Cooperative Learning Strategy Using Audio Visual Media in Speaking Learning

Hidayati, N. A.[1], Ristiyani[2], Khamdun[3], Darmuki, A.[4] & Agustina, E. P.[5]

[1,2,3,4,5]Universitas Muria Kudus, 59327, INDONESIA

*Corresponding Author: nur.alfin@umk.ac.id

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Abstract: This research aims to find out how lecturers apply cooperative learning techniques in the classroom to find out the effectiveness of applying this technique in developing students' speaking skills using audio-visual. This research was conducted with two classes using a qualitative approach. This research method is descriptive qualitative with a case study approach. The main data collection techniques for this research use classroom observations, group interviews and lecturer interviews to help us gain insight into how cooperative learning using audio-visual media is implemented by lecturers, oral expressions and students' attitudes towards learning in small groups.

Keywords: Strategy, Learning, Cooperative, Audio Visual Media, Speaking.

1.   Introduction

The language teaching paradigm has shifted from Teacher Centered Learning where learning is centered on lecturer activities to Student Centered Learning which is an emphasis on classes that are centered on student activities where students influence each other's knowledge and skills (Crandall, 1999, p.226). Based on this idea, cooperative learning techniques have emerged to facilitate learning through interactions carried out by students when they are in pairs or small groups and have been defined by (Coetzee, Niekerk & Wydeman 2008, p. 108) as a team approach to learning in which each member of the group depend on other members to complete certain assignments or learning assignments.

In contrast to traditional teaching methods, Kagan (2009) found that lecturers who use cooperative learning give students the opportunity to interact and vary their learning styles so that they are interested in the learning task. Providing opportunities for interaction and varied learning is needed to develop language skills, one of which is speaking skills (Hengki et.al., 2017; Arukah, et. al., 2020; Dewanti, et. Al., 2020; Fathurohman, et. al., 2019). Speaking skills are one of the basics of language learning (Thuy, 2015). It has an important role in language learning that is developed over time and involves different types of knowledge; both linguistic and non-linguistic knowledge (Bygate, 2000). The aim of teaching speaking skills is to develop students' oral abilities so that they effectively use their background knowledge to respond coherently in certain communicative situations (Darmuki et.al., 2017; Fathurohman, et. al., 2020; Kara, et. al., 2020). Speaking skills are one of the basic components of language teaching and learning besides listening, reading and writing because they give students the opportunity to hold successful conversations as well as manage interactions. Therefore, this research was conducted to determine the extent to which lecturers at PBSI FKIP UMK apply cooperative learning principles in their classes to develop their students' speaking skills. They need to apply such an approach that is more student-centered to create a kind of interaction between students and develop their oral skills by making the class more comfortable and conducive to learning so that students feel free to speak without being embarrassed or reluctant, nervous and not confident.

Based on the background above, the objectives of this research are (1) to find out whether lecturers use cooperative learning techniques in their classes and how to apply its principles in teaching speaking skills; (2) This research tries to investigate the problems faced by lecturers in implementing cooperative learning techniques in teaching speaking. (Hidayati, N.A., & Darmuki, A. 2021; Fathurohman, et. al 2020; Kara, et. al 2020; Kanzunnudin, et. al 2019; Mujiwanto, et. al 2019). Application of the Auditory Intellectually Repetition (AIR) Model to Improve Students' Speaking Ability. (Darmuki, A., Hariyadi, A., & Hidayati, N. A. 2020). Peer Review Increased Interest and Learning Outcomes in Speaking Skills Using the Mind Map Method in Class IA PBSI IKIP PGRI Bojonegoro Students for the 2019/2020. (Darmuki, A., & Hidayati, N. A. 2018; Darmuki, A., Hidayati, N. A., & Udin, S. 2020). Public Speaking Training Using Cooperative

Jigsaw Type Method With Audio Visual Media For Karang Taruna Youth. Darmuki, A., & Hariyadi, A. (2019). Peer Review: Improving Speaking Skills Using Jigsaw Type Cooperative Method In Private Level Ib Students Of Ikip Pgri Bojonegoro Academic Year 2018/2019. This research is very important because there is not much research that discusses cooperative approaches to improving speaking skills, in contrast to previous research conducted on the same topic such as (Kagan, 2009) and (Johnson & Jhonson, 2008) which focused on improving reading comprehension skills with techniques. cooperative learning and its role in developing language teaching so that in the future lecturers will be able to integrate it to teach various aspects of language. Additionally, it highlights the process of managing a cooperative learning classroom and the different challenges lecturers and groups face when these techniques are applied in the classroom that have not been addressed in different classrooms.

