, and mean scores.

## **3. Results and Discussions**

This chapter presents the discussion of the results obtained through questionnaire, classroom observation checklist and interviews. The chapter is divided into three sections. The first section describes the effectiveness of cooperative learning on improving students' speaking skills. The second section is about how cooperative learning improves students' speaking skills and the third presents issues related to how EFL teachers present speaking skills in classroom.

### **3.1. The Effectiveness of CLL on Improving Students' Speaking Skills**

#### **3.1.1. Data from Students' Questionnaires on Effectiveness of Cooperative Learning**

The majority of students (77.7%) believed that their EFL teachers occasionally encourage group members to engage equally during a role play, according to the data on table 1 item 1 above. In contrast, 14.8%, 3.7%, and 3.7% of respondents, respectively, rarely, usually, and never urge all group members to take part equally in a role play.

The majority of students (75.9%) agreed that their EFL teachers occasionally motivated them while talking in speaking lessons, according to the data on table 1 item 2 above. On the other side, 7.4%, 5.6%, 5.6%, and 5.6% of the respondents said, respectively, that speaking lesson discussions generally, always, never, and rarely drive them.

In accordance with the information from table 1 item 3 above, the majority of teachers (72.2%) agreed that their EFL teachers occasionally require them to engage in speaking lessons. However, 16.7, 7.4%, 3.7%, and 0% of the students said that their EFL teacher requires them to participate in speaking lessons on a regular basis, always, very seldom, and never.

**Table 1.** Items related to effectiveness of cooperative learning.

No	Items	Frequency and %	5	4	3	2	1	total	mean
1	Our EFL teacher encourages group members to participate equally during a role play	F	-	2	42	8	2	54	7.6
		%	-	3.7	77.7	14.8	3.7	100	
2	Our EFL teacher motivates us during discussing in speaking lesson	F	3	4	41	3	3	54	6.52
		%	5.6	7.4	75.9	5.6	5.6	100	
3	Our EFL teacher makes us participate in speaking lesson	F	4	9	39	2	-	54	8.85
		%	7.4	16.7	72.2	3.7	0	100	

Keys: 5=always, 4= usually, 3 =sometimes, 2= rarely, 1=never f=frequency, %=percentage

### 3.1.2. Data Analysis from Teacher's Interview on Cooperative Learning Effectiveness

The results of the analysis of the data collected through interviews have likewise been in agreement with those of the questionnaires and the observation. It has also demonstrated that CL is beneficial at enhancing pupils' speaking abilities. Two EFL teachers were interviewed utilizing a semi-structured interview schedule, as was indicated in chapter three. The eight leading questions listed below were posed with pertinent probes in order to address these issues.

1. Are you of the opinion that teaching speaking skills through cooperative language learning is a good idea? How, if so? How come if not? Cooperative language learning can enhance pupils' speaking abilities, according to every interviewee. When pupils are divided into groups and the classroom is well-organized, the chairs are placed. When the classroom is set up to encourage group interaction.
2. What is the usefulness of cooperative learning for students' progress in speaking? is the second interview question given to EFL teachers.

T1: "CL can boost students' academic performance. Positive and enduring effects are seen on pupils' academic performance. Speaking or oral communication skills among students are improved. Students reduce their anxiousness while also honing their communication abilities with their peer group. However, I rarely follow through with my plans.

Why don't you use cooperative learning in the classroom is the third interview query posed to EFL teachers.

T1: "A factor like the short class period forced me to use cooperative learning."

T2: One aspect that makes it difficult to undertake cooperative learning is class size. One section at our school has 90 kids. Controlling issues with discipline, personalized

care, and evaluating each student's work is quite challenging.

According to [4], the fear of making mistakes is what causes students to feel anxious, especially when they are given questions that must be answered individually. When they are permitted to study in groups, students have more time to reflect, discuss ideas with their peers, seek feedback from them, and fix any errors. Interpersonal competitiveness among students is one of the other causes of worry. Interpersonal competition can occur in traditional classroom settings, which raises anxiety levels, hinders student communication, and makes students feel useless.

