Improving Students' Speaking Skills through Cooperative Learning in Vocational School Context

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Abstract

Speaking is one of important language skills that should be mastered by vocational school students in order to be able to compete in 21st century. It is of the most frequently utilized and most challenging language abilities. The aim of the study is to improve students' speaking skills through cooperative learning. It categorizes as action research study consisting of plan, implementation, observation, and reflection adapted from Kemmis, McTaggart, and Nixon. Thirty six students who were in the tenth grade of Public Vocational School 7 Yogyakarta majoring tourism participated in the study. They consisted of 33 females and 3 males. Two cycles and eleven meetings were applied during the research. The data were collected through observation, interview, questionnaire, and assessment. The findings shows that the students' speaking skills improved during the teaching and learning process through some activities such as using classroom English; applying cooperative learning methods: two stray two stay, think-pair-share, numbered heads together, and inside outside circle methods; encouraging the students to be aware with their performance and be able to do self-correction as well as giving feedback to other performance; adapting the learning materials to suit students' needs; and motivating students to bring a dictionary and install electronic dictionary in their mobile. The students speaking scores before and after implementing cooperative learning show significant improvement from the total mean of the class 482.5 to 512.5. To sum up, cooperative learning is successful in improving the students' speaking skills. The results of the research provide useful insight for teachers considering improving language skills by using cooperative learning.
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Keywords: *speaking skills, cooperative learning, action research, vocational school*

1. INTRODUCTION

English is crucial for international communication in practically every facet of daily life. As consequence, to be able to speak English fluently is expected among vocational high school students especially those majoring Tourism. The students are expected not only knowing the knowledge of tourism but also speaking English to serve tourists. However, learning outcomes explained through curriculum that have been implemented for vocational high school and senior high school students

are the same though vocational school students tend to face practical world meaning that they need to learn English for specific purpose that can support their future career rigth after finishing their study at school (Mahbub, 2018; Ronald, 2016;Natsir, Purba, Ellyana, Saragih & Amal, 2022). Students need to describe objects and places, know how to interact and response with tourists, and develop experienccee of being real tour guide in the classsroom during learning proces, build vocabularies related to places, objects, peoples, foods, hystory, and culture (Sari&Syafei, 2013). Among the four language skills, speaking will be used dominantly in the working area.

Based on some observations at a tourism class at Public Vocational School 7 in Yogyakarta, the English teacher gave much attention in teaching grammar so that most of the materials concerned to grammar. The activities conducted at the class were mostly done individually and teaching and learning media were rarely used during the teaching and learning process. The result of the interview with some students however showed that they were eager to practice speaking more which is the pivotal skill for the students' future career upon the completion of the study. After finishing their study in vocational school, they can work in a travel agent, a hotel, a tourism destination etc. Since less portion was put for the speaking practice at the class, they were not confident to express their opinios. They were afraid of making mistakes specially in pronouncing words. Furthermore, the students were motivated to work in a group to facilitate their learning.

Seeing some problems stated above, the collaborator and I decided to solve a problem related to speaking skills among vocational high school students majoring tourism. They were expected to work as soon as they finished their study and speaking skill would be used much during the work. Furthermore, since the teacher mostly put her studuents in individual exercise, we   consider the use of cooperative learning to encourage students to work in group to facilitate speaking exercises. Some researches yield positive impact in the use of cooperative learning during the teaching and learning process (Alharby, 2015; Namaziandost, Shatalebi,&Nasri 2019; Sutopo,Paryanto, Ardian,&Marwanto, 2017). Some renowned class activities under cooperative larning are Jigsaw, Think- Pair- Share, Three- step interview, Team- Pair- Solo, and Numbered Heads Together. In order to see how applicable these cooperative learning activities and also to describe the procedure applying the activities, we decided to do an action research in the use of cooperative learning to improve students' speaking skills in vocational school. This research proposes the following

research question: "How can speaking skills be improved through the use of cooperative learning among vocational high schools students?" This study is expected to contribute in a positive and referential way to the overall understanding of how to use cooperative learning to help students develop their speaking abilities. Several relevant theories and studies are presented to answer the research question.

