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Bachillerato en Inglés con Énfasis en Enseñanza

*The Use of Cooperative Learning as a Methodology to Improve the
Oral Skill in Fourth Grade at Santa María School during the First
Quarter, 2023*

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Chapter One

Introduction

The cooperative learning method can be defined as a structured and systematic teaching strategy that facilitates learners' oral proficiency. Oral proficiency is an important aspect for learners. Cooperative learning, on the other hand, is a fundamental methodology that can be applied to improve oral proficiency ability in fourth grade (Ehsan et al., 2019). Educators have widely applied cooperative learning to improve learners' oral proficiency at different levels. Cooperative learning has also created a positive global advancement environment (Chatila & Al Hussein, 2017). In cooperative learning methodology, teachers assign students of different abilities, such as race and gender study groups. The cooperative learning methodology is effective and suitable for fourth-grade students in different aspects.

Integrating effective and systematic cooperative learning methodology in fourth grade would facilitate achieving goals. Educators have set goals that are achieved through teaching their learners effectively. Buchs and Maradan (2021) assert that cooperative learning methodology provides an effective framework in a learning process where students are supposed to work together to achieve their goals (Buchs & Maradan, 2021). This is influenced by the fact that the method improves the interaction between the learners and educators, especially during listening and speaking aspects. Fourth-grade learners can rely on it as a learning method to improve their skills and become knowledgeable (Darmuki et al., 2017). The study will explore the impacts of this learning method and how its integration improves the learning process. Therefore, the results from this research can be a basis for future studies on cooperative learning methodology at different levels.

1.1. Problem Statement

The research problem that this thesis will address is the efficacy of cooperative learning as a methodology for improving fourth graders' oral skills. This research aims to see if cooperative learning is an effective method for improving fourth graders' oral skills. This thesis will try to answer the question, "Does using cooperative learning as a method improve the oral skills of fourth graders?"

The importance of oral skills in our current society justifies this study. According to Hernandez et al. (2014), "oral communication has become an essential tool for social interaction, and it is necessary for children to develop their skills in order to be successful in their academic and professional lives" (p. 36). Furthermore, it has been discovered that "the use of cooperative learning strategies can help students develop their oral communication skills" (Hernandez et al., 2014, p. 37). Thus, this study aims to see if using cooperative learning can help fourth graders improve their oral skills.

The feasibility of this study will be determined by conducting interviews with teachers and students who have used cooperative learning strategies in their classrooms. Additionally, surveys will be distributed to teachers who have not implemented cooperative learning strategies in their classrooms to compare results. Also, the literature on the subject will be looked at to learn more about how well it works as a way to teach fourth graders to speak better.

Finally, this study aims to identify gaps in our current understanding of the efficacy of cooperative learning as a methodology for improving oral skills among fourth graders. We want to learn more about how to use these strategies in the classroom so that fourth graders can improve their speaking skills as a result of this research.

1.2. Objectives of the Investigation

- I. To investigate the effects of the cooperative learning approach on the development of oral English skills in Costa Rican fourth-grade students.
- II. To examine how cooperative learning can enhance the educational experience for Costa Rican fourth graders.
- III. To evaluate how the cooperative learning method can improve the English oral skills of fourth-grade students.

1.2.1. General Objective

- I. To evaluate the use of cooperative learning as a teaching method in the first Quarter of 2023 at Santa Mara School for the fourth grade.

1.2.2. Specific Objectives

- I. To evaluate the potential for identifying various students' skills and fostering increased cooperation.
- II. To assess the social construction theory's compatibility with the cooperative learning approach.
- III. To investigate the effects of the cooperative learning approach in the fourth grade.

1.3. Justification of the Investigation

The results from this study are expected to give insights into the cooperative learning method and how it can be implemented to address the challenges that the new modality has brought in Costa Rica. Theoretically, there needs to be a basis for addressing the challenges to improve students' oral English skills (Darmuki et al., 2017).

Due to time, the limitation on the interaction between teachers and learners is the students' exposure to the problem of shared ideas in the learning process. Students in fourth grade are less likely to get a better understanding of both primary and secondary ideas without

practice. The teachers are supposed to intervene and create an environment where all students can exercise their freedom and share ideas to improve their oral skills.

Limited collaborations and interactions between teachers and students have been increased by implementing the new modality due to the pandemic. Distance learning limits the acquisition of communication skills for the students in Costa Rica, hence the need for implementing a cooperative learning methodology.

Teachers in Costa Rica require a basis for applying the cooperative learning method. Results from this research provide enough information about this method and how it can be used effectively. Technological literacy has led to limited consideration of oral skills for students from different levels. Most people have embraced technology in distance learning, which has limited interaction between learners, teachers, and peers.

The level of sharing ideas has been limited, which needs to be addressed by introducing the cooperative learning method (Buchs & Maradan, 2021). This essay will explore and analyze how the cooperative learning method can be implemented in fourth-grade learning to improve the acquisition of oral skills.

1.4. Antecedents

The increased demand for communication skills at different levels has created the need for integrating formal learning in schools to improve learner acquisition among learners. Generally, knowledge is constructed by understanding and applying different concepts to solve problems. Acquisition of oral skills is rooted in reconstruction and communication between students, their peers, and teachers. Cooperative learning methodology has long been facilitating debate between all parties that are involved whenever applied. Some theoretical bases, such as social construction theory, are associated with cooperative learning methodology. According to this theory, the main emphasis should be on teaching materials

and the value of interactions between all parties involved (Chatila & Al Husseiny, 2017). The social construction theory can also be attributed to Piaget.

Regarding cooperative learning methodology, Piaget's main emphasis was on building knowledge. From his point of view, the learners promote individual cognitive development based on the discussion process. Cooperative learning majors on social and cultural influences that influence students' learning process; therefore, it is considered an effective method for fourth-grade learners.

The learning process has been a way of building relationships between all the parties involved. Effective relationships facilitating knowledge build-up require negotiations, collaboration, and discussions between teachers, students, and their peers. Teachers are the central figures when it comes to cooperative learning. They are expected to design instructional activities that unite students for common goals, such as discussions. Past research has shown that the level of collaboration between students depends on the cooperative nature of the group. Student interdependence has also been high in levels where the cooperative learning method has been embraced (Buchs & Maradan, 2021). This is because the cooperative learning method enables these students to participate in the discussion, and through their positive participation, they acquire knowledge. Another important aspect created at different levels through cooperative learning is recognizing the importance of social existence. This method has provided the basis for the learners to have real opportunities to work with one another and share their experiences for the benefit of all. Other researchers have also revealed that the cooperative learning method facilitates social construction.

Different challenges have been brought about by the new learning modality adopted by the *Ministerio de Educación Pública* (MEP) in Costa Rica. The coronavirus pandemic

influenced the introduction of a new learning model. Different gaps have been created that are facilitating distance learning. Integrating cooperative learning methodology in Costa Rica would create a basis for addressing the resulting challenges created by this new modality (Darmuki et al., 2017). Researchers have claimed that there is pressure for students from public high schools to learn and comply with this program's set objectives, regardless of the limitations that would accrue. This can be expressed in the case of Guanacaste, which is the fifth province of Costa Rica. According to the reports about this case, the students must strictly follow up on the program corresponding to different subjects. There are a total of three different subjects that have been raised in this case for English learning. These subjects include English Literature, Reading and Writing, Listening and Speaking. In this case, the interaction between the students and their teachers has been reported to be minimal, with both parties having a face-to-face interaction occurring once every two weeks.

The traditional approach paid more attention to the value of interactions between students, their peers, and teachers. According to past scholars, the cooperative learning method is a systematic and structured teaching strategy that facilitates interactions between all parties involved. Past studies have also defined the method as an activity that is effectively applied in collaborative teaching strategies. This is because it creates the basis for interdependency build-ups for members in different groups to share different responsibilities. The strategy provides teachers with opportunities to identify learners' different abilities and increase collaboration among them during the learning process to enable them to share ideas (Ehsan et al., 2019). Teachers can achieve their teaching goals through sharing ideas with learners. Although most scholars have stressed the effectiveness of cooperative learning methodology, some studies have also provided the negative side of this method. According

to these scholars, interdependence between students hinders their abilities because they focus on achieving common goals.

The cooperative learning method organizes students into learning together and helping each other. With the implementation of the new modality in Costa Rica, the level of interaction and collaboration between teachers and learners is limited. This would mean that teachers will have limited opportunities to identify some of the challenges that some students in their classes possess. Past studies have shown that the cooperative learning method was divided into different forms effective for fourth-grade students when applied (Buchs & Maradan, 2021). These forms have been among the many strategies the methodology has developed since its foundation in the last century. With the increased collaboration and interactions between students and learners, the adaptation of resources is significantly increased. These past studies have also shown that the cooperative learning method improves the English listening skills of the students.

1.5. Scope of the Study

This study aims to determine how cooperative learning affects fourth-grade Costa Rican students' oral English proficiency development. The study will examine how the cooperative learning method can benefit fourth graders in Costa Rica's educational experience and assess how it might enhance their English listening abilities. The study will also examine the effective cooperative learning approaches for fourth graders and assess the likelihood of identifying students' skills and encouraging more cooperation between them. The study will also look into the difficulties brought on by the new strategy used in Costa Rica, evaluate how well the social construction theory fits with the cooperative learning strategy, and look into the outcomes of the cooperative learning strategy in the fourth grade.

Chapter Two

Introduction

The main topic of this literature review will be cooperative learning as a methodology to enhance fourth-graders' oral communication skills. The review will look at various theories regarding the effectiveness of cooperative learning and how it might help fourth graders' oral communication abilities. The advantages, disadvantages, and potential effects of this methodology on student oral proficiency, as well as the various research studies that have been carried out on the subject, will be covered in the literature review. The review will also examine the benefits and drawbacks of cooperative learning and how it might help fourth graders develop their oral communication skills. The review will close with a discussion of how cooperative learning might affect fourth-grade classrooms.

Theoretical Framework

2.1 Literature Review

This literature review examines the conceptual framework for comprehending the subject. In addition to analyzing recent research on the subject, this review will give an overview of pertinent theories and concepts. The review will consider various viewpoints and methodologies while referencing primary and secondary sources. The review will also evaluate the strengths and weaknesses of the existing literature and offer suggestions for new lines of investigation. The ultimate goal of the review is to foster an understanding of the theoretical underpinnings that will help guide future work on the subject.

2.1.1 Cooperative Learning Theory

According to this theory, student collaboration and cooperation lead to the construction of knowledge. It focuses on the value of students understanding the value of social existence and the significance of working together to achieve a shared goal (Namaziandost et al., 2020). According to the cooperative learning theory, learning occurs best in small groups where everyone is responsible for their learning and that of the group. Together, students gain a deeper understanding of the subject matter, develop their communication skills, and sharpen their critical thinking and problem-solving abilities. Students can improve their oral communication skills in a supportive and safe environment through cooperative learning, which also helps them understand the subject matter. Additionally, cooperative learning motivates students to collaborate to accomplish a common objective, which contributes to a positive learning environment.

