

Effects of Instructional Process Using Cooperative Language Learning (CLL) on Fluency Development of Sixth-Grade Students' Oral Communication Skills

ผลของกระบวนการสอนโดยใช้การเรียนรู้ภาษาแบบร่วมมือที่มีต่อการพัฒนาความคล่องในการสื่อสารภาษาอังกฤษด้วยปากเปล่าของนักเรียนชั้นประถมศึกษาปีที่หก

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Abstract

The purposes of this research were as follows: (1) to study the effects of the instructional process using Cooperative Language Learning (CLL) on fluency development of sixth-grade students' oral communication skills and (2) to investigate their opinions towards the instructional process. The participants were 35 sixth-grade students studying in a private school in Chon Buri Province in the academic year 2019. The quantitative and qualitative data were collected in 15 periods experiment. The research instruments were lesson plans integrating the Cooperative Language Learning approach, oral fluency scoring rubric, questionnaire and self-evaluation form and semi-structured interview. Statistics employed for quantitative data analysis were the percentage, mean standard deviation, t-test. The qualitative data were analyzed with content analysis. The finding revealed that the post-learning achievement instructional process using Cooperative Language Learning on fluency development of students' oral communication skills was significantly higher than pre-learning at the .05 level; and (2) students had positive opinions towards learning English through the Cooperative Language Learning approach.

Keywords: English Instructional Process, Cooperative Language Learning, English oral communication fluency, Oral communication

บทคัดย่อ

งานวิจัยนี้มีจุดประสงค์เพื่อศึกษาผลของกระบวนการสอนโดยใช้การเรียนรู้ภาษาแบบร่วมมือที่มีต่อการพัฒนาความคล่องในการสื่อสารภาษาอังกฤษด้วยปากเปล่าของนักเรียน ชั้นประถมศึกษาปีที่หก และศึกษาความเห็นของนักเรียนที่มีต่อกระบวนการสอนดังกล่าว กลุ่มตัวอย่างประกอบด้วยนักเรียนชั้นประถมศึกษาปีที่ 6 ที่ศึกษาในปีการศึกษา

2562 ภาคเรียนที่ 1 ในโรงเรียนเอกชนแห่งหนึ่งในจังหวัดชลบุรี จำนวน 35 คน งานวิจัยนี้ได้เก็บข้อมูลเชิงปริมาณและเชิงคุณภาพภายใน 15 ชั่วโมง โดยใช้เครื่องมือการวิจัยประกอบด้วย แผนการสอนโดยใช้การเรียนรู้ภาษาแบบร่วมมือ, เกณฑ์การให้คะแนน, แบบประเมินตนเอง, แบบสอบถาม และการสัมภาษณ์ การวิเคราะห์ข้อมูลเชิงปริมาณ สถิติที่ใช้ได้แก่ ค่าเฉลี่ย ร้อยละ ส่วนเบี่ยงเบนมาตรฐาน การทดสอบค่าที และวิเคราะห์ข้อมูลเชิงคุณภาพโดยการวิเคราะห์เนื้อหา ผลการวิจัยพบว่า (1) ผลสัมฤทธิ์ของคะแนนหลังการเรียนรู้ ผลของกระบวนการเรียนรู้โดยใช้การเรียนรู้ภาษาแบบร่วมมือที่มีต่อการพัฒนาความคล่องในการสื่อสารภาษาอังกฤษด้วยปากเปล่าของนักเรียนเพิ่มขึ้นก่อนการเรียนรู้โดยใช้การเรียนรู้ภาษาแบบร่วมมือ แตกต่างอย่างมีนัยสำคัญที่ระดับ .05 และ (2) นักเรียนมีความคิดเห็นทางบวกต่อการเรียนการสอนโดยใช้การเรียนรู้ภาษาแบบร่วมมือ

คำสำคัญ: การบวนการสอนภาษาอังกฤษ, การเรียนรู้ภาษาแบบร่วมมือ, ความคล่องในการสื่อสารภาษาอังกฤษด้วยปากเปล่า, การสื่อสารภาษาด้วยปากเปล่า