Speaking is the verbal use of language and a means of inter-human communication. (Lazaraton, 2014; Namaziandost, Abedi, & Nasri, 2019; Namaziandost, Shatalebi&Nasri, 2019). Speaking, which is often referred to as "oral communication," is an activity involving two or more individuals in which hearers and speakers must react to what they hear and make their contributions at a high rate of speed, according to Johnson and Morrow (1981: 70). The speakers, the hearers, the message, and the reaction are listed in this definition as the fundamental elements that must exist in speaking. The message and/or meaning being conveyed through appropriate language should be understood by both the speakers and the listeners. To sum up, one of the most frequently utilized and most challenging language abilities is speaking, which is a way of communicating one's thoughts and aspirations to the listener. One of the major issues when considering the foreign language factor is the development of speaking abilities (Kumar, 2021).

Some authors point out the function of speaking such as Richards (2008), Brown (2004), and Brown & Abeywickrama (2019). The functions of speaking are talk as interaction, talk as transaction, and talk as performance Talk as interaction refers to conversation and describes interaction serving a primarily social. The main features of talk as interaction are having primarily social function; reflecting role relationships, speaker's identity, and degrees of politeness; may be formal or casual; using conversational conventions, many generic words, and conversational register; and is jointly constructed (Richards, 2008). Brown (2004) prefers to use the term of talk as interpersonal exchange.

Situations where the emphasis is on what is said or done are referred to as talk as a transaction. The message and communicating clearly are given more importance than the participants and their interpersonal interactions (Richards, 2008). In contrast, Brown (2004) uses a different phrase—transactional language—to refer to the same concept. He advocates that transactional language should be used to exchange specific information. Examples of transactional

language include collaborative projects in the classroom and a conversation when customers buy things in a shop.

Talk as performance alludes to information sharing through public speaking. Due to its recognized format, which resembles a monolog rather than a dialog, it is written language rather than conversational language. Speaking as a performance can take many forms, including speeches, announcements, and presentations in the classroom. Public speaking requires certain skills, such as utilizing the right structure, presenting material in the right order, keeping the audience interested, using the right opening and closing, and having an impact on the audience (Richards, 2008).

Brown & Abeywickrama (2019) mention some tasks for assessing speaking skills: imitative, intensive, responsive, interactive and extensive. Imitative task is the basic speaking task in which the students imitate a word, phrase or simple sentence. In this task, students only focus in pronouncing instead of conveying the meaning or participating in a conversation. In intensive task, students produce narrow band of grammatical, phrasal, lexical, or phonological relationships and the interaction in the task is minimal at best such as reading aloud and sentence and dialog completion. In responsive task, students produce very short conversation such as standard greetings and small talks. There is always a spoken cue as the stimulus. Interactive task reflects longer interaction and complexity in the conversation and sometimes incorporate multiple exchanges or participants. Further, the interlocutors involve in transactional and interpersonal exchange. Lastly, extensive task refers to speeches, oral presentations, and storytelling.

Brown (2001) proposes some principles for designing speaking techniques. They are utilizing techniques that address the full range of learner demands, from language-based methods that emphasize accuracy to message-based methods that emphasize interaction, meaning, and fluency; encouraging people to speak honestly in significant settings; offering pertinent criticism and feedback; capitalizing on how speaking and listening go hand in hand; giving students the chance to start conversations in person; and promoting the development of speaking strategies.

To promote speaking skills among students, cooperative learning can be used during the teaching and learning process. Small group instruction in which students collaborate to maximize both their own and each other's learning is known as cooperative learning. (Johnson and Johnson, 1999:9). Through cooperative learning, students support one another's learning, help one another

to enjoy and become more skillful in the learning process. Kagan (2009) mentions class activities in cooperative learning such as two stray two stay, think pair share, inside outside circle, numbered heads together, jigsaw, three-step interview and so on so forth.

Some researches use of cooperative learning in teaching speaking (Al-Tamimi, & Attamimi, 2014; Bagheri, Dabaghmanesh, Zamanian, 2013; Kandasamy & Habil, 2018). The use of cooperative learning techniques can result in positive attitudes (Alharby, 2015; Namaziandost, Shatalebi,&Nasri 2019; Sühendan & Bengü, 2014; Sutopo,Paryanto, Ardian,&Marwanto, 2017). Muhria and Solahudin (2021) find that the use of snowball throwing model in tandem can boost student motivation and teamwork in English learning as well as increasing students' learning outcomes in form of writing an advertisement. In addition, the research results from Lucena and San Jose (2016) reveal that cooperative learning enables students to interact and express themselves more to their classmates and also help reluctant and fearful students to share and impart their ideas and opinions related to the concepts discussed in the class. From the explanation above, it can be concluded that cooperative learning have some benefits such as promoting student learning and academic achievement; helping students develop skills in oral communication; promoting students' self-esteem; motivating students to learn the material; providing a shared cognitive set of information between students; and developing social and group skills.