2.1.1.1 Cooperative and non-cooperative groups

I. As was said before, the term "cooperative group" does not apply to every organization whose members collaborate on projects. There are numerous instances in which the groups could be more effective, insufficient use of time is made, and unsatisfactory outcomes are achieved. For a work group to be productive, it has to be organized by certain requirements that ensure the end product of the group's efforts will be superior to the culmination of the members' efforts. In order to make this circumstance clearer, we will differentiate here between three different kinds of groups, which we will refer to as pseudo-learning groups, traditional groups, and cooperative groups.

II. We refer to a group as a pseudo-learning group when its members have been tasked with completing a task, but they do not see any value in it, and they are not interested in it.

As a result, they become easily distracted, waste time, and prevent each other from learning. The end effect is that the level of work produced by the group is lower than what each of its members would achieve if they worked alone.

IV. A traditional group is one in which the members agree to collaborate on projects, but they do not accept any responsibility for the work produced by the other members of the group. Your knowledge will be checked and graded on an individual basis as well (Sílvio et al., 2019). The outcome is comparable to what they would have achieved if they had worked on it separately.

The members of a cooperative work group take personal responsibility for their education as well as the education of the other members of the group. This is the fourth and last characteristic of a cooperative work group. Cooperative work involves more than just people working side by side, side by side, or at the same table. Both are limited to the idea that the one with the most command of the topic should devote himself to functioning as a teacher for other people.

Cooperative Learning Theory is an approach to teaching and learning that emphasizes collaborative work among students in a class setting. It is based on the idea that when students work together, they can achieve more than when they work alone. Cooperative Learning Theory was developed in the 1960s by psychologist Edward Deci, who argued that students learn best when they are part of a group that works together to achieve a common goal.

The cooperative group is also distinguished by the following:

1.2. Its primary purpose is to provide the greatest possible learning outcomes for all its members.

1.3. Each member of the group is responsible for both their education and the education of their peers.

1.4. For the group to operate, its members must have acquired social skills that enable them to coordinate their activities and constructively handle the inevitable disputes that will develop.

1.5. The outcomes gained by the members of the group include both academic and personal accomplishments, and they are superior to the ones they would receive working alone.

2.1.1 Previous decisions

2.1.2.1 The planting of the task

Once the task to be carried out in class has been decided and prepared, it is convenient first to give an overview of it and the procedures necessary to complete it and then explain the new concepts to the whole class, trying to connect them with those already acquired and checking if they are being understood.

Secondly, clarify the parameters that will be applied to assess the level of work. Students need to know what level of demand is required in the task. For this reason, they must be made aware from the beginning of the pre-established criteria according to which they will be evaluated, as well as the time they have available.

Likewise, it is necessary to remember that a group will reach the desired goal if and only if all its components have reached it so that the work of each person will influence the

performance of the group. Each one must assume double responsibility since they will be double evaluated, individually and as a group.

Several things must be considered when arranging the groups in a classroom. The first factor is the group's size. Small groups of two to four students are often preferred since they provide simpler student interaction and group management. Group formation is the second component. It is typically advised that groups be established at random since this stimulates interaction and the formation of connections among students. The distribution of the groups in the classroom is the third consideration. It is generally preferable to have the groups dispersed across the classroom since this promotes more contact between groups. Lastly, it is essential to give duties to each group member. This ensures that each student contributes to the group's success and that everyone participates fairly.

2.1.2.2 The size of the groups

The group size will depend on the type of activity to be carried out. As already indicated, it is inconvenient for the groups to be very numerous. The larger the size of the group, the more complex its structure and management and, therefore, requires a greater mastery of skills. In large groups, it is also easier, as we have already said, for individual responsibility to be diluted in the group and, consequently, for some to take advantage of the work of others. It is more difficult to detect who makes an effort and who does not, thus creating a situation of manifest injustice to which the students are indisputably sensitive.

To begin with, it is convenient to form small groups where the experience of working cooperatively is acquired. Two or five students can be a good number, depending on the number of students in the class. Once the size has been decided, the groups must be formed.

When groups have been created, it is essential to promote teamwork. This entails assisting kids in comprehending the significance of teamwork and acquiring the required abilities to do so. It is essential to encourage desirable behaviors, including collaboration, respect for one another's viewpoints, and trust. To do this, it is necessary to provide a safe and supportive working atmosphere for the group. It is also essential to demonstrate these behaviors to the group and give constructive criticism to assist them in improving their teamwork.

2.1.2.3 The formation of the groups

This decision also depends on the task to be carried out and the moment of learning in which the students are. In general, to start a new learning, it is convenient to form heterogeneous groups where the different levels of the class are represented. The assignment of students to groups can be done in different ways: by stratified random sampling, asking the students with whom they would like to work, in order, based on this information and the teacher's judgment, to form the groups; passing students different aptitude and attitude tests, and in light of their results, making assignment decisions... There are many; the only criterion is that it is the students who freely choose who they want to work with and who they do not.

In order to achieve a well-cohesive group class, it is necessary to allow each student to interact with all their classmates, but taking into account that, for the good of each cooperative group, its composition must be maintained until the objectives have been

achieved and their task has been completed. Otherwise, they will need help learning and practicing the skills necessary to solve problems that arise when collaborating with others.

2.1.2.4 The distribution of the groups in the classroom

Once the groups are formed, it is necessary to think about how they will be distributed in the classroom. The most convenient position is one that allows them to work so that the members of each group are close enough so that it is not necessary to speak loudly; they see each other face to face and can be independent of the other groups, at the same time as being easily accessible to the teacher and so that everyone can comfortably see the board.

2.1.2.5 The assignment of roles

While creating a lesson plan, a teacher must examine what behaviors would optimize student learning. The roles explain what each group member may anticipate from the others and, therefore, what they are each required to perform. Sometimes, students need to engage in cooperative groups or be able to contribute to the successful growth of group activity. The instructor may aid in resolving and preventing this issue by assigning each student a defined position within the group. Assignment of roles has various advantages:

- Reduces the likelihood that certain students would take a passive or overly dominating stance within the group.
- Ensures that the group uses fundamental group approaches and that all members understand the necessary procedures.
- Develops reliance amongst group members. Members are interdependent when their duties are complementary and interrelated.

- Assigning roles to pupils is one of the most effective means of ensuring that group members collaborate well. The roles are categorized based on their function:

1. Roles that contribute to the formation of the group: Tone of Voice Supervisor (controls that all group members speak in a low tone).

b. Noise Measurement (checks that all teammates move between groups without making noise).

c. Shift administrator (controls that group members take turns to carry out the assigned task).

2. Functioning roles (i.e., roles that assist the group in accomplishing its objectives and sustaining successful working relationships):

a. Responsible for explaining concepts or processes (transmits the ideas and opinions of each one).

b. Responsible for maintaining records (notes decisions and writes group reports).

c. Responsible for promoting participation (makes sure that all members of the group participate).

d. Observer (records the frequency group members adopt the desired attitudes).

e. Facilitator (guides the group's work by reviewing the instructions, reaffirming the purpose of the assigned task, setting time limits, and suggesting procedures to carry out the task as effectively as possible).

F. Responsible for assisting (provides verbal and non-verbal support by consulting and praising the ideas and conclusions of others).

g. Responsible for clarifying/rephrasing (restates what other members say to clarify the points discussed).

Summarizers and synthesizers assist students in formulating their knowledge and integrating it with what they are learning "(reformulates the main conclusions of the group, or what has been read or analyzed, as completely and accurately as possible, without referring to any notes or original material)."

b. Corrector "(corrects any errors in the explanations of another member or summarizes and complements any important information that has been omitted)."

c. Accountable for determining to understand "(makes sure that all members of the group know how to explain how a certain answer or conclusion is reached)."

d. Neuroscientist "(gets the necessary material for the group and communicates with the other learning groups and with the teacher)."

e. Analyst "(relates current concepts and strategies to previously studied material and existing cognitive frameworks)."

F. Answer generator (produces and presents additional viable answers to the group in addition to the initial responses supplied by the members).

Roles that foster student thought and enhance their reasoning:

a. Criticize concepts, NOT individuals.

b. Responsible for searching for foundations (asks group members to support their answers and conclusions with facts or reasoning).

c. Responsible for distinguishing (establishes the differences between the ideas and reasoning of the group members so that everyone understands and weighs the different points of view).

d. Responsible for expanding (extending the ideas and conclusions of group members, adding new information, or pointing out consequences).

&. Inquisitive (asks insightful questions that lead to analysis or deepen understanding).

F. Option Creator (goes beyond the first answer or conclusion of the group and generates several feasible answers from which to choose).

g. Reality checker (verifies the group's work based on the instructions, available time, and common sense).

h. Integrator "(integrates the ideas and reasoning of the group members in a single position with which everyone can agree)."

2.1.3 Teamwork

2.1.3.1 Desirable Behaviors

We are not born knowing how to interact with others properly. The ability to establish good interpersonal and group relationships does not appear as if by magic when we need it. The teacher must teach students the skills or social practices required to collaborate and

motivate them to use them to work productively in groups (Tran et al., 2021). As we have said, cooperative learning is more complex than competitive or individualistic because students must simultaneously face the execution of tasks and teamwork. Both activities are necessary to work cooperatively

1. What interpersonal and group practices are you going to teach them?
2. How are you going to teach them?

1.1 THE SELECTION OF THE GROUP PRACTICES TO TEACH

A wide variety of techniques, both interpersonal and group-based, may impact the results of cooperative labor. Students need to (a) get to know one other and build trust with one another, (b) communicate accurately and clearly, (c) accept and support one another, and (d) constructively resolve problems in order to coordinate their efforts to accomplish shared objectives (D. W Johnson, 1991, 1993; D. et al., 1994). The talents that the pupils currently have and those that they do not yet have are taken into consideration when choosing which ones to teach them. The four stages of cooperative practice correspond with the four divisions of roles that students take on when participating in cooperative courses. These roles are as follows:

1. Training practices: These are what students should use to establish a cooperative learning group, such as staying with the group and not wandering around the room, speaking in a low tone of voice, taking turns, and calling each other by name (Namaziandost et al., 2019).

2. Operating Practices: These are those necessary to manage group activities and maintain effective working relationships among members, such as expressing one's ideas and opinions, guiding the group's work, and encouraging everyone to participate.

3. Formulation practices: are those that students must apply to better understand the materials they study, to use superior reasoning strategies, and to maximize their knowledge and retention of the assigned material; for example, explain step by step the reasoning of one and relate what is being studied with previous knowledge (Supena et al., 2021).

4. Incentive practices: They are those that students require to encourage the reconceptualization of the material they are studying, the cognitive conflict, the search for more information, and the explanation of the foundations on which the conclusions one has reached are based. For example, criticize ideas (not people) and only change your mind if you are logically persuaded to do so (the rule of following the majority opinion does not promote learning).