Introduction

In Thailand, English plays the major roles in society, and English is a compulsory course in basic core curriculum of Thailand (Foley, 2005). According to the Ministry of Education of Thailand, sixth-grade Thai students are expected to reach A1 level in Common European Framework of Reference for Languages (CEFR) meaning that they can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete types. Moreover, the ministry of education provides the national standardize test (ONET: Ordinary National Educational Test) to evaluate the academic achievement of Thai students in grade 6, 9 and 12. Unfortunately, in the academic year 2017, the average score of English subject of sixth-grade students throughout the nation was only 36.14 out of 100 indicating the low language proficiency of Thai students (NIETS, 2017). Due to the extensive content in the curriculum, inadequate preparation students and teachers, classroom management and lack of integration of English to other learning areas and the limitations of the assessment system (Foley,

2005), the English instruction in Thailand could not meet the satisfaction or the standard set by the government. In addition, the exams focus more on reading and grammar, not writing and speaking which are more demanding in the real-life situations and the workplace (Wiriyachitra, 2002).

In every skill, speaking is difficult for Thai students (Khamkhien, 2010). Nualsri (2012) also reported that students got nervous and worried when they spoke with the foreigners or made mistakes in front of their peers. In line with Koçak (2010) that second language anxiety has a negative effect on the oral performance of speakers of English as a second language.

Objectives

The objectives of this study were 1) to investigate the effects of the instructional process using Cooperative Language Learning (CLL) to develop English oral communication skills of sixth-grade students' fluency and 2) to examine the sixth-grade students' opinions toward the instructional process using Cooperative Language Learning (CLL) to develop their English oral

communication skills' fluency.

Literature Review

1. Cooperative Learning

Cooperative Learning is a specific kind of collaborative learning. In Cooperative learning, students work together in a small group on a structured activity. They are individually accountable for their work and the work of the group which is also assessed. Cooperative group work face-to-face and learn to work as a team. Cooperative learning is defined as students working together to attain group goals that cannot be obtained by working alone or competitively." (Adams, 2013 as cited from Johnson et al., 1986). In other word, "cooperation is working together to accomplish shared goals" (Johnson, Johnson & Smith, 2014 as cited from Johnson & Johnson, 1989,1999; Johnson) According to Johnson, Johnson and Holubec (2013), there are five basic elements of cooperative learning; 1.) Positive Interdependence, 2.) Face-to-Face Promotive Interaction, 3.) Individual Accountability, 4.) Social Skills, 5.) Group Processing. Hence, the Cooperative Language Learning (CLL) approach was integrated in the instructional process in this study based on the key elements of the Cooperative Language Learning (CLL). The two techniques of Cooperative Language Learning (CLL); think-pair-share (students think on their own and share their idea with their pairs and then to the whole class) and Round Robin presentation (students present the information in a small group and the audiences rotate to the next group for the presenters to speak more than one rounds), were applied in the instructional process using CLL as it is proved that these two techniques can promote students' fluency development of oral communication skills (Usman, 2015; Raba, 2017;

Aristy et al., 2019; Nation, 1989).

2. Oral Communication Skills

According Dougherty (2018), the process of oral communication practice has strong interdependent of three components; speaking, listening and pronunciation, hence teacher must provide enough time for students to practice speaking and listening in the classrooms. According to Alam and Uddin (2013), the keys factors that enhance language learners' oral communication skills are opportunities to practice, teaching strategies and peer or self-correction. The teaching steps include the presentation, practice and production. The oral communication skills were the terminal objectives of the instructional process using CLL in this study.

3. Fluency Development

Rehearsal and repetition are the keys for successful oral communication skills fluency, as familiarity with language increases through repetition, fluency also improves (Rossiter et al., 2010 as cited in Bygate, 2001; Gatbonton & Segalowitz, 2005). In addition, less anxiety and supportive environment and enjoyable teaching strategies could encourage students to speak confidently and fluently (Tanner & Chapman, 2012). Consequently, the instructional process using CLL (think-pair-share, Round Robin Presentation techniques) could develop students' oral communication fluency.