Cooperative learning has eight elements: positive interdependence, individual accountability, equal opportunity to participate, maximum peer interactions, group autonomy, heterogeneous grouping, teaching of cooperative skills, and cooperation as a value (Jacobs & Kimura, 2013 in Jacobs&Renandya, 2019: 8). Meanwhile, Kagan (2009) mentions four basic principles of cooperative learning which are called PIES. PIES stands for Positive interdependence, Individual accountability, Equal participation, and Simultaneous interaction. Positive interdependence is the perception among group members that what is advantageous to one member is advantageous to the others and that what is disadvantageous to one member is harmful to the others. Individual accountability directs team members' efforts toward supporting one another's learning and ensuring that everyone is prepared for any test or other assessment that students take independently. Equal participation means participation is not voluntary. Everyone must participate equally. Simultaneous interaction means students participate at one unlike sequential structure in

which each student participate in turn, one after the other in sequence. When choosing whether to incorporate cooperative learning assignments in a course, the course purpose should be carefully considered. For instance, it would be appropriate to complete the assignment in a group project if students are expected to be able to apply theoretical knowledge to real-world problems or show decision-making or problem-solving. The size of the classroom should be considered in applying cooperative learning also each member in a group should participate in his or her work. Individual accountability will lead to a group success.

2. RESEARCH METHOD

This action research study focuses on improving the real condition of the English teaching and learning process to reach the improvement of the students' speaking skills through the use of cooperative learning. Action research involves planning, acting, observing, reflecting, and then re-planning in chronologic cycles of improvement. Action research seeks to transform societal norms and research procedures in order to make them more sensible, reasonable, productive, and sustainable (Kemmis, McTaggart, &Nixon, 2014)
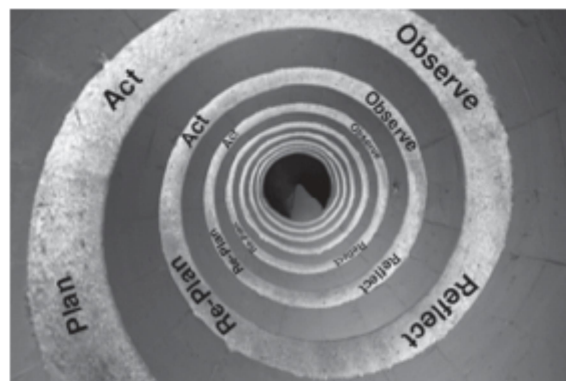
Figure 1. The Action Research Spiral (adapted from Kemmis, McTaggart, &Nixon, 2014)

A class of thirty six students from the tenth year of vocational high school 7 Yogyakarta majoring tourism participated in the study. They were selected as the study's participants based on the consideration that they would use English more frequently in their actual employment. Observations and interviews revealed that the students' speaking abilities were problematic. In the

following section, data collection techniques and instruments and data analysis techniques are presented.

2.1. Data Collection Techniques and Instruments

Burns argues (1999: 17) some documents in action research that are pertinent to the study questions include student written works, student records and profiles, course summaries, lesson plans, and classroom materials. Some instruments were used to gain the valid data on the students' speaking performance such as the rubric of the students' speaking performance, rubric of cooperative learning process, questionnaires, observation guideline, and an in-depth interview guideline. A camera and a recorder were used to record the interview as well as the teaching and learning process in the class in order to gather all the data. The rubric of the students' speaking performance which focused on five aspects was used to assess the students' speaking skills: before the implementation and after the implementation. The aspects of speaking assessment were fluency, pronunciation, grammar, vocabulary, and interactive communication. Each aspect was scored 1 to 4 in which every score had different indicators. The indicator will be more complex as the score rises, and vice versa. Another rubric was related to cooperative learning principles to assess the students' cooperation during the group work. The elements of cooperative learning which were observed were related to individual accountability, positive interdependence, interpersonal skill, group processing, and equal opportunity for success.