1.2 THE TEACHING OF GROUP PRACTICES

To work as a team, students need the opportunity to work together cooperatively (to apply teamwork practices), the motivation to use teamwork skills (a reason to believe that such an activity will be beneficial), and some experience using those skills. How the teacher organizes his classes will allow students to learn in cooperative groups, but it is also necessary to give them the reason and the means to do so.

1. The cooperative class

I. The teacher's interventions

Once in class, the teacher assumes the role of supervising and controlling the functioning and work of the groups. After having explained what the task consists of and what the objectives are to be achieved, there is a basic rule that you must keep in mind (Teng & Reynolds, 2019): observe as much as possible and intervene only when necessary. Students who learn in a cooperative environment have their peers as their main human resources and the usual resources. When the activities are correctly planned, they have the necessary materials within reach, and they have understood the task, they can act and interact with each other.

Therefore, interventions should be limited to these situations and levels:

- To the whole class, when it is necessary to clarify some concept or general pattern of behavior.
- To a specific group, when it requests it, its members can advance the answer.
- To a member of the group when the situation requires it.

2.1.4 Methods to work cooperatively on oral skills.

There are many different activities that you can do in class to help students improve their oral skills in English. These activities encourage students to communicate in various contexts and interact on topics of real-life situations (Namaziandost et al., 2019). Here are some activities to improve students' oral language skills:

1. Role-playing: Assign pairs of student's different roles and scenarios to play. For example, one student might be a waiter, and the other might be a customer in a restaurant. This act will help learners practice using common phrases and vocabulary related to etiquette and common courtesy, types of dishes, and cutlery.

2. Group discussions: Assign a simple topic for the class to discuss together. For example, they can discuss the numbers using the language being studied. Please encourage students to share their opinions and ideas. Each group should have a facilitator, note-taker, and timekeeper.

3. Debates: Provide students with different sides of a debate topic and have them prepare arguments to present in front of the class. Here are some examples of common debatable topics:
 - Should college be free?
 - Is standardized testing an accurate measure of student knowledge?
 - Should the government regulate social media?
 - Should the voting age be lowered?
 - Should marijuana be legalized?
 - Should the death penalty be abolished?
 - Should genetically modified organisms (GMOs) be allowed in food production?
 - Should plastic bags be banned?

4. Presentations: Provide each student with a topic of interest. This activity will help students practice speaking in front of others, organizing their thoughts, and using visual aids.

5. Storytelling: Have students practice telling stories or sharing personal anecdotes with the class. Stories could focus on their best vacations or what they did during the last Halloween.

6. Games: Incorporate language games, such as Pictionary or charades, into your lessons. For example, in Pictionary, after a student guesses the word correctly, they can try to use it in a sentence to practice using it in context (Latham-Koenig et al., 2020). A teacher can divide the class into teams and have them compete against each other in the game.
7. Pronunciation drills: Incorporate regular pronunciation drills into your lessons to help students improve their pronunciation and intonation. Examples are tongue twisters, sound drills, stress and intonation practices, and minimal pairs (Tergujeff, 2020).

2.1.5 After-class activities

2.1.5.1 The evaluation of learning and the review of the functioning of the groups.

Learning must be evaluated according to the criteria previously established for it, made known, and accepted by the students. Considering the importance acquired by practiced social skills, these should also be evaluated (Ehsan et al., 2019). Therefore, the teacher will have to evaluate both the achievement of academic and social objectives and give a grade based on the approaches to cooperative work.

Regarding the group's functioning, it has already been said before how important it is that they dedicate the necessary time to review the desirable and helpful behaviors and those that are not. The teacher can help by providing student feedback.

The evaluation and qualification of students is a complex task, which increasingly covers more aspects and on which strong pressure is exerted. On the one hand, students have

to join an academic or non-academic world at the end of their school years, in which their academic results will be considered. On the other hand, each time, due to a complex society, an endless collection of fragmented educational objectives appears, to which teachers must respond and whose concession they have to evaluate.

The path to achieving the necessary objectives that enable students to integrate into society is oriented towards forming responsible, mature, supportive, and aware people of what they live, considering that each person is a unique and global being, not fragmented.

The scholars of cooperative learning indicate how, among the non-academic results achieved through its implementation, it is worth highlighting an increase in self-esteem, improvement in mental health, and greater solidarity. For them, this way of understanding teaching opens a promising horizon that must be specified in teaching practice in every one of its facets, including evaluation.

2.1.5.1.1 Diagnosis plans

The instructor must develop a diagnostic strategy for each of his courses, concentrating on the following:

1. The educational process – To consistently improve student performance, the instructor must design a system that enables him to exert control over their learning processes. According to W. Edwards Deming and other proponents of overall quality management, rather than focusing on outcomes, one should evaluate and improve learning processes (Irmayanti, 2021). It is founded on the premise that if the instructor can enhance the learning processes, the quality and quantity of student learning will increase. This is referred to as whole-quality education. To implement overall quality, you must construct

student groups whose members will be accountable for the quality of their group members' work. Students may (a) learn to develop and arrange work processes, (b) monitor process quality by documenting progress indicators, and (c) record their scores on a quality diagram to evaluate the efficacy of their job.

2. Learning objectives – To establish how much students have learned in a class, a teacher must personally assess the quality and quantity of student performance. Historically, performance is evaluated by written examinations. Recent attempts have instead focused on evaluating outcomes using performance measures. Students must show what they can achieve with their knowledge by implementing a strategy or approach for performance-based examinations. In a performance evaluation, pupils demonstrate what is being evaluated by the instructor. Students can submit essays, displays, demonstrations, video projections, scientific projects, questionnaires, and tangible construction. When diagnosing student performance, the instructor must have a suitable technique for documenting the expected performance and a defined set of assessment criteria.

3. The environment in which a diagnosis is made. Students must show the appropriate techniques or methods in "real-world" circumstances to provide an authentic diagnosis. Because of the impossibility of placing pupils in a large number of real-world scenarios, teachers might have students complete simulated activities or solve simulated real-world issues (Wang & Liu, 2018). For instance, to make a diagnosis in the area of science, students might create teams to explore a cure for cancer. Students must conduct an experiment, create a lab report including the data, compose a scientific article, and give an oral presentation at a simulated scientific conference. While developing an actual performance-based diagnosis,

the instructor must have processes to induce performance and set assessment criteria. You must also possess a great deal of creativity in order to locate or simulate real-life scenarios.

2.1.5.1.2 Diagnostic rules

There are five rules regarding diagnosis and evaluation.

First rule. Carry out all checks and evaluations in the context of learning teams. The teacher must diagnose and evaluate the performance of each student, but the diagnosis is much more effective when it is practiced in the context of the group.

Second rule. Diagnose over and over again! Learning groups need to receive continuous feedback about each member's level of learning. The teacher must take tests, ask questions frequently, and require a lot of written assignments and oral presentations.

Third rule. Have students mutually determine their learning levels. Immediately after a check, group members should take the necessary steps to optimize everyone's learning (Saihu, 2020).

Fourth rule. Employ a criteria-based system for all diagnoses and assessments. Avoid any comparison between the performance levels of students. Comparison is a “destructive force” that can reduce student motivation and learning (Wang, 2021).

Fifth rule. Use a wide variety of diagnostic formulas. Cooperative learning is where total quality learning, performance-based diagnosis, and authentic diagnosis can be applied (Plass et al., 2020).

Applying these five rules means changing current diagnostic and evaluation practices. Changes in these practices in schools are due to the following factors.

1. Increasing pressure for schools to prove they are delivering (employers are unhappy with the level of high school leaving).

2. The review of school goals due to the change in the definitions of performance and excellence (parents, for example, demand that their children receive an education as good as that of students from other countries).

3. More effective options for assessment (to assess how students write, we now know that you have to make them write and not answer multiple-choice questions about sentence structure and grammar rules).

4. The responsibility is given to teachers regarding the elaboration of diagnosis plans (there are no longer pre-established tests in the study programs).

5. The intensive nature of the diagnosis (self-assessment and peer control are necessary to assess the full spectrum of school results).

CHAPTER IV

Data Analysis

This fourth chapter will delve into the crucial phase of our research, where a detailed analysis of the survey results will be carried out. This stage is essential since it will allow us to understand the perceptions and opinions of the participants about cooperative work. Cooperative work is essential in teaching English, allowing students to practice communication skills actively in a supportive environment. It facilitates the development of confidence in oral expression, as we have explained in previous chapters, promoting meaningful interaction. Additionally, it fosters an inclusive environment where students of different levels can collaborate, which is crucial for diversity in the classroom. This approach also cultivates social and teamwork skills, preparing students for everyday life and future job opportunities in a globalized world. In his book *Democracy and Education*, John Dewey comments: "*Cooperative work in the classroom not only prepares students to live in a democracy but is itself a democratic action.*" (Dewey,2015) In this quote, Dewey highlights that cooperative work is not only a tool for education but also embodies the values of democracy. This means that by collaborating in an educational environment, students learn to respect the opinions and contributions of others, to make decisions together, and to practice equal voice and vote, fundamental elements of democracy. Furthermore, cooperative work allows them to actively participate in their learning process, essential for empowerment and active citizenship in a democratic society. Dewey argues that cooperative work is an effective educational strategy and forms responsible democratic citizens.

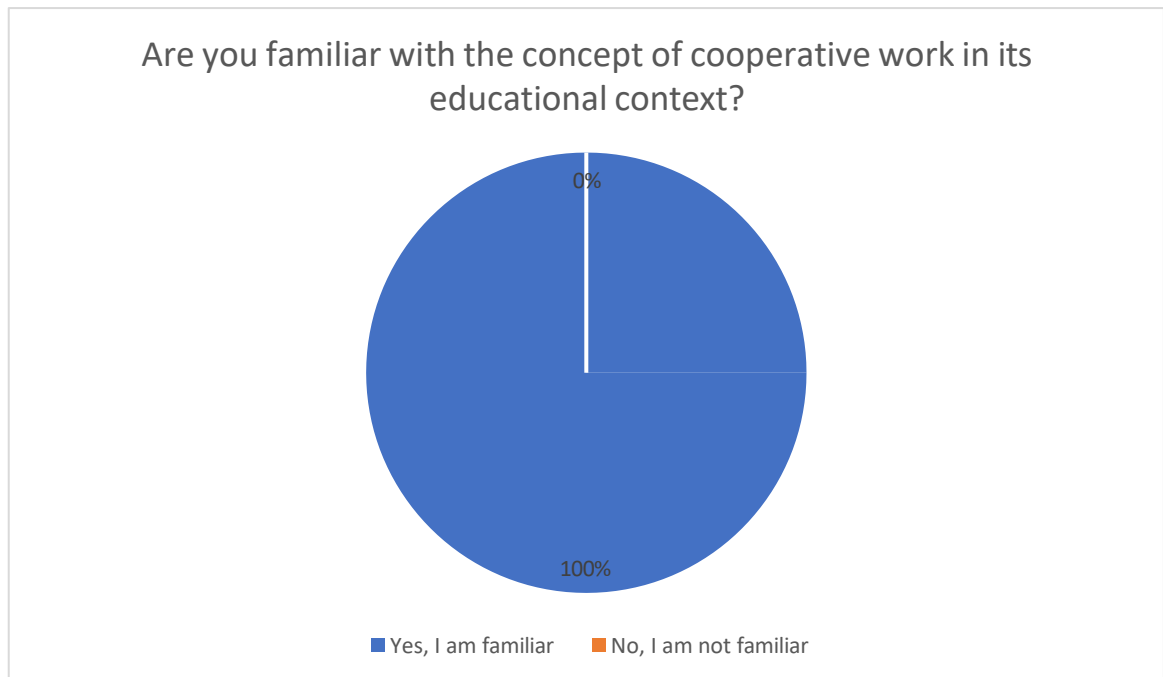
4.1 Analysis and Interpretation of the Results

This critical analysis is like our guiding light. It helps us see how much cooperative work helps students improve their spoken English. As Nate Silver, a well-known data expert, says, *"Numbers are useful, but understanding what they mean is what matters."* This means we must look beyond the numbers to understand what is happening. When doing that, we can measure how much our students improve and determine what works best. For example, some students work in pairs or small groups much better. Others might prefer different approaches. By studying all this, we can improve our teaching methods. This analysis helps us learn more and make better decisions about teaching English, ensuring our students get better at speaking the language. It is like a map that shows us where to go to help our students succeed in learning English.

