COOPERATIVE LANGUAGE LEARNING IN SPEAKING CLASS

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Abstract
The purpose of this study is to describe the implementation of Cooperative Language Learning in speaking class during online class. Several challenges regarding technology-based teaching during this such as technology is isolating, learner interaction is limited, boredom, and low motivation. Cooperative language learning is one of teaching strategy that could be implemented in online class. a teaching and learning strategy that emphasizes shared attitudes or behavior in working or helping among students. Descriptive qualitative used in this study with sample from student on the first semester. It can be expressed that by implementing cooperative language learning in speaking class showed great enthusiasm from all the students. Through this method, Cooperative learning can develop the ability to express ideas or ideas with words verbally and compare them with other friends ideas, aware of all limitations and accept all differences, empower each student to be more responsible in learning develop students' ability to test their own ideas and understanding, receive feedback., and nteraction during the cooperative can increase motivation and provide stimulation to think.
Keywords: Cooperative Language Learning, Speaking Class

INTRODUCTION

English is a lingua franca which is used to communicate between people from various backgrounds beyond the boundaries of its original. language becomes a medium of interaction that bridges between communicators and communicants. Against the backdrop of economic globalization and academic mobility, the use of English as a global lingua franca has become a normal part of life for large numbers of people in education. (Wu, X., Mauranen, A., Lei, L.,2019).

At the present time, this digital era where the easiness in getting learning materil are widely opened therefore we have to gain english skill specifically in educational field and some advantages gotten such as book resources, articles, journals, improve self-ability, expand networking, improve quality, give the opportunity to take online classes from abroad, and usefull insights.

The pandemic Covid-19 had been exploded since the end of 2019 caused big impact of the Covid-19 pandemic spread to the educational system from school until universities. (Abidah et al., 2020). The Minister of Education and Culture of Republic of Indonesia has instructed schools to carry out online learning since 17 March 2020 for COVID-19 affected areas (Mendikbud, 2020b). Consequently, the Minister of Education and Culture of Republic of Indonesia has ordered all education units to run online learning from 24

March 2020 due to the increasing spread of COVID-19 and maintaining the health of students, teachers, and all educational staffs (Atmojo, 2020).

Challenges of Online Education during COVID-19 are not easy, shifting directly from offline class to online class. It has not been prepared to face this situation, everything was shocked and run fast. Rahman, M.M (2020). According to Harrison (2020), there are several

challenges regarding technology-based teaching during this pandemic. The most common of them are: (1) "Technology is isolating – learner interaction is limited, and dissimilar to the kind of ways that they will be required to use language in the real world.

(2) Teachers are being deskilled, and the essence of teaching is being lost. (3) The rise of technology, particularly Artificial Intelligence (AI), will soon mean that teachers are made redundant."

Various teaching method has implemented since online learning. Randomly teacher applied the startegies in the early pandemic. Indriani (2020) has been implemented her class by using Youtube channel and showed that teaching English through the YouTube channel needs to be used frequently to improve teachers' skills and techniques in using this media for better teaching. Another teaching method Farhi (2021) prefer to use smartphone in their online learning stated that there are statistically siginificant differences in the forms of respondent's interaction with media courses provided through smart of respondents' interaction with media courses provided through smart phone communication.

Gaoje (2021) investigated students from various grades and found that students were generally satisfied with the online language teaching and would like to arrange more online courses in their future study. However, when it comes to the effect of courses, more students claimed that they prefer offline classes. Students also believe that instructors' quality and curriculum design are crucial for satisfactory online teaching.

Cooperative learning is one of teaching strategy that could be implemented in online class. a teaching and learning strategy that emphasizes shared attitudes or behavior in working or helping among others in a regular cooperative structure in groups, consisting of two or more people. This model is based on cognitive learning theory and social learning theory. Based on the previous study the researcher would like to study about the usage of Cooperative Language Learning in speaking class during pandemic.

Research question

Related to the explanation above the research question is " How does cooperative language learning implement in speaking class?

Research Objective

The Objective of this research is to explore cooperative language learning strategy in speaking class.