The observation guideline was used in the reconnaissance and action step. The observation guideline was used in the reconnaissance to find out the existing problems. The observation guideline was also used to see the implementation of the actions in the action step. The guideline for reconnaissance and action consisted of four main parts: pre-teaching, whilst teaching, post-teaching, and class situation. Pre-teaching was related to the opening of the lesson. Post-teaching comprised several points such as the activities during the lesson, the techniques used by the teacher, the students' involvement in the teaching and learning process, the students' speaking skills etc. In post-teaching, the guideline focused on the way the teacher reviewed the materials and closed the lesson. The class situation was related to the students' enthusiasm/motivation,

involvement, understanding, and the students' responses towards the techniques and activities used by the teacher and so forth.

The reconnaissance and reflection processes also used an in-depth interview framework. The in-depth interview guideline was applied in the reconnaissance phase to identify the field's current issues. It was utilized to observe the students' and collaborators' reactions to the action's implementation during the reflection process. The interviewing guidelines for the collaborators focused on the teacher's assessment of the students' English proficiency, the students' participation in the lesson, the techniques and activities the teacher used, the materials, the facilities, and the media in the process of teaching and learning English. The interviewing guidelines for the students, on the other hand, centered on the students' perceptions of the English lesson, the challenges they faced learning the language, and the activities that took place during the English session.

The information used in the reconnaissance phase came from observations, interviews, and questionnaires. The pupils and the English teacher were interviewed. The findings of the field problems were supported by the transcripts of the interviews, the vignettes, and the questionnaire responses. Additionally, they were utilized in the action step. As I was carrying out the acts, the collaborators filled out the descriptions in the observation guidelines, and these were used to create the vignettes. The data from the interviews in the form of interview transcripts were gathered and evaluated with the other data in the preceding processes during the reflection steps. Here, the transcripts of the interviews were used to provide a clear account of the students' remarks, their actions, and the collaborators' comments regarding the class activities.

The students' speaking scores were utilized to supplement the qualitative data and provide evidence for the research findings and interpretations. It was crucial to know whether there was an improvement or not during the teaching and learning process. We made decisions about the actions' successful and unsuccessful outcomes, as well as the changes that took place during the teaching and learning process based on the analysis. Finally, conclusions and recommendations for the research were drawn from the data and their interpretations.

Some strategies were designed to improve students' speaking skills. The strategies were selected based on problems faced by the students. They were incorporated in two cycles in total of 11 meetings.

a. Classroom English during the teaching and learning process was applied to give students more exposure with English. English at class was used for several functions such as opening the class, explaining the materials, giving the instruction of the activities, giving feedback, and closing the class. Indonesian translation was used when the students found difficulty in understanding a certain concept.

b. Some cooperative learning methods such as two stray two stay, think-pair-share, numbered heads together, and inside outside circle methods were employed during teaching and learning process. The students were encouraged to work in a pair or group so that cooperative learning benefits could be gained.

c. Encouraging the students to be aware with their performance and be able to do self-correction as well as giving feedback to other performance were applied during the class. When they committed mistakes or errors, I pointed them out and provided examples of the proper ones so they understood their errors or mistakes.

d. Adapting the learning materials to suit students' needs learning tourism was done in every cycle. Besides learning materials which were suggested by school curriculum, we incorporated learning materials concerning to tourism which they could use in future career.

e. We motivated students to bring a dictionary and install electronic dictionary in their mobile.

2.2. Data Analysis Techniques

Vignettes and interview transcripts were analyzed based on the qualitative data analysis as proposed by Miles, Huberman,&Saldana (2014:11). Meanwhile, the students' speaking performances were scored by using the speaking rubric proposed by Nakatsuhara (2007) and O'Sullivan (2002) with some modification. To determine the mean of the students' speaking performance, the results of their performances were examined using an Excel application. We were able to see how many the students speaking abilities had improved by comparing the students' means between the first performance and the second performance.

Qualitative data were analyzed in three steps: data condensation, data display, and conclusions drawing or verifying (Miles, Huberman, &Saldana, 2014). During data condensation step, I selected, focused, simplified, and transformed the data that were present in the written-up field notes, interview transcripts, observation guideline, and other empirical materials that make up the whole corpus (body). The decreased data was then arranged and compressed. This study's data were presented as text, vignettes, and interview transcripts. Together with the students' speaking performances, they were analyzed to obtain a conclusion (drawing and verification).

