



EFFECTIVENESS OF COOPERATIVE TEACHING METHODS ON STUDENTS' SPEAKING SKILL IN ENGLISH LANGUAGE IN SOKOTO METROPOLIS, SOKOTO, NIGERIA

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Abstract:

The study investigates the effectiveness of cooperative teaching methods on students' speaking skill in English language in Sokoto Metropolis, Sokoto State, Nigeria. English Achievement tests were used for the study. A hypothesis was formulated to guide this study. Quasi-experimental pre-test/post-test control group design was adopted for this study. A sample of fifty (70) students in Junior Secondary School classes was drawn in one secondary school in Sokoto Metropolis through the availability sample technique and simple random sampling. A self-developed questionnaire was used in generated the data from the respondents and data was analysed using descriptive mean and standard deviation while inferential statistics of analysis of covariance (ANCOVA). The findings observed there is a significant effect on students' speaking skill in English language when taught using cooperative teaching methods ($P < 0.05$). The study revealed that cooperative teaching methods are a good method of teaching students' speaking skill in English language. Therefore, it recommended that teachers should be encouraged the use cooperative learning to assess their students in schools because it involves teamwork which is linked to self-direction and boost confidence.

Keywords: cooperative teaching methods, speaking skills, students, and English language

1. Introduction

In the globalization era, English plays a very significant role as an intercontinental language and people are required to be proficient in both speaking and writing English. People also consider English as the window of the world. It means that we can know everything in the world through English. We also cannot deny that English is very important for our future. When we are applying for jobs, people who can speak English will get a better opportunity to be accepted than those who cannot. English is believed as the key to survival and succeed in the coming era, and most people have realized that learning English is not an easy matter.

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Moreover, it can take a long time for people to learn English as a foreign language (Kristiawan, 2013).

Language has played an important role since the early years of one's life. As our world grows older and more modern, the demand for an international language (English) is also growing, and its functions are becoming wider as well. In every aspect of our life, English is commonly used. English is used for trade, business, political discussions, and education. Regarding the importance of English, people will appreciate the use of English, and be willing to learn it. In a discussion about language teaching and learning, Brown (2007a) points out that, there is a dependent and subordinating relationship between teaching and learning. Teaching plays roles as guiding, facilitating learning, encouraging the learner and setting the conditions for learning. Having a good understanding of how the learner learns will help teachers determine their philosophy of education, teaching style, approach, methods, and classroom techniques. According to Cook (2001), the proof of teaching is "*in the learning, and all successful teaching depends upon learning*".

Speaking skills is the ability to ask and/or answer insightful questions in the most productive way in order to reach a comprehensive understanding (Hilsdon, 2010). In every good communication, speaking plays a significant role to some extent and it is the major segment of communication as is so much part of daily life that people take for granted. Speaking English Language cover two areas, fluency and accuracy. According to Mazouzi (2013), learners' activities should be designed based on an equivalence between fluency and accuracy. Therefore, both fluency and accuracy are important elements of communicative competence. The second characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Speaking accuracy indicates the extent to which the language produced conforms to target language norms (Yuan & Ellis, 2003), which involves correct pronunciation, vocabulary, and grammar. Thus, learners should pay enough attention to the exactness and completeness of language form when speaking, such as focusing on grammatical structures, vocabulary, and pronunciation.

Speaking is about something to talk about, saying something about something, mentioning something, having a conversation with somebody, addressing somebody in words, saying something, or expressing oneself in a particular language (Goh, 2007). As an essential tool for language teaching and learning, speaking can facilitate language acquisition and development, and it can be beneficial to learners' academic achievement as well as professional success (Zhiqin, 2014). Speaking fluency is the ability to produce the spoken language "*without undue pausing or hesitation*" (Skehan, 1996, p. 22). Too many hesitations and pauses in speaking may obstruct speaking fluency and depress the speaker. Hedge (2000), expressed that fluency is the ability to answer coherently by connecting words and phrases, pronouncing the sounds clearly, and using stress and intonation. According to Hughes (2002), fluency is the learners' ability to speak understandably and not break down communication because listeners may lose interest. Thus, fluency deals with the student's ability to use mechanical skills, such as pauses, speed, and rhythm; language use, such as being coherent and reasoned; and judgment skills, which is the ability to speak appropriately, depending on

the context. It is as a result of the above reasons this study examined the effect of cooperative teaching methods on students speaking skills in English Language in Sokoto Metropolis, Sokoto State.