4.1 Interview

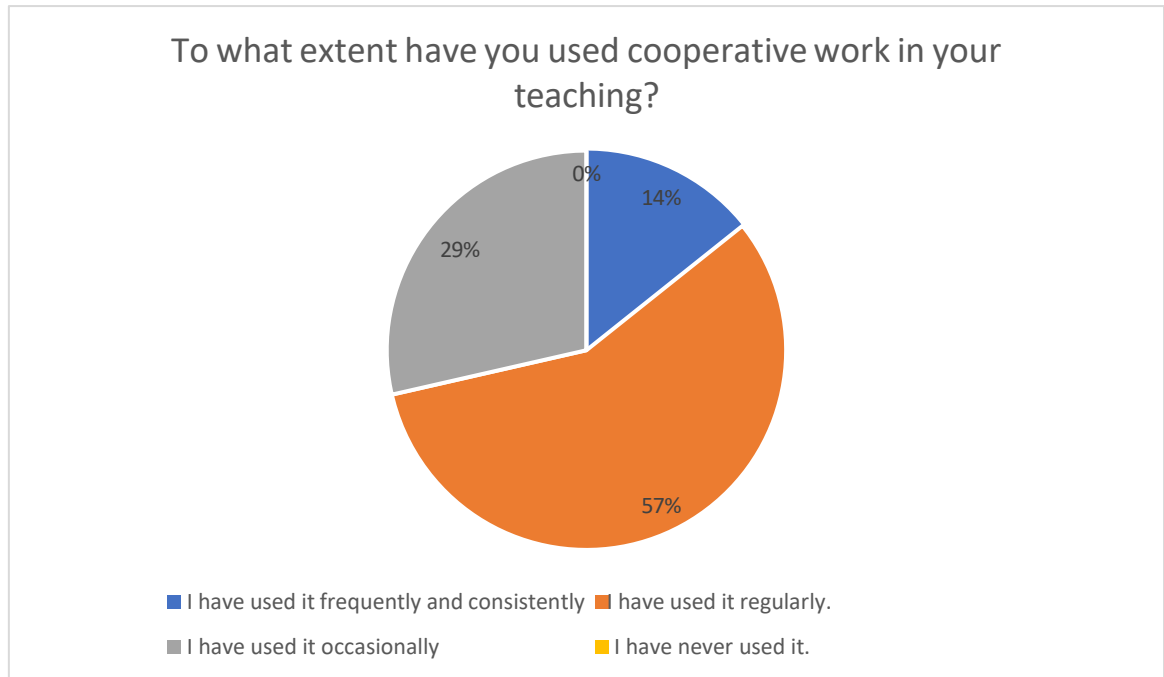
The initial tool employed was an interview. This interview is a tool utilized to gather data by posing queries to individuals, which are analyzed and interpreted later in the investigation. According to Smith (2021), *"A qualitative research interview is often described as a conversation with purpose."* Interviews are essential because they provide a structured way to talk to people and get specific information or insights. Interviews help us go deep into complex topics and gather detailed firsthand knowledge. This makes them valuable for understanding and collecting important data and personal perspectives, which can be used to make informed decisions and solve problems effectively. During the interview, a brief introduction to the subject was provided, followed by posing six (6) questions. These questions aimed to understand the perspective of English teachers at Santa María School regarding using cooperative learning in English to enhance oral skills.

4.1.1 Figure N°1. Question 1 of the Interview



In the first question of the interview, we asked seven English teachers at Santa María School if they knew about cooperative learning in education. The results, as shown in the table above, are quite positive. All seven teachers, 100% of them, said they knew what cooperative learning is. This is good news because it means the teachers understand this teaching method well. They likely know how it can help improve students' speaking skills. This knowledge is important because it can make it easier for teachers to use cooperative learning effectively in their English classes. Also, the fact that all teachers are familiar with cooperative learning suggests they might be open to using it in their teaching. This is a good sign because it means there is a strong chance that cooperative learning could help students improve their English. In a nutshell, all teachers knowing about cooperative learning is a great starting point for using it to improve students' speaking skills.

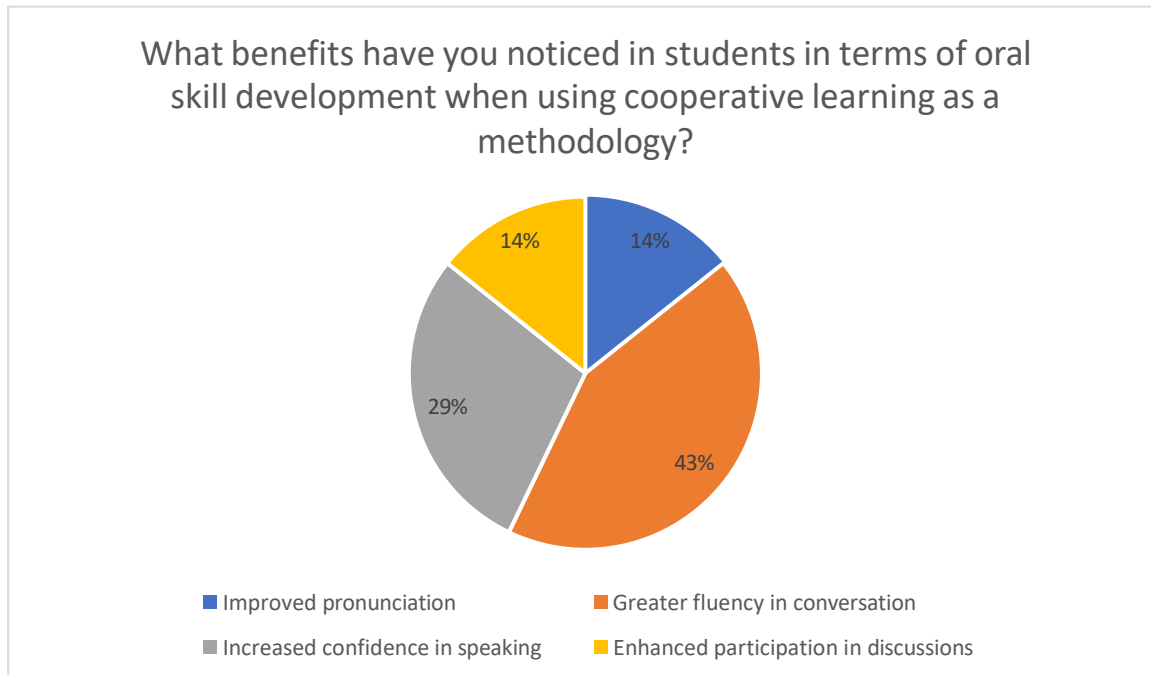
4.1.2 Figure N°2. Question 2 of the Interview



The data we have gathered is based on responses from seven English teachers at Santa María School. It provides insights into how cooperative work is utilized in their teaching practices. Notably, the majority, 57% of the teachers, reported using cooperative work regularly. This suggests that more than half of the teachers consistently incorporate cooperative work into their teaching methods. Additionally, 29% mentioned using cooperative work occasionally, showing a flexible approach. It is interesting to note that 14% of the participants use cooperative work frequently and consistently, indicating a dedicated group of teachers who regularly use this method. Perhaps most notably, none of the teachers claimed to have ever used cooperative work, underlining its widespread familiarity and application. These findings indicate that cooperative work is a well-known and frequently utilized teaching approach among the educators at Santa María School, offering an

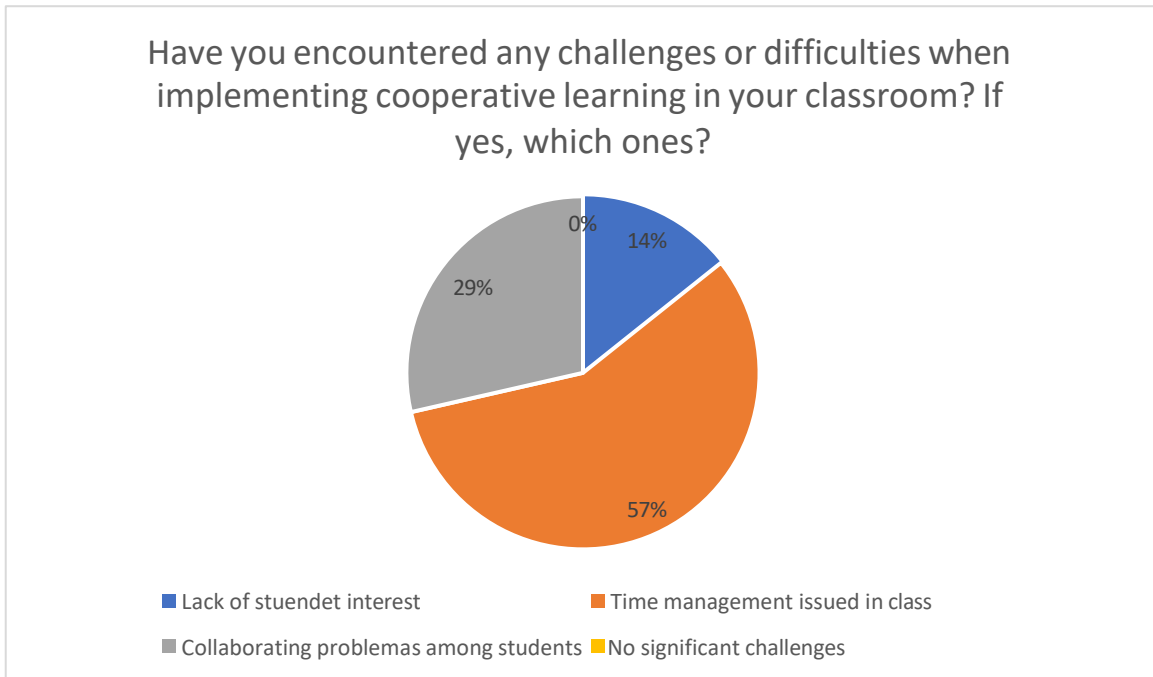
encouraging basis for further investigation into its effectiveness in enhancing students' oral skills in the classroom.