3. FINDINGS AND DISCUSSION

This research was done to improve students speaking skills through cooperative learning. Some class activities were implemented to find positive changes among students. As has been planned in reconnaissance stage, in the first cycle, I used English classroom to open the meeting and the situation during the meeting could be seen in the following extract.

"Good morning, everyone." " Good morning, Miss." "How are you doing? Most students puzzled with the question. I changed the question "How are you today? Some said fine. One student said bed mood. I approached Tika saying that she was in bed mood . "I am tired /tired/, she answered." I asked other students which one is right /tired/ or /taəd/," Some said /taəd/ then all students repeated the same word with the right pronunciation

Some interviews with students revealed that the use of English classroom improved their vocabulary. At the beginning they were puzzled with some expressions used by the teacher at the class. The use of the same expressions every meeting, however, helped them understand the teacher's expression. In addition, translation that was given in some extent also contributed to the students' understanding. In the next cycle, classroom English was still used yet, the use of translation for opening and closing the class and short instruction was minimized as they had been familiar with them.

I applied cooperative learning in some meetings. The students involved in two stray two stay, think-pair-share, numbered heads together, and inside outside circle. In the first cycle, two stray two stay and think pair share were implemented. In two stray two stay activity, the students work in a group of four to collect the name of all public signs in the pictures. Each group decided the name of public sign they had, and they were not allowed to show the pictures before two

students from other group came to ask for the label they had. In each group, two students stayed to explain the public information they had to visitors, and two students went around to visit other groups collect all public signs distributed by the teachers. We interviewed some students about their opinion towards two stray two stay activity. Their responses were depicted as follow.

> *I understand the materials that have been explained and this activity could improve my speaking since we initially spoke with our closest friends, speaking English could boost our confidence. It was a practice for me because I have a task from Ms. Wulan to interview a foreigner.* (Student 1)

> *The activity was good. I could practice my English with all friends at the class, not only a certain group.* (Student 2)

During two stray two stay, the students were enthusiastic joining the lesson. There were some weaknesses that should be solved, however. Some students played with other friends. Also, it was hard to control 36 students at the class as they should collect all information related to public signs from all groups. We did not manage the time so that the main activity took place in a short time. We planned to have another activity where they only exchange some information in a certain desk (group) and had good time management.

The next meeting, with adapted materials that correlated with the students' major, tourism, they learnt flight schedule. At first, they discussed the materials in a group. They did found the meaning of difficult words in the text and pronounced them. Then they answered the questions related to the text to check the students' comprehension. The main activity was think pair share activity. After learning the model of the text and understanding the content, the students worked in pairs to create and perform a dialog about reserving tickets. They considered the idea, what should be written, and the structure of the plot before creating the script. They then discussed their views and practiced the dialog with their partner. The dialogue was then performed in front of the class once they were ready. Although the children were still hesitant to express themselves and speak with the appropriate intonation during the dialogue, they were very excited to prepare the role play. They asked many questions about words and appropriate expressions for their dialog script.

In cycle two, numbered heads together and inside outside circle were implemented. When doing numbered heads together, they worked in a group of six. Every group consisted of students with different English fluency so they it was expected they could learn from one another. They learnt a menu text and were expected to answer six questions. As one group comprised six students then one question was answered only by one student. Therefore, the one who answered question number 1 was called Agent 1. The one with number 2 was called Agent 2 and so on. In a discussion time, all agents took responsibility only to answer their number. After comprehending the materials given, the students made a dialog and performed it in front if the class. They conducted a role play between a waiter and a customer in a restaurant. They asked enthusiastically about making menu list with traditional food without translating it in English. Almost all students showed a good improvement in speaking. it could be seen through the following vignette.

> *...They performed the dialog without the script. There were a few mistakes or errors during the performance but the mistakes or errors they made were not a big deal. They showed proper expression as a guest and a waiter. The guest was angry when something annoying happened. The waiter felt sorry when he or she made mistakes. They concerned with the intonation. They knew when to use falling and rising intonation. They showed a communicative interaction between speakers. They used the properties they had. The guest ate the food and drank the water while the waiter served them. Some students did improvisation when they forgot the dialog...*

In inside outside circle activity, the students worked in a group of four. They acquired the capability expression and employed it in brief exchanges. They had a little period of time before the game to prepare four questions they would need to ask to their friends in the form of capability expressions. I then split them into two groups of 18 students each. In two circles, each group formed. A little and a large circle were present. Nine students stood in a small circle and nine students stood in a larger circle so that they stood face to face. A student in a big circle asked some questions to his friend in front of him. One by one in a big circle moved clockwise to ask questions and wrote some information he received from his friends. All of the students changed roles as soon as I whistled. It was time for students in a little circle to ask some questions. They presented the information they obtained to the class at the end of the activity. The student's attitude toward the activity is described in the following interview transcript.