METHODS

Descriptive qualitative is one type of analysis that tends to explain a phenomenon or data obtained from journals and articles with collection techniques, namely editing, finding, and organizing. After the data is collected and processed the next level is the editing process or re-examined in terms of completeness, clarity, and the similarity of meaning between one and another. Next is the process of organizing data and then analyze data by using relevant

Theories to draw a conclusion. Population of this research were students on 1st semester and The sample took two classes.

FINDINGS AND DISCUSSION

Cooperative Language Learning

Cooperative Learning is a teaching and learning strategy that emphasizes shared attitudes or behavior in working or helping among others in a regular cooperative structure in groups, consisting of two or more people where each group consists of students with various levels of ability and carrying out various learning activities to improve their understanding in speaking class. Each student is responsible for not only learning what is taught but also for helping other friends. All students try until all group members successfully understand and complete it. The cooperative learning model was developed to achieve at least three learning objectives,

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namely academic learning outcomes, acceptance of individual differences, and development of social skills.

The cooperative learning model is based on cognitive psychology theory and social learning theory. The focus of cooperative learning is not only focused on what students do but also on what students think during learning activities. Information contained in the curriculum is not simply transferred by the teacher to students, but students are facilitated and motivated to interact with other students in groups, with teachers and with teaching materials optimally so that they are able to construct their own knowledge. In the cooperative learning model, the teacher acts as a facilitator, provider of learning resources for students, mentors students in group study, motivates students in solving problems, and as trainers for students to have cooperative skills.

The six Stages In Cooperative Learning Language

Table 1. stages in cooperative learning language

Stages	Indicator	Lecturer's activities
Stage 1	Convey the objective and motivation	Lecturer conveys the learning objectives and communicates the basic competencies that should be achieved and motivates students.
Stage 2	Deliver information	Lecturer is giving information to the students
Stage 3	Coordinating into small group	The lecturer informs the grouping of students
Stage 4	**Supervised all groups**	Lecturer motivate and facilitate student work in study groups
Stage 5	**Evaluation**	The lecturer evaluates the learning outcomes about the learning materials that have been implemented
Stage 6	**Appreciation**	Teachers reward individual and group learning outcomes.

Cooperative learning will increase interaction between students. One student will help other students to succeed as a member of the group. This mutual assistance will take place naturally because one person's failure in a group affects the group's success.

The Implementation of Cooperative Language Learning in speaking class
Stage 1 Convey the objective of CLL

Problems with online learning will always exist, especially in speaking class, lack of confidence, shyness, laziness, and always being off camera are the classic problem in learning. With the implementation of cooperative language learning method, it is hoped that students will gain a different learning experience and ultimately affect learning motivation, especially speaking english.

The first stage begins with announcing the learning objective, the basic competencies, and also giving motivation to the students. Because the speaking class still uses online learning, the number of students are quite big in one class, 56 students.

Figure 1 convey the objective of cooperative language learning in spekaing class

Stage 2 and Stage 3 Explain the roleplay of CLL and Grouping Students

In the second and third stage, the lecturer provides information about cooperative language learning, explains the learning scheme that will focus on small groups with emphasis on cooperation, independence, and students' courage in expressing opinions during activity in speaking class.

Lecturers starts to divide into small groups according to the student's choice, they were free choosing friends for their group. The purpose of searching for group members is to train students

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to communicate and to discuss whole activities together. After all students get group members, they send a list of names and google meet links to prepare for activities.
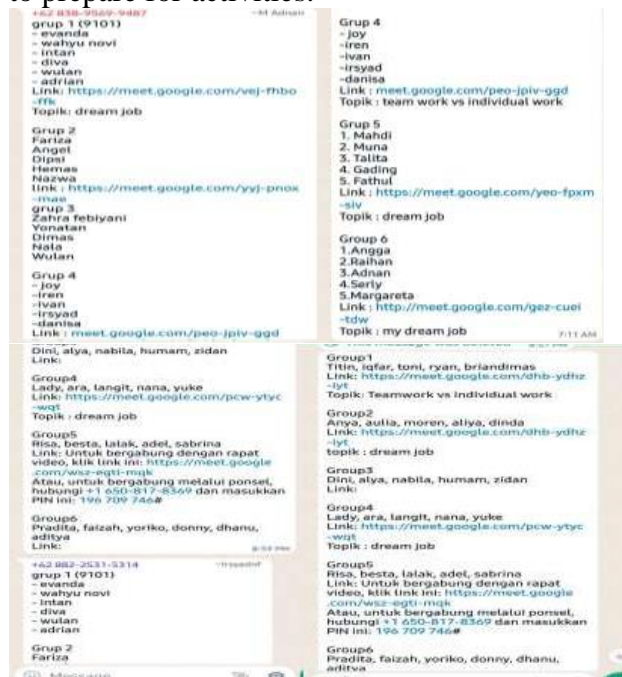