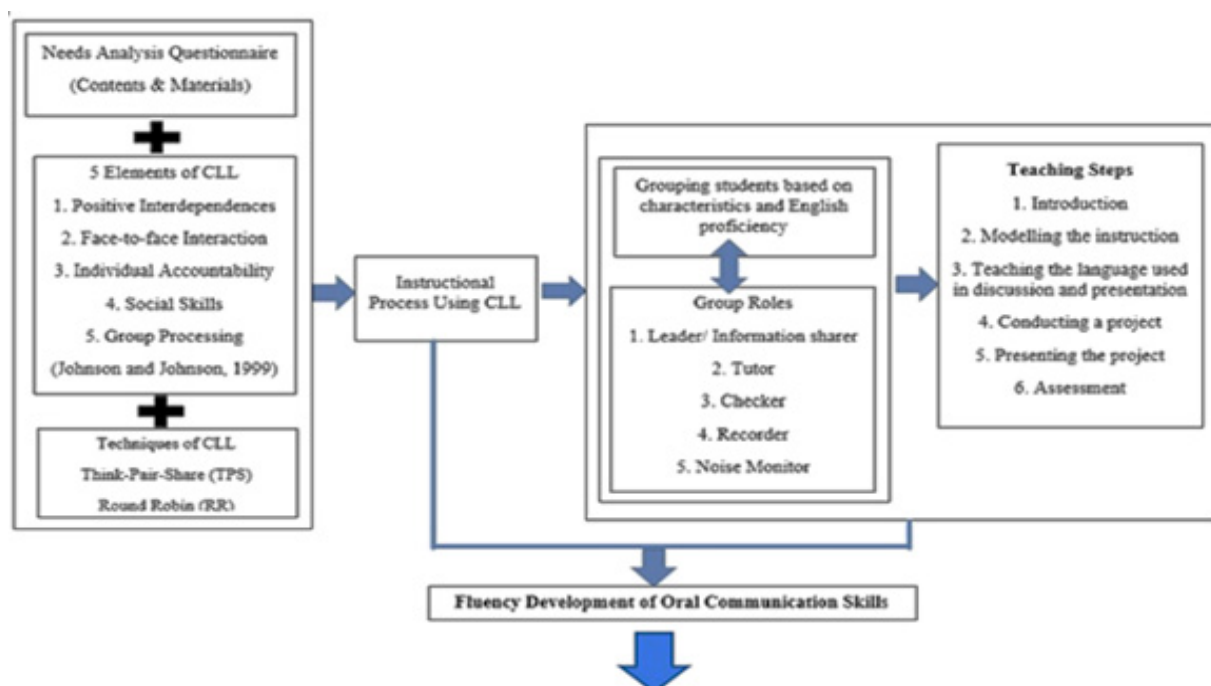
4. Related Studies

Recent studies on Cooperative Language Learning (CLL) revealed that Cooperative Language Learning has positive effects on speaking skills and attitudes towards learning English (Al-Tamini, 2014). Moreover, Cooperative Language Learning plays crucial roles in enhancing EFL learners' students' oral communication skills (Ahmed

& Bedri, 2017). In an investigation of the effectiveness of cooperative learning strategy through English village for teaching speaking skill, it is found that Cooperative Learning has positive effects on speaking skills (Hengki et al., 2017). In a nutshell, Cooperative Language Learning has positive effects on oral communication skills. Using Cooperative Language Learning (CLL) techniques to teach enhances and improves students' speaking

ability (Aristy et al., 2019; Tirtanawati, 2016), likewise Think-Pair-Share Cooperative Language Learning (CLL) technique also improves students' oral communication skills in EFL classrooms (Raba, 2017) and improves speaking ability (Usman, 2015). Furthermore, it has been proved that pair and small group interactions has positive effects on oral tasks (Lasito and Storch, 2013).

Conceptual Framework



A research to investigate the effects of the instructional process using Cooperative Language Learning (CLL) on fluency development of sixth-grade students' oral communication skills

Figure 1 Framework of the research study of the effects of Cooperative language Learning (CLL) on fluency development of sixth-grade students' oral communication skills

Methodology

The study was one-group pretest and posttest experimental research design implementing quantitative and qualitative methods. The study was carried out for 15 periods in the first semester of the academic year 2019. The study is divided into two phases; development of the instructional process and implementation of the instructional process.

The quantitative data was collected using pretest and posttest oral presentation and the questionnaire. The qualitative data was collected through semi-structured interview investigating students' attitudes towards the instructional process.

Population and Sample

There are 35 sixth-grade students who enrolled in semester 1, the academic year 2019 participated in the experiment using purposive sample.