4.1.3 Figure N°3. Question 3 of the Interview



Regarding using cooperative learning in teaching English, the data provides some insightful benefits observed by the teachers. Notably, 43% of the teachers reported that students showed greater fluency in conversation. This suggests that cooperative learning helps students speak more confidently and smoothly. Additionally, 29% of teachers noticed increased students' confidence when speaking, indicating that this approach boosts students' self-assurance. Furthermore, 14% mentioned improved pronunciation, which is an important aspect of developing oral skills. Another 14% observed enhanced participation in discussions, highlighting the interactive nature of cooperative learning. These findings show that using cooperative learning in the English classroom is associated with improved fluency, confidence, pronunciation, and active participation among students, all important elements of oral skill development.

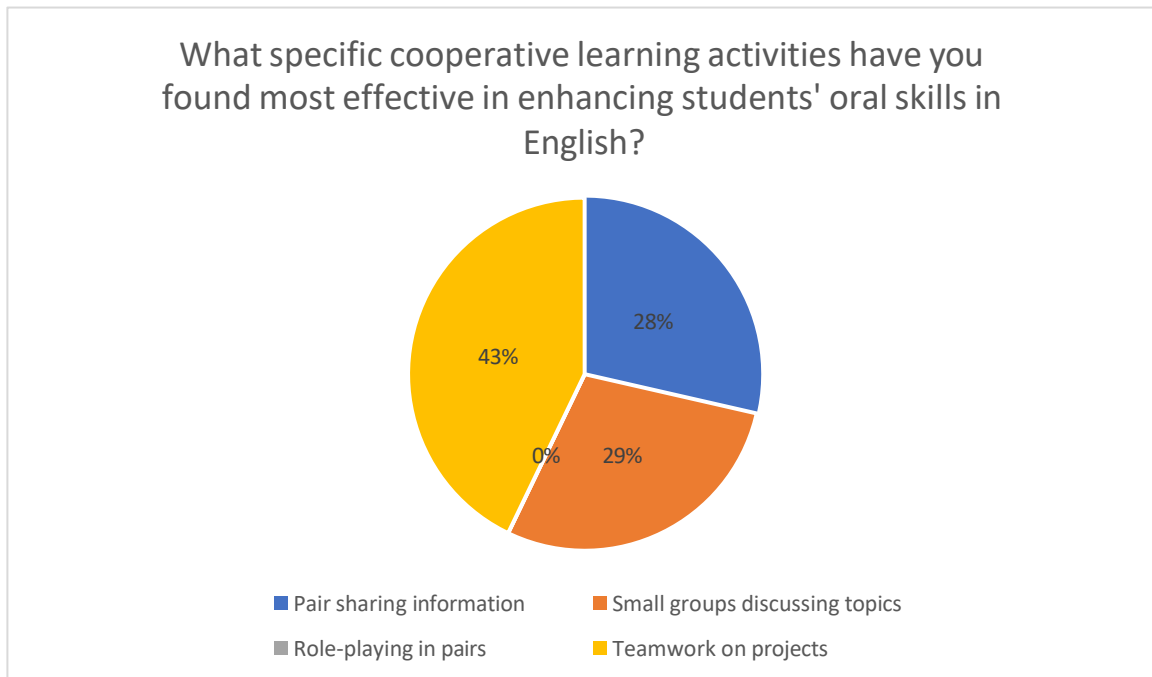
4.1.4 Figure N°4. Question 4 of the Interview



Regarding implementing cooperative learning in classrooms, examining the challenges and obstacles teachers encounter is crucial. The data sheds light on the variety of challenges experienced by teachers in this context. Interestingly, none of the teachers indicated "no significant challenges," underscoring that obstacles are typically part of the process. The challenge most frequently mentioned was "time management issues in class," with 57% of teachers acknowledging this difficulty. This implies that effectively managing time during cooperative activities can be a concern.

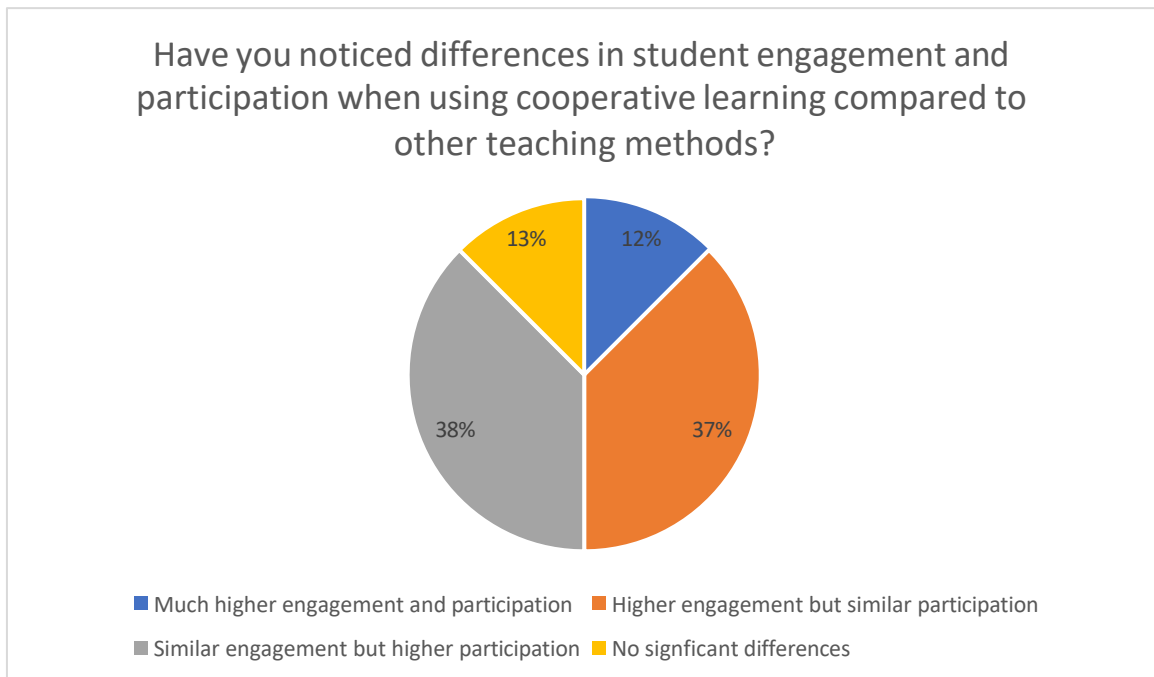
Additionally, 29% of teachers noted "collaboration issues among students," highlighting occasional challenges when students work together. Furthermore, 14% pointed out a "lack of student interest," indicating that maintaining student engagement can be an obstacle. In essence, while cooperative learning offers numerous advantages, it also presents challenges such as time management, student collaboration, and sustaining student interest, which are crucial to address for successful implementation.

4.1.5 Figure N°5. Question 5 of the Interview



The data offers valuable insights into the most effective strategies to improve students' oral English skills through cooperative learning activities. Notably, 43% of the teachers identified "teamwork on projects" as the top-performing activity. This highlights the effectiveness of collaborative projects in enhancing oral skills. Additionally, 29% of the teachers noted that "small groups discussing topics" yielded positive results, emphasizing the benefits of discussions and idea-sharing within small groups. Furthermore, 28% of the teachers found "pair sharing information" effective, underscoring the value of one-on-one interactions in knowledge exchange. Interestingly, none of the teachers selected "role-playing in pairs" as the most effective activity, suggesting that alternative methods may be more successful. In essence, these findings underscore the effectiveness of cooperative activities such as teamwork on projects, small group discussions, and pair sharing information in enhancing students' oral skills in English, providing valuable guidance for future teaching practices.

4.1.6 Figure N°6. Question 6 of the Interview



When comparing cooperative learning and other teaching methods, the data provides valuable insights into student engagement and participation variations. A significant 38% of teachers reported "similar engagement but higher participation" when implementing cooperative learning, suggesting that while the level of engagement remains consistent with other methods, students tend to participate more actively in the learning process when cooperative techniques are applied. This dynamic is further emphasized by 37% of teachers who mentioned "higher engagement but similar participation," indicating that students become more engaged. In contrast, their participation level remains on par with other teaching methods. Additionally, 13% of teachers found "no significant differences" in student engagement and participation, implying that cooperative learning does not significantly impact these aspects compared to other methods. Interestingly, 12% of teachers reported "much higher engagement and participation levels." In summary, the data suggests that cooperative learning often leads to increased student participation and engagement, with the extent of this change varying, making it a flexible approach that may

not fit every scenario. These insights offer valuable information for educators aiming to enhance student engagement and classroom participation.

4.2 Assessment Rubric

Using an assessment rubric is important to determine if fourth-grade students can improve their oral skills in English through cooperative work as a teaching method. First, it provides a clear and objective framework for evaluation. This ensures that students and assessors understand the specific criteria for measuring progress. A uniform and fair standard for evaluation is established by setting clear expectations, helping to avoid subjective biases in grading, and ensuring that all students are assessed fairly.

Furthermore, an assessment rubric allows for ongoing tracking of student progress over time. It makes it easier to identify areas where students may need improvement, providing an opportunity to adjust teaching to individual and collective needs. By systematically documenting the development of oral skills, educators can make more informed analyses of the effectiveness of cooperative work as a teaching methodology and make evidence-based adjustments in the classroom. In summary, using assessment rubrics provides a solid foundation for educational decision-making, ensuring fair and objective assessment and enabling continuous improvement in teaching and learning.

The previously designed assessment rubric was used in the classroom to measure the student's progress in their oral English skills through cooperative work. The teacher effectively implemented this rubric over several class sessions. During group work activities, students were assessed based on the criteria outlined in the rubric, which included aspects such as pronunciation, fluency, vocabulary, sentence structure, group participation, and more.

The teacher observed how students interacted, communicated with each other, and applied cooperative work strategies in English communication situations. As students engaged in group conversations, the teacher made notes and evaluated their performance according to the rubric. This provided a detailed view of each student's progress and helped identify areas that needed improvement. At the end of the assessment period, the teacher could use the collected data to adapt teaching strategies and provide specific feedback to students, encouraging further development of their oral English skills. Below is the assessment rubric that the teacher used with three groups of four people to gauge the progress of oral communication among fourth-grade students at Santa María School. Subsequently, we will provide details of the charts to gather information for the assessment rubric.