R: Do you understand the lesson?
S: Yes, I understand.
R: Please ask me by using capability expression.
S: Can you drive a car?
R: No, I can't. Good, you've already understood the materials. What's your opinion about our activity?
S: It's nice. I could practice speaking with my friends.
R: Did you speak English or Indonesian?
S: I spoke English, but if I did not get it, I used Indonesian
(R: Researcher; S: Student)

From the above interview transcript, it could be seen that the opportunity to practice speaking in a laid-back setting was enjoyable for the students. Everyone spoke in the class because they wanted to ask questions. Indonesian was merely used when they clarified something they did not understand or know the term in English. At the end of cycle two, we evaluated all cooperative learning methods we implemented at the class. There had been an improvement in terms of time management and student management. The class could successfully use cooperative learning methods as the main activity.

Encouraging the students to be aware with their performance and be able to do self-correction as well as giving feedback to other performance were applied during the class. In general, the students' awareness on their own speaking abilities and efforts to provide feedback to others increased. Their opportunity to speak up rose since they consistently provided feedback on someone's performance. In cycle one, the majority of the students who provided evaluation, meanwhile, were those who spoke English well. Many students still struggled with the confidence to evaluate others' work. The motivation to speak up should be increased for those who weren't particularly engaged in providing feedback to others or conducting self-assessments. In cycle two, I asked some students who never gave feedback to guess errors or mistakes on their friends' works. I gave clues to avoid hesitation among them. They could correct some mistakes. In addition, I gave feedback to students' performances. I provided feedback in a variety of methods, including by repeating errors or mistakes made, echoing in a way that was precise and pointed out flaws, asking "Is it right? ", pointing out the error or mistake explicitly, and using a facial expression or gesture. They are consistent with what Harmer has claimed (2001: 104-109). Feedback enabled the

students to recognize their errors of mistakes. Though they were unsure about feedback they gave particularly on grammar and pronunciation, they attempted to comment on someone's performance. Pronunciation rehearsal with the teacher had built their confidence in correcting other students' performances. It is supported by the research conducted by Saito and Lyster (2012). They argue the effectiveness of recasts to improve pronunciation has been observed to increase when the item being corrected has already been taught. Furthermore, explicit corrective feedback has also been found to raise awareness, which can improve production and perception (Kennedy, Blanchet, & Trofimovich, 2014).

The following interview transcripts with two students depict the atmosphere of teaching and learning at the class.

> R: Kartika, what do you think about practicing pronunciation? Is it childish?
> S4: It's good
> R: Do you like correcting your friend's pronunciation?
> S4: I like it because it is a speaking practice for us
>
> R: Dwi, what do you think about our lesson today?
> S5: It was interesting
> R: Why?
> S5: Because we learnt how to speak. Mrs. Wulan did not teach us how to speak well)
> R: Do you like correcting your friend's pronunciation when they come forward?
> S5: I like it even though my prediction is still wrong. So far, I found that my speaking skills have improved.

Adapting the learning materials to suit students' needs learning tourism was done in every cycle. Besides learning materials which were suggested by school curriculum, we incorporated learning materials concerning to tourism which they could use in future career. Their future career could be as s travel agent, tour leader, and guide. The adapted materials concerning to tourism were able to activate their background knowledge besides learning language. Hence, learning English had successfully engaged their prior knowledge. They were more motivated to complete the tasks. This fact is in line with the research conducted by Natsir et all (2022) and Golubovskaya, Tikhonova, & Mekeko, (2019) who comment that educators must take a closer attention on the issue of students' satisfaction in English for Vocational Purposes learning contexts because this can influence the students' learning motivation. One of ways to build students' motivation is providing learning materials which suits students' needs. In order to motivate students to perform well in EFL lessons,

it is essential that they are satisfied with the learning outcomes and the teaching process. (Wu, Marek, & Yen, 2012; Rashidi & Moghadam, 2014).

