

COOPERATIVE LEARNING WITH A GAME MODEL: EXPLORING STUDENTS' SPEAKING ABILITY ABOUT ASKING AND GIVING SUGGESTIONS

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ABSTRACT

The purpose of this study was to improve speaking competence through the COLEGA (Cooperative Learning with Game) model for public middle school students. This study was classroom action research. The subjects of the study were 40 students in grade VIII of the public middle school 46 Bekasi. We conducted the study in two cycles, cycle I and cycle II. In the meantime, we collected data by following the steps of classroom action research, which include planning, implementing actions, observing, and reflecting. We used quantitative descriptive analysis to analyze the data. The study's results demonstrated that most students struggled to comprehend and react to the speaker's words. We can conclude that the level of teacher and student activity in the learning process during the two cycles was very high. In cycle 1, the student's learning completeness was 44.18%, and in cycle 2, it increased to 86.04%, with an average score of 69.5 in cycle 1 and 79.13 in cycle 2. Therefore, we conclude that the COLEGA method in grade VIII of public middle school 46 Bekasi has enhanced students' speaking skills in asking and making suggestions.

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1. INTRODUCTION

We implement Cooperative Learning with Game model to enhance and diversify learning (Dyson et al., 2004; Balcan et al., 2015; Rahmah, 2023). In this model of cooperative learning with games, the teacher designs several games specifically for cooperative learning in speech. COLEGA is an abbreviation of Cooperative Learning with Games, which means cooperative learning using games. In the early stages, the teacher reads the rules of the project they will work on. Before giving the project assignment, the teacher first provides a model/example of conversation by showing a video packaged in the form of a game. The teacher continues the activity by incorporating dialogue exercises into card games and selecting the best speaker (Galvao et al., 2000; Johnson, 2000; Baker & Clark, 2010). The teacher modifies the game to

encourage students to observe and mimic the conversation in the video. Next, the teacher assigns each group the task of creating a script based on the given situation and then proceeds with the video.

Cooperative learning is a learning strategy where multiple students, each with varying levels of ability, form small groups (Slavin, 2011; Khair & Misnawati, 2022). In completing their group assignments, each student in the group must work together and help each other understand the subject matter (Bjørke & Mordal Moen, 2020; Millis, 2023).

A language game is a programmed activity and has several properties, such as certain tasks and objects, a set of rules, competition with players, and communication between players, both verbally and in writing (Ensslin, 2017; Christiansen & Chater, 2022). In a child's life, playing has a profound meaning. Every healthy child consistently craves play, implying that children who don't play often suffer from physical or mental illnesses.

The purpose of learning English is for students to have the ability to develop communication competencies in oral and written forms to achieve functional literacy levels (Andriani et al., 2021). Therefore, English subjects aim to foster the development of four language skills: listening, speaking, reading, and writing, enabling students to effectively communicate in English both orally and in writing. All aspects of English require serious and enjoyable teaching to facilitate student learning (Cremin, 2022; Yang & Kuo, 2023).

One of the subjects taught by a teacher is English, which presents numerous challenges in the delivery of material (McGrath, 2013; Tomlinson, 2023). Many students at public middle school 46 Bekasi perceive English as a formidable obstacle to surmount during the teaching and learning process. Especially in terms of speaking English. Many teachers struggle to find the most effective teaching methods that enable students to comprehend the material. Therefore, teachers must create a learning environment that encourages students to learn. By using a learning model, students can be active and enthusiastic (Troy Frensley et al., 2020; Dewaele & Li, 2021). Cooperative learning employs games as the method.

The problem that the author felt in learning English in the speaking material asking for and expressing opinions (Asking and Giving Suggestions) for grade VIII at public middle school 46 Bekasi is the difficulty of students to speak and pronounce. Many students struggle with speaking in English. Students still feel embarrassed to speak because they fear making mistakes.

Based on the above, the problem that will be studied in this classroom action research is whether the COLEGA method can improve students' speaking skills about asking and giving suggestions in junior high school students.

2. METHOD

This research, known as classroom action research, aims to enhance learning by addressing issues encountered in the classroom. The research subjects were students

from grade VIII public middle school 46 in Bekasi, West Java. This classroom action research involves four stages: planning, implementing actions, observation, and reflection. In the first cycle, we carry out action planning by (a) creating a learning implementation plan or learning scenario that aligns with the competency standards and basic competencies for implementation. (b) Compiling student learning activity observation sheets. (c) Compiling assessment instruments for planning, implementing, and presenting projects. (d) Creating the necessary cards and videos for the speaking learning process. (e) Preparing a daily notebook form used as learning reflection material in each cycle.

We are implementing the actions from cycle 1. As an introduction at the first meeting, the teacher greets, invites students to pray, and checks student attendance. The teacher prepares students to participate in learning activities and conveys learning objectives.

The core activities at the first meeting are round I and round II games. We outline the procedures for the round I games below. a) Students in pairs observe the video by filling in the blank text. b) The teacher announces the winner of the game, namely the pair with the highest score. c) Students imitate the video and various conversational expressions. The second round of the game continues the learning process, following these steps. The teacher distributes cards containing dialogue text. At this stage, the teacher pairs students with partners who differ from their previous ones. Students continue this process until they become proficient in the card conversation with various partners, preventing boredom.

Observation is the process of observing student activities during each research cycle. The implementation of the learning process occurs simultaneously with the observation activities. The observation focuses on student activities within a character-based learning model. The observation sheet prominently records every activity students carry out based on the observation indicators. Researchers carry out observation activities with the assistance of colleagues. Researchers then use the observations' results as study material for the reflection stage.