Research Tools

The research instruments of this research were pretest and posttest oral presentations using rubric scoring with focus on speaking fluency (Pearson, 2005), the instructional process using CLL, questionnaire and self-assessment form. The steps of designing the research tools include the following: Phase I - The preparation of the oral communication instruction using Cooperative Language Learning, think-pair-share and Round Robin presentation techniques

The first step was to study the core curriculum of the foreign language strand. Then the concepts related to oral communication ability. Needs analysis was conducted before preparing the instruments to investigate the contents students interested in and what sources of information they like to use. Next, the scope and sequence of the course was done to plan the course. After that, the lesson plans were conducted. The pilot study was done with other group of 35 sixth-grade students before the experiment and the lesson plans were verified to check the effectiveness by the experts who were the head of Foreign Language Department of Maryvit Affiliated Schools and a university lecturer at Faculty of Education, Burapha University . Lastly, the instruments were revised according to the results of the pilot study

and the suggestions from the experts. Phase II – the implementation of the instruction using Cooperative Language Learning, think-pair-share and Round Robin presentation techniques

In the pretest of the oral communication ability, students were tested individually with the researcher and three foreign teachers who were taking the role of examiners. After taking the pretest, the lesson plans were implemented. The posttest of the oral communication ability was tested by the same examiners using the same scoring rubric which was designed with 4 rating scales showing the demonstrated competence (4 = the highest).

After the instruction, the questionnaire and semi-structured interview which were revised based on the suggestions of the advisor were used to investigate students' attitudes towards the course and assess themselves on oral communication improvement.

Data Collection

The researcher collected the questionnaire from sixth-grade students in a private school in Chon Buri, Thailand. The researchers made the interview with 35 samplings who participating in the study and 1 teacher who was the class advisor of the students.

Statistical Analysis

Statistic employed for data analysis were mean, standard deviation and t-test as shown in Table 1.

Table 1*Descriptive statistics of students' English Oral communication ability test scores*

	Mean	SD	t	p
pre	1.8	0.75	-4.932	
post	2.25	0.98		.000*

*P<.05 n=35

As shown in Table 1, the maximum score of the test were 4 points. There is the difference between the English oral communication pretest and posttest at 0.00 level ($P<.05$). From table 1, the posttest total mean score, 2.25, is higher than that of the pretest, 1.8. The difference between the total mean scores of the pretest and the posttest is -0.45. In addition, the standard deviation of the posttest, 0.98, is bigger than that of the pretest, 0.75. These findings indicate that there were significant differences between the pretest and posttest mean scores at a significant

level ($p<.05$). In other words, students received the better scores in the posttest as they had better oral communication skills.

In conclusion, the posttest scores of oral communication ability test were significantly higher than the pretest. Therefore, the first hypothesis in this study was accepted.

The second research question concerned students' opinions towards learning through Cooperative Language Learning (think-pare-share and Round Robin presentation) instruction. The responses are summarized in the following table.

Table 2*The questionnaire Interpretation*

Statement	M	SD	Meaning
Part 1 Group work			
I like working in groups or in pairs rather than working alone.	3.4	.81	Agree
I like to have specific role in my group.	3.3	.68	Agree
I am proud of myself that I can help my group finish the task.	3.6	.54	Agree
I can ask my groupmates who do not help to do something.	2.8	.87	Agree
I think working in groups make me understand the lesson better.	3.5	.65	Agree
I feel comfortable when I work in groups.	3.5	.61	Agree
Part 2 Teaching Strategies			
Thinking together helps me understand the lesson more.	3.4	.69	Agree
I can share my opinions in my group well.	3.0	.65	Agree
I am proud of myself that I can share my opinion in my groups.	3.4	.65	Agree
I am willing to speak more when I talk in a small group.	3.5	.56	Agree

I feel more comfortable when I present my poster for small group of people than for the whole class.	3.4	.73	Agree
I think I speak better when I give many rounds of presentation.	3.4	.74	Agree
I can answer questions when I give presentation well.	3.0	.76	Agree

Part 3 English Skills Development

I can speak English better.	3.4	.77	Agree
I can understand when my friends talk to me in English.	3.2	.71	Agree
I can give my opinion in English when I discuss in groups.	3.2	.68	Agree
I can ask my friends for clarification when I don't understand what they say.	3.2	.83	Agree
I can explain what my friends ask me to make them understand what I mean.	3.2	.85	Agree

In part I, pair work and group work, the students agreed that working in pairs or groups is better than working alone in terms of understanding the lessons and feeling more comfortable.