The main benefit of CLL, according to [8], is that it allows all students to speak in their group through repetition. However, teachers were observed altering the subject areas with a focus on the grammar parts in order to conform to the lecture style, which is contrary to CLL principles.

However, information gleaned from student surveys and teacher interviews regarding the effectiveness of cooperative learning shows that:

1. EFL teachers employed teacher-centered teaching strategies;
2. Students experienced speaking anxiety;
3. Students lacked the ability to share ideas with their groups.

### 3.2. The Manner CLL Improves Students' Speaking Skills

#### 3.2.1. Students Questionnaires on the Manner CLL Improves Students' Speaking Skills

The analysis was performed by assigning values to each item as follows: "always" = 5, "usually" = 4, "sometimes" = 3, "rarely" = 2, and "never" = 1. To demonstrate how cooperative learning enhances students' speaking abilities, respondents were asked to check the relevant response.

**Table 2.** The Way CLL Advances Students' Speaking Techniques.

S. No	Items	Responses							Total	mean
		f and %	5	4	3	2	1			
1	I participate in group work Activity	F	2	2	41	5	4	54	6.2	
		%	3.7	3.7	75.9	9.3	7.4	100		
2	My teacher invites me to contribute my idea during group work	F	1	6	38	4	5	54	6.4	
		%	1.85	11.1	70.4	7.4	9.3	100		
3	I receive feedback from other group members positively	F	2	4	8	37	3	54	5.08	
		%	3.7	7.4	14.8	68.5	5.5	100		
4	I take turn to speak during group work	F	4	38	8	2	2	54	8.08	
		%	7.4	70.4	14.8	3.7	3.7	100		
5	I give attention for my group members ideas during discussion	F	10	6	32	2	4	54	7.12	
		%	18.5	11.1	59.3	3.7	7.4	100		

S. No	Items	Responses							Total	mean
		f and %	5	4	3	2	1			
6	I share ideas cooperatively with others during speaking lesson	F	1	8	41	3	1	54	6.68	
		%	1.85	14.8	75.9	5.5	1.85	100		
7	I can make presentation without being anxious	F	1	5	35	9	4	54	6.08	
		%	1.85	9.2	64.8	16.6	7.4	100		
8	I interact with my classmates in different issues	F	2	7	42	3	-	54	8.5	
		%	3.7	12.9	77.7	5.5	0	100		
9	I express my feelings appropriately to my friends during cooperative learning activity is going on	F	10	29	9	4	2	54	8.12	
		%	18.5	53.7	16.6	7.4	3.7	100		
10	I respond to questions raised by my classmates during cooperative learning activity	F	4	7	36	5	2	54	6.72	
		%	7.4	12.9	66.6	9.2	3.7	100		
11	I encourage group members to evaluate ideas carefully before accepting or rejecting them	F	5	2	6	40	1	54	5.28	
		%	9.2	3.7	11.1	74.1	1.85	100		
12	I focus on positive ideas during cooperative language learning	F	-	-	42	8	4	54	9.7	
		%	0	0	77.7	14.8	7.4	100		
13	I manage the contributions of others in a constructive manner	F	2	1	37	10	4	54	5.96	
		%	3.7	1.85	68.5	18.5	7.4	100		
14	I appreciate individual differences in learning in cooperative learning	F	-	1	42	7	4	54	7.4	
		%	0	1.85	77.7	12.9	7.4	100		
15	I disagree with my friends /group members without arguing aggressively in cooperative learning	F	2	35	4	8	5	54	7.64	
		%	3.7	64.8	7.4	14.8	9.2	100		

Keys: 5=always, 4= usually, 3 =sometimes, 2= rarely, 1=never f=frequency %=percentage

According to table 2 item 1, around 75.9% of respondents thought that people should occasionally participate in group work activities. While the respondents' responses of 9.3%, 7.4%, 3.7, and 3.7% were rarely, never, always, and generally, with a mean of 6.2, respectively. This suggests that there is little student involvement. 70.4% of students said their teacher occasionally asks them to contribute their thoughts during group work, according to the results for table 2 item 2. When asked if their teacher invites them to contribute their thoughts during group work, roughly 11.1%, 9.2%, 7.4%, and 1.85% of respondents said generally, never, seldom, and often.