Figure 2 Grouping students

Stage 4 the implementation of CLL in speaking class

The next step is to observe and discuss directly with each group. Lecturers enter the group to monitor the discussion. Being directly involved in small discussions was indeed much more fun and the students seemed to enjoy the discussion process, their confidence level emerged when all group members turned on their cameras during the running class, they active in discussion activities. If one of their friends has difficulty answering questions or engaging in discussions, the other members try to help by providing vocabulary. The result was beyond expectation. That the whole group has a total of 56 students turn on the camera and dare to speak in English, all the problems they feel are poured out while speaking class.
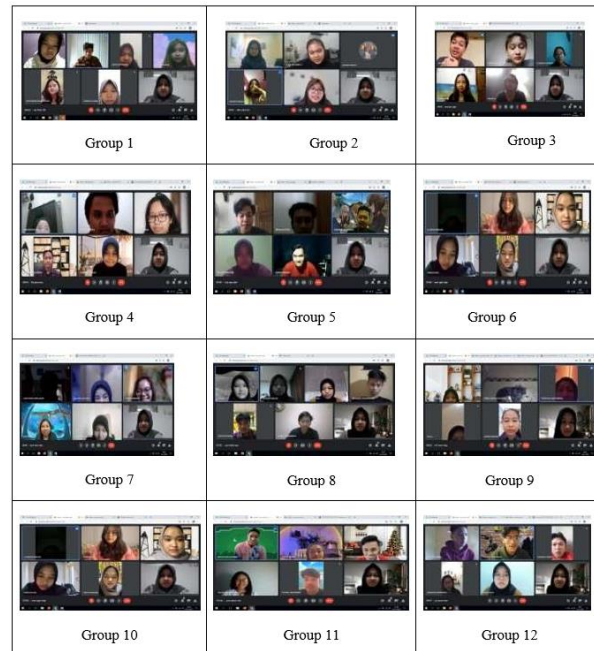

Figure 3 implementation of cooperative language learning

Stage 5 Evaluation

Evaluation is one of the most important stages in implementation of a program. Evaluation has a strategic position because it can provide an overview of the effectiveness of the program that we have done. However evaluation is not only a final activity or closing of a particular program but also be done at the beginning as well as during the implementation of a program.

Individual Evaluation Model is selected in this method. This model focused on students learn through an approach and speed according to their own abilities. Students do not compete with other students, but compete with themselves. In the individual model the lecturer sets standards for each student. Evaluation has several functions in this CLL such as (1) to know the prior knowledge of students understanding (2) to know the progress and development (3) to determine the level of success of CLL. Some advantages and improvement appeared after CLL had been implemented. Students has changed their individual character, they are more self

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confindent speaking english infront their friends, and high motivation joining speaking class afterward.

Stage 6 Appreciation

Appreciation is an appraisal activity in the form of appreciation for a work, or a statement that is expressed to describe a sense of awe. Appreciation is usually expressed directly, either verbally or in writing, verbally it can be in the form of congratulation/admiration, for writing it can be in the form of a certificate, trophy/medal as a sign of appreciation. Through this CLL implementatin the appreciation are given (1) verbally, lecturer expressed in "congratulation and admiration (2) adding score on their final mark and (3) giving internet quota or e-money.

CONCLUSION

The implementation of cooperative languge learning in speaking class showed great enthusiasm from all the students. Through this method, Cooperative learning can develop the ability to express ideas or ideas with words verbally and compare them with other friends ideas, aware of all limitations and accept all differences, empower each student to be more responsible in learning develop students' ability to test their own ideas and understanding, receive feedback., and nteraction during the cooperative can increase motivation and provide stimulation to think.

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