In part II, talking about teaching strategies, they agreed that discussing the idea in small groups made them more willing to speak and have more opportunity to speak.

In part III, talking about the student's improvement in oral communication ability, the students agreed that they have been improved after participating in the instruction using Cooperative Language Learning (think-pair-share and Round Robin presentation) as they could express their ideas, give the presentation, ask and answer questions during the presentation.

In line with the semi-structured interview, students have positive attitudes towards learning and they feel more confident communicating in English as they can answer questions orally in English when they had an interview. For example, a student reported that he had a lot of fun learning in this course as he could work with his friends. A student also reported the goodness of CLL that Studying in this course helped them practiced working in groups and being a group

leader helped him learned how to solve the problems that occurred during the group work. In addition, a student reported that Studying in this course made him more confident to speak as he thought he could speak better than before. Many rounds of presenting the posters helped him become more confident to speak.

Result

The results were divided into two parts which included the effects of the instructional process using Cooperative Language Learning (think-pair-share and Round Robin presentation strategies) on fluency development of sixth-grade students' oral communication skills and students' opinions towards the instructional process using Cooperative Language Learning (think-pair-share and Round Robin presentation strategies).

The effects of the instructional process using Cooperative Language Learning

Students' pre and posttest scores are significantly different meaning that the instructional process using Cooperative Language Learning (CLL) had positive effects on students' English oral communication skills. Moreover, the result from the questionnaire and semi-structured

interview investigating students' attitudes towards the course revealed that students had positive attitudes and believed they themselves perform better after the course.

Discussion

The purposes of this study were to investigate the effects of the instructional process using Cooperative Language Learning (CLL) to develop English oral communication skills of sixth-grade students' fluency and examine the sixth-grade students' opinions toward the instructional process. The results were discussed into two aspects which are the fluency of oral communication ability and students' opinion towards the instruction.

The Fluency of Oral Communication Ability

One of the hypotheses investigated that after learning through the Cooperative Language Learning (think-pair-share and Round Robin Presentation) instruction, the posttest score of fluency of English oral communication ability was higher than the pretest at the 0.05 significant level. After learning through the Cooperative Language Learning (think-pair-share and Round Robin Presentation) instruction, the finding showed that the posttest mean scores were significantly higher than the pretest mean scores. It meant that the Cooperative Language Learning (think-pair-share and Round Robin Presentation) instruction could enhance students' fluency on oral communication ability as showing in the increased number of the posttest scores after the implementation of the instructional process using CLL in table 1. Consequently, findings showed that students had the improvement of oral communication ability and got advantages from the instruction using Cooperative Language

Learning, think-pair-share and Round Robin Presentation techniques.

Students' Opinion toward the Instruction

The other hypothesis proposed that students would have positive opinions towards learning through the oral communication instruction using Cooperative Language Learning, think-pair-share and Round Robin Presentation techniques. The survey of students' opinion was divided into two main parts which are the opinion towards the instruction using Cooperative Language Learning, think-pair-share and Round Robin Presentation techniques and the improvement of oral communication fluency.

According to the results, students like working cooperatively in pairs or groups better than working individually as working in groups helped reduce their anxiety and working in small groups made students more confident to speak or express their opinions. Moreover, having the specific roles in groups made them proud of themselves and enjoyed working with others as no one was left behind when doing the group work. Some students stated the problems occurring during working in groups; for example, one group member did not actively engaged, but the situation the group members fixed this situation by talking to that member who did not help that he/she could not give the presentation if he/she did not understand the content very well.

In summary, the results showed that the instruction using Cooperative Language Learning, think-pair-share and Round Robin Presentation techniques could enhance students' fluency on oral communication skills as suggested in Gömleksiz (2017), Dellicarpini (2009), Sugeng & Suryani (2018), Chikh & Hank (2016), Hsiung (2012), Jacob & Kimura (2013), Ghaith (2010), Alamri

(2018), Smith et al. (2005). Therefore, students had positive opinion towards the instruction using Cooperative Language Learning, think-pair

-share and Round Robin Presentation techniques. The motivation would help students enhance positive opinion.



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