Similar to the previous finding, item 2 result number three shows that 68.5% of respondents said they rarely get input from other group members. Receive comments from other group members, as reported by 14.8%, 7.4%, 5.5%, and 3.7% of respondents, with a mean response of 5.08, accordingly. This demonstrates that fewer responders than expected receive input from other groups in the classrooms. 85.2% of respondents take turns during group work for item 4, with 7.4%, 3.7%, and 3.7% choosing always, rarely, and never, indicating teachers handle most classroom tasks.

Table 2 shows that 77.8% of students give attention to their group members' ideas during discussion, while 11.1%, 7.4%, and 3.7% reported usually, never, and rarely. 75.9% of students share ideas cooperatively during speaking lessons, while 64.8% of respondents make presentations without anxiety, with mean values of 6.68 and 6.68, respectively.

Table 2 shows that a majority of students (90.6%) interact with their classmates in cooperative learning, with 77.7% reporting sometimes and 12.9% usually. Small minorities (92%) rarely and always interact with their classmates. Students express their feelings appropriately to friends during cooperative learning, with 53.7% and 18.5% expressing their feelings appropriately. Responding to questions is also a concern, with 66.6% responding sometimes and 12.9%, 9.2%,

7.4%, and 3.7% responding usually, rarely, always, and never. Students encourage group members to evaluate ideas carefully before accepting or rejecting others' ideas, with 74.1% encouraging this.

77.2% of respondents believe they sometimes focus on positive ideas, while 14.8% and 7.4% rarely and never focus on them. 68.5% and 18.5% manage others' contributions constructively, while 7.4%, 3.7%, and 1.85% rarely, never, and usually appreciate individual differences in learning. 64.8% of respondents disagree with their friends/group members without aggressively arguing, with 14.8%, 9.2%, 7.4%, and 3.7% agreeing that they rarely, never, sometimes, and always disagree with their peers in cooperative learning.

### 3.2.2. Teacher's Interview on How Cooperative Learning Improve Students' Speaking Skills

#### 1. How do you think cooperative language learning improves students speaking skills?

The interview focused on improving students' speaking skills in language teaching. The interviewees believed that cooperative language learning (CLL) can help, but classroom size, seating arrangement, and textbook content hindered its implementation. They emphasized the importance of oral skills, exposure to spoken English, and engaging in cooperative activities like group and pair work. EFL teachers emphasized the need to expose students to the target language and promote speaking through group or pair work activities.

#### 2. Do you think learning with other students can improve students' speaking skills more than studying alone? Both EFL teachers replied 'yes'.

Learning with other students can improve their speaking skills if cooperative learning is properly applied. However, in our context, students often struggle to engage in cooperative learning due to classroom size, seating arrangements, and textbooks. Cognitive activities and interpersonal dynamics occur when students actively promote each other's learning through tasks, discussions, and connections. Cooperative

learning groups serve as both an academic and personal support system, fostering personal commitment and mutual goals. However, data from student questionnaires and teacher interviews shows that there are gaps in providing feedback, promoting group discussions, sharing ideas, and promoting speaking skills. Therefore, cooperative learning alone cannot guarantee improved speaking skills in English classrooms.

### 3.3. How EFL Teachers Present Speaking Skills in the Classroom

#### 3.3.1. How EFL Teachers Present Speaking Skills in the Classroom Students Questionnaires

The analysis assessed teachers' classroom practices using a scale of 5 to 1, with responses indicating their effectiveness.

Table 3 shows that 57.4% of respondents believe EFL teachers control aggressive or dominant group members with care in speaking skills. 24.1% said they sometimes control

these groups, while 7.4%, 5.5%, and 5.5% reported never, always, and rarely. The majority of students (61.1%) agreed that their EFL teachers encourage active participation and group interaction during cooperative language learning.

The majority of students (66.6%) agreed that their EFL teachers occasionally foster a helpful and cooperative environment while cooperative language learning, according to the data on table 3 item 4 above. On the other hand, when asked how often they establish a cooperative environment for language learning, students gave the following responses: 16.6%, 11.1%, 5.5%, and 1.85%, respectively.