2. Structure of References

Speaking is the person"s product of creative construction of linguistic strings (Brown, 2004). In other words, speaking is a productive skill in which the speaker makes lexicon, structure and discourse choices that are observed and interpreted by the listener. Furthermore, Speaking has been defined by Thorunbury (2005) as a natural, integral part of a person's daily life. In other words, these are activities carried out by ordinary and specialized people to perform their basic functions according to their specific needs. Trying to describe the process of speaking fluently in a language, he claims that speaking is a complex skill that involves besides knowledge of vocabulary, grammar and pronunciation the command of other skills and types of knowledge (Hengki et. Al, 2017; Ramadhani, et. al 2020; Setianti, et. al 2019; Tamarudin, et. al 2020; Widianto, et. al 2019). People express themselves orally by observing, remembering and articulating various sounds and language constructions in the correct order and call these three skills motorceptive skills (Bygate, 2000). The term "Oral expression" includes making the correct form of language choices and doing them in the correct order, which sounds in a similar way to native speakers and also produces the correct meaning that the speaker requires the listener to understand as a condition that shows how well we speak. Speaking within the framework of language teaching when oral expression involves not only appropriate rhythm and intonation patterns but also the choice of words and inflections in the correct order to convey the correct meaning (Al-Tamimi & Attamimi, 2014; Purnaningtyas, et. al 2020; Septaningsih, et. al 2020; Sofia, et. al 2020).

Various attempts to study the process of teaching speaking, Thorunbury (2005) emphasized that speaking is a complex skill where the speaker does certain things and needs to develop command of skills such as speech production, conceptualization, formulation, articulation and interaction management. In applying learning in the field, the problem of speaking is not only at a theoretical level but also psychological, one of which is having the courage to speak (Darmuki et. al, 2017; Angelia, B., et. al 2020; Fathurohman, et. al 2020; Purnaningtyas, et. al 2020). The courage factor is a psychological factor related to a person's self-confidence to dare to appear. One of the learning methods that can raise motivation and self-confidence is cooperative learning where students will be trained to speak in small groups (learning together), given the fun learning process with their peers.

In recent years, great efforts have been made by educators to make learning more learner-centered and increase the amount of interaction in the classroom by adopting cooperative learning approaches. The cooperative learning approach has been developed based on various psychological theories and has its roots in social psychology, developmental psychology and humanist psychology. The cooperative learning approach has its roots in social psychology which is defined by Frank (2002: 247) as "the systematic study of how exchanges with others in our environment influence our thoughts, feelings, and actions. In addition, he argues that humans are very social creatures the behavior occurs in a group setting such as a family or school which automatically implies interaction with other people. Based on this idea, the cooperative classroom environment successfully applies the principles of social psychology.

In addition to the influence of social psychology on the formation of study groups, their development has been influenced by the work of Piaget and Vigotsky in developmental psychology. According to McCafferty et al. (2006) cooperative learning approach has been developed in connection with Piaget's ideas about how individuals build on their own knowledge of the world around them to build on their background knowledge. Piaget's ideas resonate with many educators such as Doise and Mugny (1995) and Murry (1982) regarding the value of social context in increasing productive cognitive conflict which can be applied to the classroom environment so that students are involved in their own learning. take an active role and engage in realistic tasks and make them discover how cooperation between two weak students can help them overcome tasks in which they failed individually. Unlike Piaget, Vigotesky supports the role of students' sociocultural knowledge in building their knowledge about the world. He developed the so-called theory of social cultural development.

Among the ideas conveyed by educators in developing cooperative learning approaches is humanist psychology such as Maslow and Rogers. Maslow (1968) proposed a hierarchy of needs; maintenance needs and growth needs. Meeting these needs is necessary for survival and growth. This then includes the need to know and understand, aesthetic needs, the need to realize one's potential and the need to relate to something beyond one's self. Also, Rogers (1979) indicated that learners must develop interpersonal relationships for their psychological growth. Although cooperative learning is based on interpersonal interactions and ideas such as Maslow and Rogers are based on individual development, these ideas were considered in developing cooperative learning approaches because they learn cooperatively in an effort

to achieve goals. making learning dependent on the individual and colleagues (As cited in MacCaferty et al., 2006, pp. 15-16).

Cooperative learning has been proven to be a technique that encourages and motivates positive attitudes related to language learning as well as a way to reduce negative ones (Alabekee & Samuel, 2015). The first key to success in implementing cooperative learning is a well-managed cooperative class. Effective cooperative classroom management often depends on successful group and pair work, clear directive rules, well-formed groups, optimal group sizes and cohesive groups.