When learning about flight schedule, they understood the information in the text since they had learnt it at ticketing course. The basic competency from school was using asking for and giving information. I incorporated this competency in public signs materials by adding some public signs at airports. They should give label with the picture of public signs they had and share the name of this public signs to other friends through a shirt conversation. As a final task, they created a dialog about reserving ticket and performed it in front of the class. One of the students gave her comments in the following interview.

> *R: This is a tourism class. You are expected to speak more. Do you think I have encouraged the students to speak up?*
> *S4: I think so. We get many practices in pronouncing words and having a dialog*
> *R: What is your suggestion for our class for example the activity?*
> *S4: I think it's already good. The most important is there are theory and practice. These things can drill our mental and confidence.*

The interview transcript above reflected that the teaching and learning process could facilitate the students to speak more and there was an expectation that the teacher was able to give theory and practice to boost the students' mental.

The last strategy we dealt with to improve the students' speaking skills was motivating them to bring a printed and or electronic dictionary. We decided to apply this strategy as dictionary can help them in finding the meaning of words. Besides, the uses of dictionary have given great benefits for EFL students in pronunciation (Yousuf, Tasneem, Aziz, Tabassum, 2022). In the first cycle, I required them to bring a printed version. Yet, some students were reluctant to bring it as it was heavy and still borrowed it from other friends that made noise during the class. Those who had a printed one put their dictionaries at the class so that they did not need to bring it home. As they still made noise of borrowing dictionaries to consult the meaning of difficult words, I asked them to install electronic dictionary for those who had mobiles. Finally, they were able to provide at least one dictionary in each desk.

To support the qualitative data, students' scores were taken to compare the first performance before and after implementing cooperative learning. To avoid bias, the scores were taken by

collaborator and I. Out of 36 students, 1 student was absent in the days of assessment. The results of the students' speaking performance are presented as follow.

Table 1: The First Performance Scores on the Students' Speaking Abilities

The Student's Name	R					TRS	T					TTS	Mean (TRS+TTS:2)
	P	F	G	V	I		P	F	G	V	I		
S1	3	3	2	3	3	14	3	3	2	3	4	15	14.5
S2	2	2	2	3	2	11	2	2	2	2	3	11	11
S3	2	3	2	2	2	11	2	2	3	3	2	12	11.5
S4	2	2	2	3	4	13	2	2	3	2	4	13	13
S5	4	3	3	3	4	17	4	3	3	4	4	18	17.5
S6	2	3	3	2	2	12	2	2	3	3	2	12	12
S7	3	3	3	4	4	17	3	4	3	4	4	18	17.5
S8	4	4	3	4	3	18	3	3	3	2	3	14	16
S9	2	3	2	2	3	12	3	2	2	3	4	14	13
S10	2	3	3	3	3	14	2	3	3	2	3	13	13.5
S11	3	2	2	3	2	12	3	3	3	3	3	15	13.5
S12	2	3	2	3	3	13	3	2	2	2	2	11	12
S13	2	3	2	3	3	11	2	2	3	3	3	11	11
S14	2	3	3	2	3	13	2	3	3	2	4	14	13.5
S15	3	3	3	3	4	16	4	3	3	3	4	17	16.5
S16	2	2	2	2	3	11	2	2	3	2	3	12	12.5
S17	2	3	4	2	4	15	2	2	4	3	4	15	15
S18	3	3	3	3	3	15	3	3	3	3	3	15	15
S19	3	3	3	3	2	14	2	3	2	3	3	13	13.5
S20	2	3	2	3	4	14	2	3	2	3	3	13	13.5
S21	2	3	2	3	3	13	2	2	2	3	4	13	13
S22	2	2	2	3	2	11	3	3	3	3	2	14	12.5
S23	4	3	3	3	3	16	3	3	3	3	4	16	16
S24	3	2	2	3	2	12	2	2	2	2	3	11	11.5
S25	3	3	3	3	3	15	3	3	3	3	3	15	15
S26	3	3	3	3	3	15	3	3	3	2	3	14	14.5
S27	2	3	2	2	3	12	2	3	2	2	3	12	12
S28	4	3	3	4	3	17	3	4	3	4	3	17	17
S29	2	2	2	2	2	10	2	2	2	2	3	11	10.5
S30	2	3	3	3	3	14	2	2	3	3	3	13	13.5
S31	3	3	3	3	3	15	3	3	2	3	3	14	14.5
S32	3	3	3	2	2	13	3	2	3	2	3	13	13
S33	3	3	3	4	4	17	3	4	3	3	3	16	16.5
S34	2	3	3	3	4	15	3	3	3	3	3	15	15
S35	3	3	3	2	2	13	2	2	3	2	3	12	12.5
Total mean													482.5