The majority of students (77.8%) agreed that their EFL teachers occasionally gave them group discussions during speaking lessons, according to the data on table 3 item 5 above. However, 9.2%, 5.5%, 3.7%, and 3.7% of the students said that group discussions during speaking skills are given to them rarely, frequently, always, and never, respectively.

**Table 3.** How EFL Teachers Present Speaking Skills in the Classroom student's responses.

No	Items	F and %	5	4	3	2	1	Total	Mean
1	Our EFL teacher controls aggressive or dominant group members with care in speaking skills	F	3	31	13	3	4	54	7.52
		%	5.5	57.4	24.1	5.5	7.4	100	
2	Our teacher encourages active participation and group interaction during cooperative language learning in speaking lesson	F	2	33	12	3	4	54	7.52
		%	3.7	61.1	22.2	5.5	7.4	100	
3	Our teacher gives us appropriate guidance and direction while cooperative language learning	F	2	2	39	5	6	54	6.04
		%	3.7	3.7	72.2	9.2	11.1	100	
4	Our EFL teacher creates a supportive and cooperative atmosphere while cooperative language learning	F	1	3	36	9	6	54	5.96
		%	1.85	5.5	66.6	16.6	11.1	100	
5	Our EFL teacher gives us group discuss during speaking skills.	F	2	3	42	5	2	54	6.4
		%	3.7	5.5	77.8	9.2	3.7	100	

#### 3.3.2. Teachers' Interview on How EFL Teachers Present Speaking Skills in the Classroom

The researcher inquired about pupils' reactions to cooperative language learning and found no differences in attitudes, emotions, or anxiety. They also asked about classroom group formation, forming cooperative base groups for at least a semester, and occasionally providing opportunities for practice.

The researcher asked about students' opportunities to take turns speaking in class, and how teachers pay attention to cooperative learning methods. They also asked about

practicing speaking in groups, but teachers did not implement cooperative language learning in speaking sessions. Interview participants discussed cooperative language learning (CLL) in speaking classes, aiming for a learner-centered atmosphere with students supporting their pace. Teachers rarely practice CLL due to teacher-dominated approaches.

#### 3.3.3. Classroom Observation on How EFL Teachers Present Speaking Skills in the Classroom

Analysis evaluates teacher's classroom practice of CLL for improving students' speaking skills through 'yes' or 'no' valuing items.

**Table 4.** Classroom observations on how EFL Teachers Present Speaking Skills.

No	Checklists	Yes		No	
		No	%	No	%
1	The EFL teacher helps students to interact with each other during speaking	1	16.6%	5	83.4%
2	The teacher follows students while discussing cooperatively	3	50%	3	50%
3	The teacher gives feedback accordingly	6	100%	0	0%
4	The teacher gives turns to students in cooperative learning	0	0%	6	100%
5	The teacher gives attention when students discuss in cooperative learning	2	33.3%	4	66.7%
6	The teacher encourages all group members to participate equally during a role play	6	100%	0	0%
7	The teacher motivates students while discussing in CLL during speaking lesson	2	33.3%	4	66.7%
8	The teacher help the students to participate in speaking lesson during CLL	0	0%	6	100%
9	The teacher controls aggressive or dominant group members with care in speaking skills	6	100%	0	0%
10	The teacher gives appropriate guidance and direction to students while speaking in cooperative learning	0	0%	6	100%
11	The teacher creates a supportive and cooperative atmosphere during cooperative language learning	0	0%	6	100%
12	The teacher praise when students discuss in groups during speaking.	0	0%	6	100%

Table 4 shows that 83.4% of EFL teachers assist students in interacting during speaking lessons, while 16.6% do not. 50% of teachers accompany students in cooperative learning discussions, while 50% do not. All teachers provide feedback, but 100% do not allow students to take turns during cooperative learning.

Table 4 shows that 66.7% of EFL teachers give attention to students in cooperative learning, while 33.3% do not. 100% encourage equal participation in role plays. 66.7% of teachers motivate students during speaking lessons, while 33.3% do not.