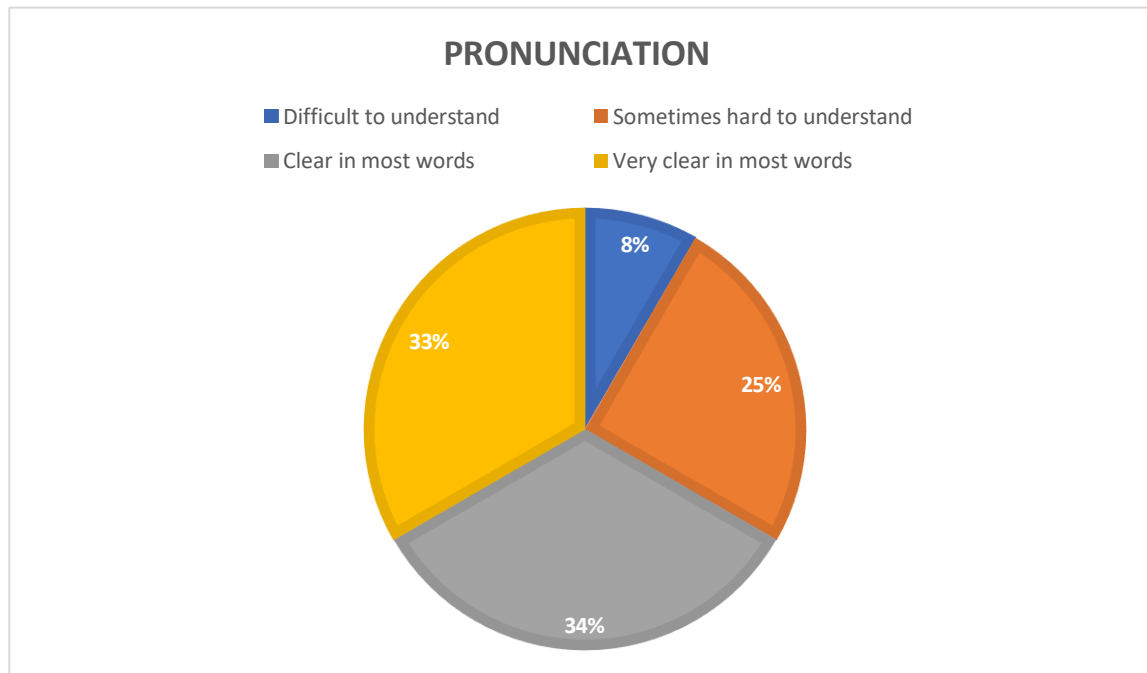
4.2.1 Evaluation #1

Pronunciation				
Group #1	Difficult to understand	Sometimes, it is hard to understand	Clear in most words	Very clear in most words
Student A		X		
Student B			X	
Student C				X
Student D	X			

Pronunciation				
Group #2	Difficult to understand	Sometimes, it is hard to understand	Clear in most words	Very clear in most words
Student A			X	
Student B		X		
Student C				X
Student D			X	

Pronunciation				
Group #3	Difficult to understand	Sometimes, it is hard to understand	Clear in most words	Very clear in most words
Student A				X
Student B		X		
Student C			X	
Student D				X

4.2.1.1 Chart #1



In looking at the results, 8% of the students found it difficult to understand, indicating that there might be some challenges in pronunciation. This suggests that additional support or targeted pronunciation exercises could benefit this group. A larger portion, 25%, occasionally needed help in being understood. This could be related to fluency and the need for more practice expressing thoughts smoothly. Encouraging activities that enhance conversational flow might be helpful for these students. The majority, 67% in total, demonstrated clear or very clear pronunciation in most words. This is a positive sign that the cooperative learning approach positively impacts students' ability to articulate words clearly. Celebrating this success and considering ways to sustain and build upon it is essential. These insights suggest that, as a future English teacher, focusing on targeted exercises in pronunciation and fluency during cooperative activities could contribute significantly to improving oral communication skills. Additionally, providing

positive reinforcement for clear pronunciation achievements can motivate students to continue progressing in their language proficiency.

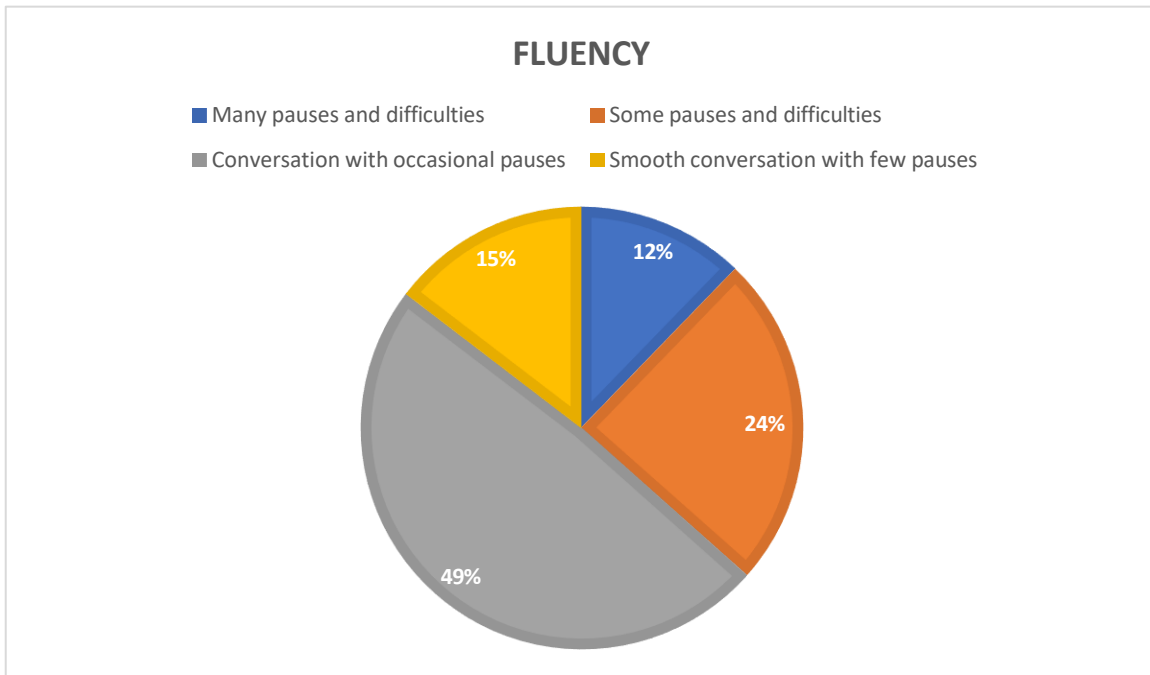
4.2.2 Evaluation #2

Fluency				
Group #1	Many pauses and difficulties	Some pauses and difficulties	Conversation with occasional pauses	Smooth conversation with few pauses
Student A			X	
Student B		X		
Student C				X
Student D	X			

Fluency				
Group #2	Many pauses and difficulties	Some pauses and difficulties	Conversation with occasional pauses	Smooth conversation with few pauses
Student A			X	
Student B				X
Student C				X
Student D			X	

Fluency				
Group #3	Many pauses and difficulties	Some pauses and difficulties	Conversation with occasional pauses	Smooth conversation with few pauses
Student A				X
Student B		X		
Student C			X	
Student D				X

4.2.2.1 Chart #2



The data shows that 12% of the students experienced many pauses and difficulties in their conversation. This suggests that there may be some challenges in maintaining a smooth flow of communication. As an English teacher, addressing these challenges through activities focused on continuous conversation and reducing pauses could benefit this group. On the positive side, 15% of the students demonstrated smooth conversation with few pauses. This indicates a commendable level of fluency during cooperative learning. Acknowledging and encouraging this group to continue practicing fluent expression can contribute to sustained progress. A significant portion, 73%, falls into categories with occasional pauses or some pauses and difficulties. While this suggests room for improvement, it also shows that the majority actively engages in cooperative conversations. Implementing strategies to minimize pauses and enhance fluency, such as scripted or guided cooperation techniques, may enhance their communication skills. These results highlight the importance of addressing fluency during cooperative learning sessions.

Targeted activities and positive reinforcement can help students overcome challenges and continue developing their ability to communicate smoothly in English.

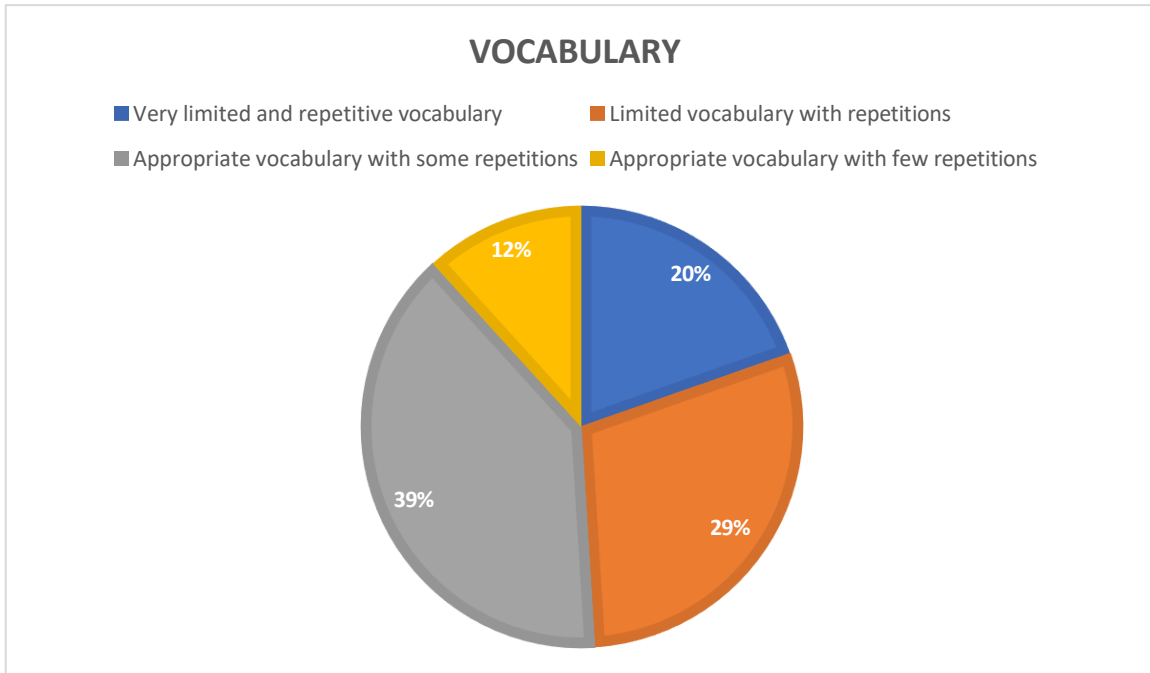
4.2.3 Evaluation #3

Vocabulary				
Group #1	Very limited and repetitive vocabulary	Limited vocabulary with repetitions	Appropriate vocabulary with some repetitions	Appropriate vocabulary with few repetitions
Student A			X	
Student B		X		
Student C				X
Student D	X			

Vocabulary				
Group #1	Very limited and repetitive vocabulary	Limited vocabulary with repetitions	Appropriate vocabulary with some repetitions	Appropriate vocabulary with few repetitions
Student A				X
Student B	X			
Student C		X		
Student D			X	

Vocabulary				
Group #2	Very limited and repetitive vocabulary	Limited vocabulary with repetitions	Appropriate vocabulary with some repetitions	Appropriate vocabulary with few repetitions
Student A			X	
Student B		X		
Student C				X
Student D			X	

4.2.3.1 Chart #3



A notable 12% of the students demonstrated an appropriate vocabulary with few repetitions. This indicates a strong command of diverse words and minimal redundancy in their language use. Recognizing and encouraging this group can inspire them to continue expanding their vocabulary in English. Conversely, 20% needed help with a very limited and repetitive vocabulary. This signals a potential area for improvement through vocabulary-building exercises or activities that encourage varied word usage. Tailoring lessons to enhance vocabulary diversity could greatly benefit this subgroup.