1.1 Hypothesis

The following null hypothesis was tested in this study:

H₀₁: There is no significant effect on students' speaking skills in English language when taught using cooperative teaching methods.

2. Methodology

Quasi-experimental pre-test/post-test control group design will be adopted for this study.

2.2 Population and Sample

The target population for this study was 572 students respectively. The availability sample technique was used to select the school used for the sample. The sample for this study comprised 70 (seventy) Junior Secondary School (JSS) and 3 (three) students from government-owned Junior Secondary Schools. The purpose and procedure of the research were explained to the participants. The Simple random sampling technique was used in selecting the volunteer subjects using a balloting procedure, (Ndagi, 1999). The subjects for the control and experimental group were then selected using a balloting procedure 'Yes or 'No' was written on sheets of paper. All subjects who picked 'Yes' were selected for the experimental study and those who picked 'No' were used as for control group.

2.3 Research Instrument

The instrument for this study will be a self-designed instrument comprising of 25 items questions covering listening skills for the participating students in JSS III English language lessons. The instrument will be named English Language speaking skills Test (ELLT).

Four steps will be followed to ensure the validity and reliability of the instrument in this study. The instrument was presented before practicing junior secondary school English Language teachers in some selected schools other than the ones selected for the study. Their comments and suggestions will be integrated into the preparation of the instrument. The items covered only the topics studied during the training period and it has a high stability coefficient of 0.73 at a 0.05 level of significance when tested during the pilot study.

2.4 The Process and Steps of Experimental Work

Experimental and control groups were formed after collecting and evaluating the opinions of the field specialists in English language and the teachers in the schools where the research was carried out. Before starting the experiment, the experimental group teacher was given relevant information by the researcher about the cooperative learning and learning together technique. With the experimental and control group teachers; listening achievements included in the Nigerian Educational Research and Development Council (NERDC) for Junior Secondary

School 3 (JSS 3) Curriculum, materials to be used during the course and course content were prepared, and the working schedule was determined. Before starting the research, Listening-Comprehension Achievement Test consisting of 25 questions prepared previously was applied to the experimental and control classes. After the completion of the experimental application, the 'Speaking-Comprehension Achievement Test' applied as the pre-test was re-applied as the final test in the experimental and control classes. The students in the experimental class were divided into groups in accordance with the views of the class teacher.

Each group was named with a 'group name'. The distribution of tasks in the groups was made by the group members taking the learner's interests, needs, personal differences, interdependencies, and intra-group interaction characteristics into consideration. All the students in the group were provided to have tasks. In order to provide group dependency, students have shared tasks among themselves such as clerk, controller, time tracker, observer, inventory manager, spokesperson, and relations setter. In the first lesson after the task sharing, the students were prepared by the teacher to the text to be listened to during the preparation for the class phase. After these steps, the text was played by the teacher. Worksheets containing achievements of the listened text were distributed to students in the experimental class, to whom the cooperative learning method was applied. Students were asked to work together with their group at the specified time. During the activity, the teacher ensured the active participation of all the members of the group. At the end of the given period, the questions on the first worksheets were answered by the groups on the writing board. While the groups that answered wrong were considered unsuccessful, the students in the group that have given the correct answers were awarded marks. At the end of the experiment process, the 'Speaking Skills Observation Form' and 'Speaking-Comprehension Achievement Test' were applied to the students as pre-test was applied to the students as the final test and the experimental process was completed.

Descriptive frequency count and percent were used to describe the demographic characteristics of the participants, while the formulated hypothesis was analyzed using analysis of covariance (ANCOVA) to test the null hypotheses at 0.05 level of significance.

3. Results

Table 1: Demographic Information of the Respondents

Variables	Frequency	Percent (%)
Gender		
Male	39	55.7%
Female	31	44.3%
Age		
10-12	04	5.7%
13-15	46	65.7%
15 years above	20	28.6%
Total	70	100%

Table 1 which is on demographic information of the respondents reveals that 39(55.7%) were male, while 31(44.3%) of the study participants were female. The table also showed that 4(5.7%) of these students were between the age group of 10-12, 46 (65.7%) between the age group of 13-15, and 20(28.6%) of these students were 15 years and above. This indicated that the majority of these respondents were male.

4. Hypothesis Testing

H₀₁: There is no significant effect on students' speaking skill in English language when taught using when cooperative teaching methods.