According to the data from classroom observations shown in the aforementioned Table 4 item 8, 100% of the observation results show that the teacher did not assist the students in participating in speaking lessons during cooperative language learning. According to the data from table 4 item 9, all teachers carefully monitor the speaking behaviors of aggressive or dominant group members. As seen from the class room observation table 4 item 10 – 12 shows that the EFL teacher did not create a supportive and cooperative environment during cooperative language learning, did not like when students discuss in groups during speaking, and did not give students the appropriate guidance and direction while speaking in cooperative learning.

In conclusion, the schools under observation did not use cooperative language learning techniques in their classroom settings. This demonstrates that they were utilizing teacher-centered methods of instruction. Because of this, they failed to provide students with the proper direction and guidance while speaking in cooperative learning, foster a friendly and cooperative environment during cooperative language learning, and give appreciation while students are speaking while debating in groups.

## 4. Summary, Conclusion and Recommendation

The study's summary, conclusion, and recommendations are presented in this chapter. First, the study's main conclusions and findings are summarized. The fundamental findings' conclusions are then drawn. Finally, a few potential recommendations are made in light of the study's findings.

### 4.1. Summary

Study investigates cooperative language learning's effectiveness in improving speaking skills among grade ten students at Guto Adulan secondary school:

1. What does the effectiveness of cooperative learning on students' speaking skills look like?
2. How does cooperative learning improve students' speaking skills?
3. How do EFL teachers present speaking skills in cooperative learning classroom?

The researcher used various research instruments to study teachers and students in a school. They used available

sampling and simple random sampling techniques, with 2 EFL teachers and from 540 students, 54 were selected. Data was gathered through questionnaires, classroom observation checklists, and semi-structured interviews. The findings were analyzed.

### 4.2. Conclusion

This study aims to answer three research questions: "What is the effectiveness of cooperative language learning on students' speaking skills?", "How cooperative language learning improves students' speaking skills?", and "How do EFL teachers present speaking skills in cooperative learning classroom?" Results from questionnaires, classroom observations, and interviews indicate that most teachers are not teaching speaking skills through cooperative language learning due to factors such as students' lack of interest, classroom arrangement, misunderstandings, poor English language background, lecture method preference, and teacher's lack of monitoring student activities.

1. Due to a lack of engagement, support, and motivation, as well as speaking anxiety, cooperative learning has been found to be unsuccessful for enhancing students' speaking abilities. Teachers of the English language failed to give all pupils, including weak, moderate, and slow learners, timely feedback and equitable opportunity.
2. The majority of students did not engage in speaking-skills-enhancing activities, and EFL instructors did not foster a collaborative environment. When speaking skills are taught in the classroom using a teacher-centered method, it is challenging to inspire, support, and motivate students. The growth of pupils' cognitive, linguistic, and social skills is further hampered by their lack of engagement with one another.

### 4.3. Recommendations

Solving identified problems requires collaboration from all stakeholders, including teachers, education bureaus, school directors, learners, and other sectors working to ensure quality education. These bodies should contribute their unreserved contributions to reconcile prevailing inconveniences.

#### 4.3.1. For EFL Teachers

EFL instructors should keep energizing, encouraging, paying attention to, and supporting students' participation in speaking skills during CL. The teachers should monitor each group project to encourage and assess each team member.

Before starting each team activity, teachers must offer the team a set of clear and specific instructions or guidelines in order for CL to be effective. This will ensure that every team member is aware of what is expected of them and how the team should function.

Teachers should keep an eye on how well their pupils are performing in groups so that they have enough time to communicate and finish the assignments if they want to

develop their speaking abilities.

Teachers should also make an effort to give feedback to students in groups in a timely manner.

#### **4.3.2. For Students**

Students must maintain expectations and practice speaking skills through cooperative learning method for skill improvement.

Students should read extensively to expand their vocabularies, enabling them to express ideas and explore speaking without anxiety.

#### **4.3.3. For School Management**

Minimize classroom size, report to body for additional EFL teachers, supervise, and promote student-centered teaching approach.

#### **4.3.4. For Other Researcher**

This study does not show that cooperative learning improves speaking skills. Further research is needed to determine its effectiveness and conduct related studies in schools.

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