Furthermore, 29% had a limited vocabulary with repetitions. While there is room for improvement, the fact that they use a somewhat appropriate vocabulary suggests an ongoing engagement with language learning. Providing targeted support to reduce repetitions gradually could lead to improved language proficiency. The largest portion, 39%, demonstrated an appropriate vocabulary with some repetitions. This suggests a good

balance between using suitable words and occasional repetition. Recognizing their efforts and encouraging them to continue diversifying their vocabulary can contribute to sustained progress.

In conclusion, addressing vocabulary diversity is crucial for English language learners. Focusing on activities that promote the use of varied words and providing positive reinforcement for those making strides in this aspect can significantly enhance their language skills.

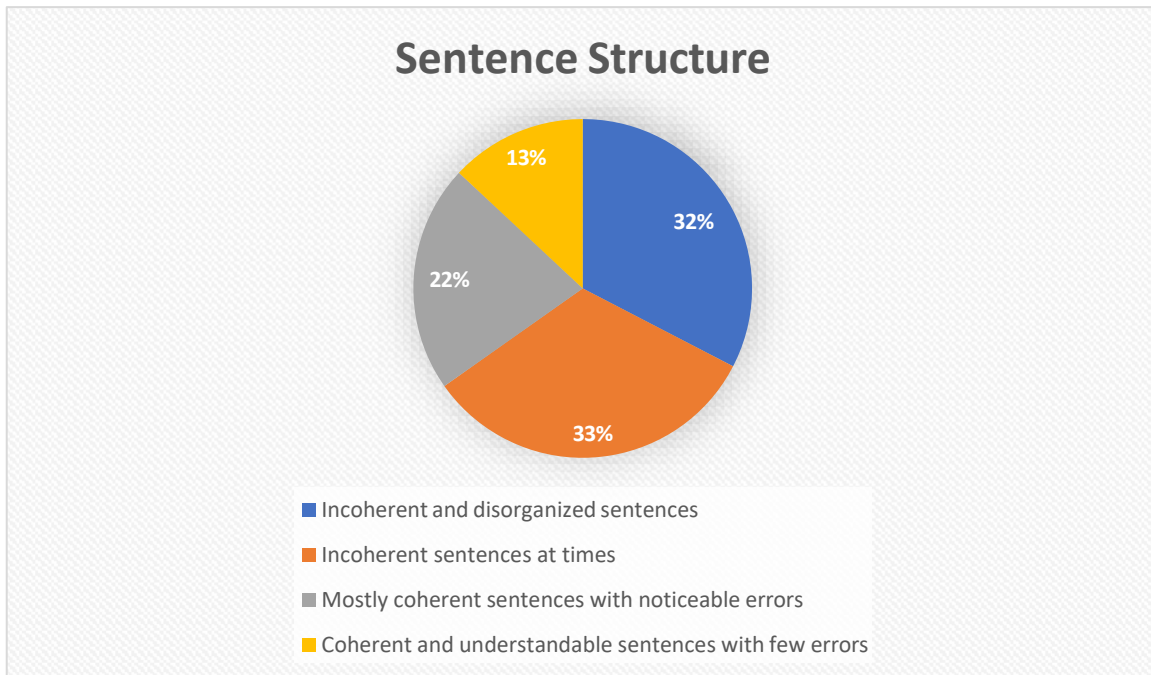
4.2.4 Evaluation #4

Sentence Structure				
Group #1	Incoherent and disorganized sentences	Incoherent sentences at times	Mostly coherent sentences with noticeable errors	Coherent and understandable sentences with few errors
Student A		X		
Student B	X			
Student C				X
Student D	X			

Sentence Structure				
Group #2	Incoherent and disorganized sentences	Incoherent sentences at times	Mostly coherent sentences with noticeable errors	Coherent and understandable sentences with few errors
Student A			X	
Student B			X	
Student C				X
Student D		X		

Sentence Structure				
Group #3	Incoherent and disorganized sentences	Incoherent sentences at times	Mostly coherent sentences with noticeable errors	Coherent and understandable sentences with few errors
Student A				X
Student B	X			
Student C		X		
Student D				X

4.2.4.1 Chart #4



Firstly, 13% of the students demonstrated a commendable ability to construct coherent and understandable sentences with few errors. This group showcases a strong grasp of sentence structure, contributing to effective communication. Recognizing their accomplishment and encouraging them to continue refining their skills is crucial for ongoing improvement—conversely, 22% presented mostly coherent sentences but with noticeable errors. While there is room for improvement, the fact that they produce mostly coherent sentences suggests a foundation in sentence construction. Providing targeted feedback on the identified errors and offering additional practice exercises could benefit this subgroup. A concerning 32% needed help with coherent and organized sentences. This signals a potential area for focused intervention. Engaging them in activities targeting sentence structure and organization could contribute to significant improvement. Approaching this group patiently and providing ample support to build their sentence-

forming skills is important. Lastly, 33% produced incoherent sentences at times. While there are challenges, the fact that they occasionally construct coherent sentences indicates an effort to engage in the learning process. Implementing strategies to enhance their consistency in sentence structure through guided cooperation techniques could be beneficial.

In summary, addressing sentence structure and organization is pivotal. Recognizing achievements, providing targeted feedback, and implementing engaging activities tailored to each group's specific needs can collectively enhance the students' proficiency in constructing coherent and organized sentences in English.

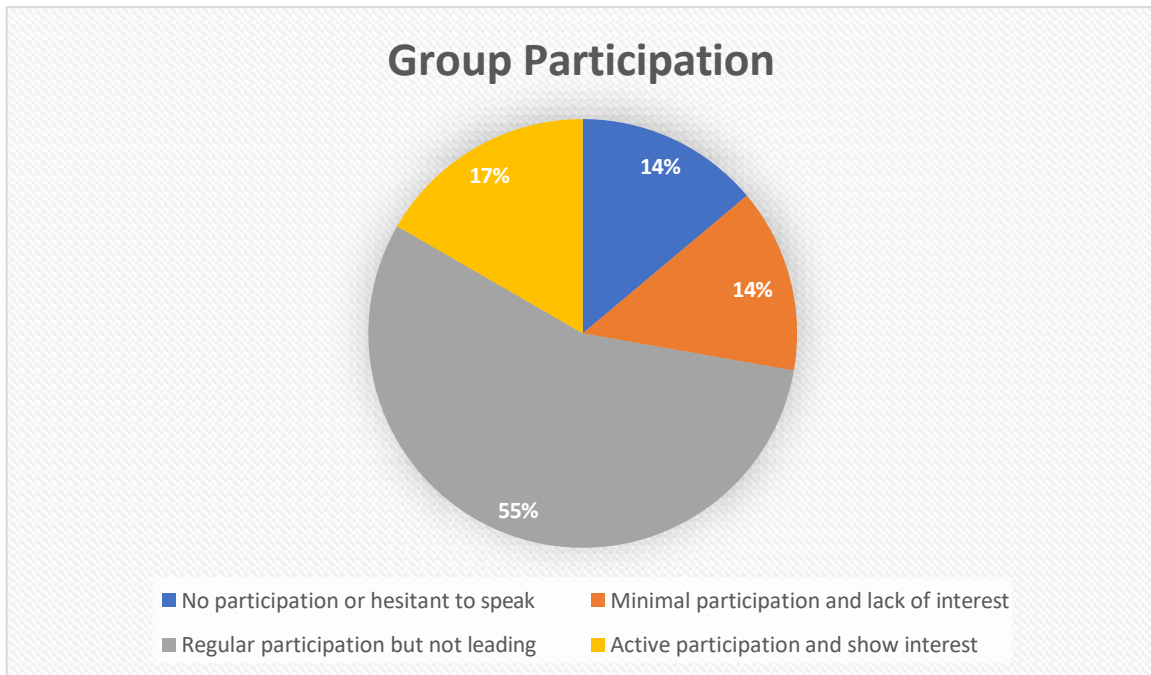
4.2.5 Evaluation #5

Group Participation				
Group #1	No participation or hesitant to speak	Minimal participation and lack of interest	Regular participation but not leading	Active participation and interest
Student A				X
Student B			X	
Student C				X
Student D	X			

Group Participation				
Group #2	No participation or hesitant to speak	Minimal participation and lack of interest	Regular participation but not leading	Active participation and interest
Student A			X	
Student B				X
Student C			X	
Student D				X

Group Participation				
Group #3	No participation or hesitant to speak	Minimal participation and lack of interest	Regular participation but not leading	Active participation and interest
Student A				X
Student B		X		
Student C			X	
Student D				X

4.2.5.1 Chart #5



To begin, 14% of students showed no participation or hesitation in speaking. This indicates a potential challenge related to confidence or comfort levels. As an English teacher, it would be beneficial to create a supportive environment, encourage participation in smaller groups initially, and gradually build their confidence over time. Similarly, another 14% demonstrated minimal participation and a lack of interest. This suggests a need to spark engagement and interest in the learning material. Incorporating more interactive and engaging activities aligned with their interests could be a strategy to draw them into the learning process.

On a positive note, 17% displayed active participation and a genuine interest in the conversations. Acknowledging and celebrating their enthusiasm is vital for maintaining and fostering their positive attitude towards English learning. Encouraging them to share their insights with the rest of the group could further boost their confidence. The majority, 55%,

engaged in regular participation but did not take on a leadership role. While consistent participation is a positive sign, encouraging them to take on leadership responsibilities within the group can further enhance their language skills and overall confidence. Implementing activities that rotate leadership roles or encouraging them to guide discussions could be beneficial.

In summary, fostering participation and interest is a nuanced challenge. Providing a supportive environment, tailoring activities to individual interests, and gradually encouraging more active roles within the group can collectively contribute to a positive and engaging English learning experience.

CHAPTER V

Conclusions and Recommendations

Fourth-grade students need to develop their ability to speak and to learn ways by which they can communicate effectively. Methods of teaching children the use of language must effectively retain this. This research explores Cooperative Learning as a teaching method that may potentiate fourth-graders skills in the oral field. We have considered the method that can result in significant innovation regarding how students speak and understand themselves. As Caulfield (2022) rightly states, *"The conclusion is where you wrap up your ideas and leave the reader with a strong final impression."* In the upcoming section, we will bring together the most important things we have learned, discuss what it means, and provide some ideas for teachers and future research. This will help make language learning better for students.