Table 4.5: ANCOVA result of students' speaking skill in English language when taught using when cooperative teaching methods

Variable	Exp-G (n=35)	Control-G (n=35)				
Cooperative methods						
	$\bar{x} \pm SD$	$\bar{x} \pm SD$	SE	df	F	Prob
Pretest	38.00 ± 3.84	39.44 ± 3.92	0.223	1,64	225.960*	0.000
Post-test	39.66 ± 3.41	64.21 ± 4.04				

F(1,64)= 225.960; P < 0.05

The result in table 4.2 observed that there was a significant increase in speaking skill in English language when taught using when cooperative teaching methods in the experimental group when compared with the control group (F=225.960; P<0.05). This implies that the null hypothesis does not hold and therefore, the outcome cannot be attributed to chance. It is then concluded that the cooperative teaching methods improve the speaking skill in English language of students in the experimental group significantly.

5. Discussion

This study examined the effect of cooperative teaching methods on students speaking skills in English Language in Sokoto Metropolis, Sokoto State. The result of this study indicated that the cooperative teaching methods improve the speaking skill in English language of students in the experimental group significantly. The result of this work is agreeing with the previous study conducted in Asia continent by Mustafa and Sabah, (2020), where the study indicated that cooperative strategies based on multiple intelligence have an enormous significant effect on improving learners speaking skills. This study also supports the findings of Namaziandost, Shatalebi and Nasri, (2020). The findings showed remarkable development in the students' speaking skills after the introduction of cooperative learning techniques. Moreover, the findings suggested significant differences in favor of cooperative learning for improving intrinsic motivation, but no differences were found in other aspects of motivation. This study is also similar with the study of Kusnierek (2015), where the author stated the use of a cooperative method of teaching in English promote students' speaking and writing as

productive skills. Listening and reading, on the other hand, involve receiving messages, and therefore, they are identified as receptive skills in English speaking. Nevertheless, in the usage of language, some skills are more focused on than others in language teaching. In communication, students apply the language verbally. The students who can use the language verbally well will be identified as good language learners. That is why speaking become one of the vital productive language learning skill and it has its own priority in language teaching.

Furthermore, the findings of this study are related to the study of Sayed (2005), who investigated the impact of applying Multiple Intelligence theory on improving first-year learners verbal communication skills using the cooperative method. The findings of the study showed that the program has a positive impact on the student's verbal communication skills as there were statically momentous variances among pre and post-tests. Moreover, Shumin (2002) conducted research on the effects of Multiple Intelligence theory-based instruction on improving the communication skills of the senior students in the English department. Consequently, his study's problem was the lack of senior student's verbal communication at Hurgada Faculty of Education, South Valley University. By focusing on students' various abilities, the researcher adopted multiple intelligence-based programs to develop students speaking skills. Findings from the paper proved the helpfulness of Multiple Intelligence teaching in enhancing learner's communication skills. The result of this study also corroborates the study of Saibani and Simin, (2015), who investigated the association between multiple intelligence theory and oral fluency among intermediate EFL students using the cooperative method of learning. They discovered that multiple intelligence theory instruction has a significant impact on enhancing learners speaking skills.

4. Conclusion

It was concluded that the implementation of cooperative teaching methods on students speaking skills in English Language in Sokoto Metropolis, Sokoto State is effective. The teacher made Lesson Plan first before the teaching and learning processes. It also serves teachers as facilitators, motivators, and dynamists. It helps students to improve students' achievement in terms of academics.

5. Recommendations

Teachers should be encouraged to use cooperative learning to assess their students in schools because it involves teamwork which is linked to self-direction and boost confidence. This will help the students to communicate their reading and speaking ideas.

Conflict of Interest Statement

The author declares no conflicts of interest.

About the Author

Dr. Armiya' u Malami Yabo holds NCE in English Language and Social Studies, B.A English Language, M.A English Language and PhD Linguistics all from Usmanu Danfodiyo University, Sokoto, Nigeria. He is the special assistant to the Director and Chief Executive of the National Teachers' Institute Kaduna, Nigeria; Member of National committee on revitalization and reposition of teaching profession in Nigeria. Teacher educator and coordinator of the Bay State Emergency Teacher upgrading programme in Nigeria in collaboration with UNICEF. He is content and curriculum developer specialized in English language and linguistics.

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