Ivers and Baron (2002) define multimedia as allowing understanding of a topic to be conveyed in a variety of ways by providing students with opportunities to explain their ideas to others and providing students with a medium for communication or offering them new insights for organizing and evaluating information. In addition, multimedia has the potential to change the roles of lecturers and students in interactions between them by allowing students to make their own interpretations of information. Mayer (2001) states that multimedia is a combination of various types of digital media, such as text, images, sound and video, into integrated multi-sensory interactive applications or presentations to convey messages or information to audiences and the potential benefits of multimedia that humans have. namely visual and auditory information processing abilities.

Reddy (2008: 26) explains that audio-visual media consists of the use of interaction devices such as film projectors, radio, television, graphics, posters, models, field trips, etc." According to Madhuri (2013), the AVM tool for students can improve speaking skills several times, more than other methods. AVMs can be defined as stimulating materials and devices that aid sound and sight in teaching to facilitate learning by students by activating more than one sensory channel.

3. Methodology

This research uses a qualitative descriptive method with a case study approach carried out with two classes in the Indonesian language and literature education study program with a total of 28 students in each class. The main data collection technique for this research uses class observations, group interviews and lecturer interviews to help us in gaining insight into how cooperative learning is implemented by lecturers, verbal expressions and students' attitudes towards learning in small groups. The number of lecturers interviewed was 6 lecturers in the Indonesian language and literature education study program at Muria Kudus University with teaching experience ranging from 3 years to 10 years. The lecturers interviewed were lecturers who currently or have previously taught speaking skills using a cooperative approach. Class observation activities were carried out in 3 sessions in each class to obtain accurate data, while interviews with lecturers consisted of 10 questions.

4. Results and Discussion

Based on the observation results, it appears that most of the physical settings in which cooperative learning is implemented are sometimes suitable for cooperative learning. In all sessions where cooperative learning techniques are applied by lecturers, groups are always formed randomly by students. In other words, in one group, there may be members with diverse abilities and gender. Apart from that, there are also groups whose members have the same age, gender and abilities. Moving chairs to create distance between students to form groups doesn't take long. Most sessions took place in an orderly and spacious room, but problems occurred when students had to move tables and chairs to sit close to each other and to form cycles around the table, and also when students had to decide who would present their ideas to the class. Managing this activity takes 5 to 10 minutes, depending on the number of students. However, the tables and chairs in the first classroom where the researcher attended two full sessions were not well managed.

Apart from that, from our observations, the lecturers do not have any touch in grouping students because they think that this can give students the opportunity to choose who they work with in the hope that students can create harmony in the group, reduce embarrassment among students, increasing their motivation to collaborate, and reducing conflict within the group. However, Kagan (2009) proves that groups consisting of students who have high, medium, and low abilities, and with various genders, languages, and races will be better able to develop peer guidance and to facilitate the acquisition and introduction of new information and also to improving students' social and racial relations. According to observations, in cooperative learning in three sessions in the first class, several class members have changed. This may be because cooperative learning is carried out at late hours so that some students go home and are replaced by other students. Apart from that, the results of observations of the two classes also showed that during cooperative learning, the lecturers formed groups consisting of four to five students. Lecturers always limit the number of students in each group.

The effectiveness of groups consisting of four to five students has been proven by several researchers such as Gillis [20]; Hosain & Tarmizi [21]; Adebayo & Judith [22]; Sühendan & Bengü [23]; Han [24]; Hengki [4]; Darmuki [7]; Darmuki[25] states that the optimal size for a successful cooperative group seems to consist of three to four students, because in these small groups, students can be more involved in tasks and have more opportunities to talk and discuss and they can be observed by the lecturer with easy. In terms of participation, participation among students is not relatively equal where those who show more participation are usually group leaders and students with high language skills. The research results show that all students in all groups develop high levels of individual and group accountability, which is one of the characteristics of cooperative learning, and this characteristic is what differentiates cooperative learning and

group work. In other words, all students demonstrate their responsibility to complete their assignments on time and their success in expressing their thoughts.

In addition, from the researcher's observations, the students felt relaxed and motivated to work and participate to achieve their common goals and this reflected their positive attitude towards working in small groups. Apart from that, in one session, the lecturer asked the students to give some suggestions about what to do because the students were not really ready to play their roles and some students were not present. Some students suggested group games and all members agreed with the idea and it turned out that there were some positive attitudes towards work in small groups.

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5.   Conclusion

The results of this research are very important for learning productive skills courses in that speaking skills activities have a positive influence on students' success in using audio-visual assisted cooperative learning model strategies to make students more active.

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Conflict of Interest

The authors declare no conflicts of interest.

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