- I. **Specific Objective #1** *To investigate the effect of applying the Aronson Jigsaw technique on the development of effective speaking skills among fourth graders in a cooperative learning environment. Emphasize the continuous improvements of active listening, verbal expression and collaboration skills.*

This specific objective aims to assess the effectiveness of recognizing and understanding the unique skills of fourth-grade students. We seek to discover and acknowledge their skills, particularly concerning oral abilities, such as verbal expression and active listening. Another goal will be to establish a class environment that promotes and facilitates improved collaboration among the students. We want to make students work together more effectively, learning not from their teachers but from their peers too, making their education process rich and fostering a feeling of community and mutual support in the way of learning.

The Aronson Jigsaw technique is widely recognized among experts in cooperative learning methodologies as one of the most representative approaches for fostering

classroom cooperation. It was developed by Elliot Aronson, an American psychologist (Dhull & Verma, 2019). Among the various classroom cooperative techniques, it is the most emblematic. This method establishes interdependence among students by dividing learning tasks among them and structuring interactions through teamwork. It creates a dependency on each other to achieve their common objectives. With this technique, students become peer tutors, helping their classmates learn while also being tutored in return (Dabell, 2019). Each team member is assigned a different portion of the task, making the successful completion of the entire project contingent on cooperation. Like all cooperative learning techniques, it aims to promote cognitive development in school settings, where the school plays a significant role. It promotes a less individualistic approach and encourages more equal relationships among classmates. Additionally, it cultivates a balanced perspective on knowledge, emphasizing the exploration of diverse truths rather than relying solely on established ones (Aronson, 2021). Moreover, it fosters positive student interactions with peers and teachers through empathy, attentiveness, politeness, and mutual respect, contributing to a harmonious school environment.

- I. In this method, students are:
- II. Divided into teams (Puzzle Groups) to work on academic materials that have been divided into as many sections or pieces as there are team members (Dhull & Verma, 2019).
- III. Each team member is responsible for studying or mastering one of these sections or pieces.
- IV. Members from different Puzzle Groups responsible for the same sections come together to discuss their sections in Expert Groups.

- V. Students return to their initial teams (Puzzle Groups) and teach their sections to their peers.

The only way for students to learn the sections or pieces other than their own is by carefully listening to their team members.

Objectives:

- I. Structure interactions among students through teamwork.
- II. Foster interdependence among students to achieve their goals.

Advantages:

- I. Aronson observed significant improvements in all students, particularly those who were marginalized.
- II. It creates intense interactions among students as they are compelled to listen attentively to each other (Drouet et al., 2023).
- III. It generates positive attitudes towards school and classmates.
- IV. Significantly boosts self-esteem.
- V. Reduces hostilities, tensions, and prejudices.
- VI. Enhances academic performance.
- VII. Diminishes competitiveness.
- VIII. Encourages seeing classmates as sources of learning.
- IX. Develops empathy.

Role of the teacher:

- I. Suggest members (participants) for each puzzle group, ensuring maximum diversity (Dhull & Verma, 2019).
- II. Please select a subject from their curriculum to work on with this technique.
- III. Divide the subject into as many parts as there are puzzle groups.

- IV. Prepare the materials that each group will need for classroom work.
- V. Guide each group during the task's completion.

In short, the Jigsaw method by Aronson and other specific objectives to recognize the students' skills to work and motivate them to cooperate provide practical help for the students' collaboration in working and understanding efficiently. This will assist in school work but also make the learners feel good about themselves, reduce conflicts, and encourage learning from one another.

The building block of such interdependence and a friendly classroom is building a strong school community that supports all. Therefore, celebrating diversity and building individual strengths allows students to develop a deep appreciation for differences and a sense of co-responsibility towards fellow learners (Drouet et al., 2023). Therefore, as the most fitting cooperative learning approach, the teachers best facilitate this, leading the students in their co-discourse and constantly reinforcing what a collaborative learning culture looks like, thus, mutual support and respect.

The Aronson Jigsaw technique shows one of the most powerful insights on how cooperative learning can have far-reaching implications both academically and in life contexts. This is because each student actively engages in learning about others and treating them with respect, and this helps to establish a culture of inclusion and empathy and instill core skills they require in relating among people. Beyond this, it also serves as a beacon, signaling the changing direction of the education landscape with its vision of collaboration and inclusion within the classroom dynamic by all students.

II. **Specific Objective #2** *To examine the impact of the Research Group technique on promoting well-organized collaborative learning, with a primary force on improving fourth-grade students' oral communication and collaboration skills in the classroom.*

This objective checks how well the social construction theory and cooperative learning fit together. We want to see if we can use the social construction theory effectively in cooperative learning. We will examine where these ideas come together and how we can mix them to improve learning, helping students learn socially and academically.

1. The "Research Group".

This technique works well for helping students learn together in a friendly way. It is like when you and your friends do a project together in school (Jones, 2023). Here is why it is suitable for learning in groups:

2. Learning Together

In a Research Group, you and your classmates work on something as a team. It is like solving a puzzle together. You all talk and share ideas, and that is precisely how you learn. Learning with friends is essential because it reflects that we grasp things better when we talk and put our heads together.

3. Different Points of View

Your classmates might see things differently, and that is cool. It is like when you and your friends have different ideas about a game. In a Research Group, these different ideas can help everyone learn more (Weimer, 2018). Learning is like a giant puzzle, and everyone's piece is essential.

4. Talking and Listening

In a Research Group, you talk a lot with your friends. Talking helps you understand things better. It is like when you ask your friend to explain a game. Moreover, listening is

important too, because it helps you learn from your friends.

5. Building Knowledge

In a Research Group, you and your friends learn by doing things together. It is like building a fort with your friends. You work together and make something cool (Home, 2021). Learning is like that – you and your friends make knowledge together by working on and discussing projects.

6. Solving Problems Together

Sometimes, you and your friends need to solve tricky problems. In a Research Group, you do this as a team. You talk, think, and find answers together. This is how learning happens – by working together and helping each other.

Next, we will explain in detail how to carry out this technique, its goals, features, and other essential reference points for cooperative learning:

I. Description

This is a general classroom organization plan where students work in small groups using cooperative research, group discussion, and cooperative projects and planning. A unit that the entire class must study is divided into topics. Each group turns these topics into individual tasks and performs the necessary activities to prepare the group report. Then, each group makes a presentation to communicate their findings to the class. In developing the technique, we have followed the steps recommended by Sharon (year: to search).

II. Characteristics

- Groups of 3 to 6 members.
- Group's purpose: In-depth research on a topic during planned meetings.
- They do not receive pre-made information; they deduce it from their members' collaborative research (shared interests).

- At the end of the research, a GROUP REPORT is created.

III. Objectives

- To enable students, through the group, to discuss, assess, and interpret the informational content they receive in the classroom.
- To participate more actively in the selection of learning methods or procedures.

IV. Advantages

Achieving objectives related to:

- ✓ Discovery techniques.
- ✓ Democratic atmosphere.
- ✓ Free flow of ideas.
- ✓ Cooperation among members, etc.

All presentations should consider the following:

- Emphasize the main ideas and research conclusions.
- Ensure that all group members actively participate in the presentation.
- Organize and adhere to time limits for the duration of the presentation.
- Plan the audience's involvement as much as possible, assigning them roles to play or making them active during the presentation.
- Allocate time for questions.
- Ensure that the entire team and materials are available.

In this way, students gather knowledge and build essential life skills like talking to others effectively, solving problems, and being valuable community members. This technique is like a bridge that connects learning and building strong bonds with your classmates, making it a relevant and helpful way of learning in today's world.

III. **Specific Objective #3: *To evaluate learning resources that guide teacher in implementing cooperative learning techniques. Scrutinize how these strategies help improve fourth graders' classroom activities by emphasizing open communication, mutual respect and attentive listening.***

Cooperative learning is excellent for fourth-grade students to improve their speaking skills. When students work together in groups, they talk and share their ideas. This helps them speak clearly and fluently (Jacobs & Renandya, 2019). Also, in cooperative learning, students discuss things, debate, and make presentations. It means they practice speaking a lot, which is good for improving their oral skills. When students work together, they discuss different things and share their thoughts. This helps them learn new words and speak better (Anijah, 2023). In cooperative learning, students not only speak but also learn to listen to others. This is important because it helps them become better at communicating and listening. Cooperative learning is also about making friends and talking to them. It is like having fun while learning and meeting new people. When students talk in groups, they become more confident speaking in front of others. This helps them overcome their public speaking fear (Willis, 2021). In cooperative learning, students learn to respect what others say. They also learn to be kind and understand different points of view. Cooperative learning makes students better at talking, which is important for everyday life.

In summary, Collaborative learning, more precisely among fourth-grade students, helps in speaking skills and overall personality development. Fostering an atmosphere for open communication nurtures active listening as students share and exchange their ideas freely only to identify a sense of comradeship and friendship among peer learners. This approach helps develop a clearer understanding of varied perspectives and inculcates confidence within the children regarding putting across their expressions and perspectives

with clarity and conviction. Students gain valuable speaking skills and crucial social and cognitive abilities, forming a solid basis for future academic excellence and personal success.

Conclusion

In this comprehensive exploration, the chapters focus on the pivotal role of cooperative learning in developing fourth-grade students' oral proficiency and communication skills. The research underscores the significance of effective language teaching methods, particularly in cultivating speech and comprehension abilities, by leveraging cooperative learning methodologies. In particular, the Aronson Jigsaw and other cooperative approaches emerged as a transformational method that improves classroom cooperation, mutual support, and diverse student interactions (Aronson, 2021). A proposed implementation plan for this technique would insist on interdependency, where both the students learn from each other and build a balanced environment mutually (Dabell, 2019). An analysis of the individual objectives makes it apparent that the individual student's abilities are acknowledged, eventually encouraging cooperation and effective learning between them in a supportive classroom environment. The philosophical foundation of the social construction theory is nearly synonymous with cooperative learning, which supports problem-solving in a group, diversity in perspective, and possible interactions as an active participation for a total learning experience (Jones, 2023). The cooperative learning approach includes the Research Group technique, which aims to encourage learning together, varied opinions, and teaming, keeping in harmony with the aims of encouraging group discussions and a democratic ambiance for students (Jacobs & Renandya, 2019). It further highlights the enormously positive role that cooperative learning indulges in developing the students' speaking skills, encouraging free discussions, debates, and presentations without fear, and enhancing their communication, confidence, and overall personality (Anijah, 2023). The chapter's insights highlight the critical need for a

supportive, collaborative classroom environment that celebrates diversity, builds individual strengths, and fosters a culture of inclusion and empathy, all essential for comprehensive learning experiences.

In conclusion, this literature review discussed using cooperative learning to enhance fourth graders' oral communication skills. This method's potential benefits and drawbacks have been thoroughly examined, and various theories that support it have been covered. According to the literature review, cooperative learning can promote cooperation and teamwork among students, teachers, and community members while enhancing fourth graders' oral communication skills. To maximize the advantages of including cooperative learning in their classrooms, teachers must consider this approach's potential drawbacks and adapt their strategies to each student's needs.

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