Table 2: The Second Performance Scores on the Students' Speaking Abilities

The Student's Name	R					TRS	T					TTS	Mean (TRS+TTS:2)
	P	F	G	V	I		P	F	G	V	I		
S1	4	4	3	4	4	19	4	4	3	4	4	19	19
S2	2	3	2	3	2	12	2	2	2	3	3	12	12
S3	2	3	2	2	3	12	3	3	3	3	4	16	14
S4	2	2	2	3	3	12	2	2	3	2	3	12	12
S5	4	4	3	3	4	18	4	4	3	4	4	19	18.5
S6	2	3	3	3	2	13	2	3	3	3	2	13	13
S7	3	4	3	4	4	18	4	4	3	4	4	19	18.5
S8	4	4	3	4	3	18	3	3	3	2	3	14	16
S9	2	3	2	2	2	11	3	2	2	3	3	13	12
S10	3	3	3	3	3	15	3	3	3	2	3	14	14.5
S11	3	2	2	2	2	11	3	3	3	3	3	15	13
S12	3	3	3	3	3	15	3	3	2	2	3	13	14
S13	2	3	3	3	3	12	2	3	3	3	3	12	12
S14	3	3	3	4	3	16	3	3	3	4	4	17	16.5
S15	4	4	3	3	4	18	4	4	3	4	4	19	18.5
S16	3	2	3	2	3	13	2	3	3	2	3	13	13
S17	2	3	4	2	4	15	2	2	4	3	4	15	15
S18	4	4	4	4	3	19	3	3	3	3	3	15	17
S19	3	3	3	3	2	14	3	3	2	3	3	14	14
S20	2	3	2	3	4	14	2	3	2	3	3	13	13.5
S21	2	3	2	3	3	13	2	4	2	3	4	15	14
S22	2	2	2	3	2	11	3	3	3	3	3	15	13
S23	3	3	3	3	4	16	3	3	3	3	4	16	16
S24	3	3	2	3	3	14	2	2	2	2	3	11	12.5
S25	3	3	3	3	3	15	3	3	3	4	4	17	16
S26	3	3	3	3	3	15	2	3	3	2	3	13	14
S27	2	3	2	2	3	12	2	3	2	2	3	12	12
S28	4	4	3	4	4	19	4	4	3	4	4	19	19
S29	2	2	2	2	2	10	2	3	3	2	3	13	11.5
S30	3	4	3	4	3	17	3	2	3	3	3	14	15.5
S31	3	3	3	3	3	15	3	3	2	2	3	13	14
S32	3	3	3	2	2	13	3	3	3	2	3	14	13.5
S33	4	4	3	4	4	19	3	4	3	2	3	15	17
S34	2	3	3	3	4	15	3	3	3	3	3	15	15
S35	3	3	3	2	2	13	3	3	3	2	3	14	13.5
Total mean													512.5

P: Pronunciation   V: Vocabulary
G: Grammar   F: Fluency
I: Interactive Communication   R: Researcher

T: Teacher TRS: Total Researcher's Scores
TTS: Total Teacher's Scores

The students' speaking abilities improved as shown by a comparison of the combined means of the two performances in the above tables. In the second performance, a lot of the students received higher grades. Additionally, a positive progress can be seen when comparing each component of the speaking abilities in the two performances, even though certain components still need work. Overall, the students' pronunciation, fluency, and interactive communication skills improved significantly.

4. CONCLUSION

The research findings and discussion show that the students' speaking skills improved through cooperative learning. Some strategies were implemented such as using English classroom; cooperative learning methods; encouraging the students to be aware with their performance and be able to do self-correction and give feedback to other performance; adapting the learning materials to suit students' needs; and motivating students to bring a dictionary and install electronic dictionary in their mobile.

For the teacher of vocational school it is recommended to adapt learning materials that suit students' needs majoring tourism, to incorporate other cooperative learning methods to encourage the students work in a group so that they can practice speaking with friends. As this research used four activities under cooperative learning concept, it is crucial for next researchers to use other engaging cooperative learning activities to improve listening, writing, and reading skills.

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