Researchers carry out reflection as the final stage in each cycle of classroom action research. Researchers aim to obtain an overview and evaluation of the advantages and disadvantages of their actions through reflection activities. We will maintain the advantages from one cycle and correct the disadvantages by rearranging the actions in the next cycle.

In cycle 2, the planning and implementation stages carried out are the same as in cycle 1. In addition, teachers must consider numerous factors when planning and implementing Cycle 2, including group arrangements, providing motivation for students in learning activities, and clearly and understandably explaining the material to them. Observations made in cycle 2 are the same as in cycle 1.

3. RESULTS AND DISCUSSION

Results

Table 1 below displays the findings from observations of students' interests and activities in learning English in cycles 1 and 2.

Table 1. Results of analysis of student interests and activities

Interval	Frequency	Percentage (%)
50 – 60	12	30,23
61 – 74	8	25,58
75 – 84	14	34,88
85 – 100	6	9,30

Test results in cycle 1:

The ideal maximum score is 4300. The total score achieved = 2780. The average pre-test score achieved: 69.5 There were 20 students who successfully completed the pre-test. There are 20 students who have not completed the pre-test. 20 Classical: Not completed. Percentage of learning completion: 44.18%. The average number of symptoms observed in student activity responses (N = 42) was 69.5.

From the data above, it can be explained that by applying the COLEGA learning method approach, an average value was obtained. The observed symptoms are the students' responses to their oral learning.

The results show that, in the first cycle, students have not yet completed their learning, as the percentage of students who achieved a score of less than 75 is only 42.85%, which falls short of the desired completion rate of 85%. Some students continue to struggle with understanding or constructing sentences. Figure 1 below presents the results of the frequency histogram analysis and the percentage of first cycle values.

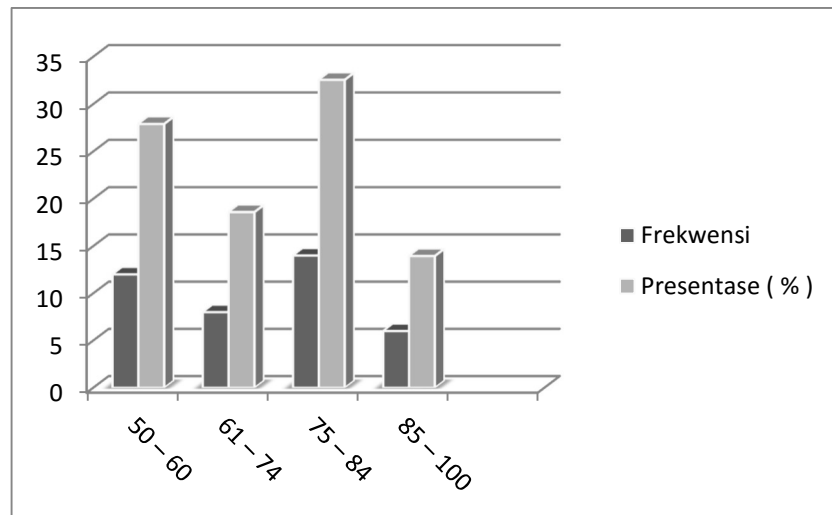


Figure 1. Histogram analysis and the percentage of first cycle values

The test results from the second cycle are as follows, presented in Table 2.

Table 2. Test results from the second cycle

Cycle II	Value
Lowest value	70

Highest value	90
Average value	79,13

The results in Table 3 below show that in the second cycle, students classically completed their studies, because 86.04% of students obtained a score of ≥ 75 , exceeding the desired completion percentage of 85%.

Table 3. Cycle II Results

Interval	Frequency	Percentage (%)
50 – 60	0	0
61 – 74	3	6,98
75 – 84	24	55,81
85 – 100	13	30,23

Additionally, Figure 2 below presents the frequency histogram and percentage of value from the second cycle.

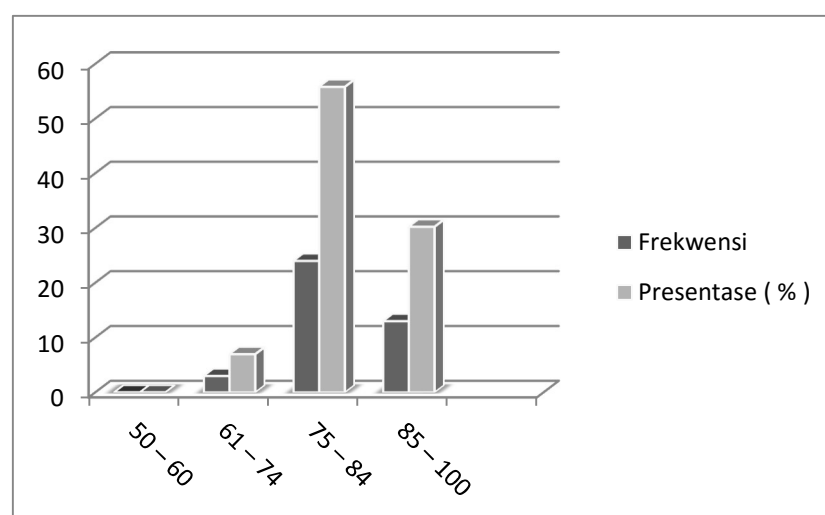


Figure 2. Histogram and percentage of value from the second cycle

Table 3. First cycle and second cycle intervals

Interval	Frequency	
	Cycle I	Cycle II
50 – 60	12	0
61 – 74	8	3
75 – 84	14	24
85 – 100	6	13

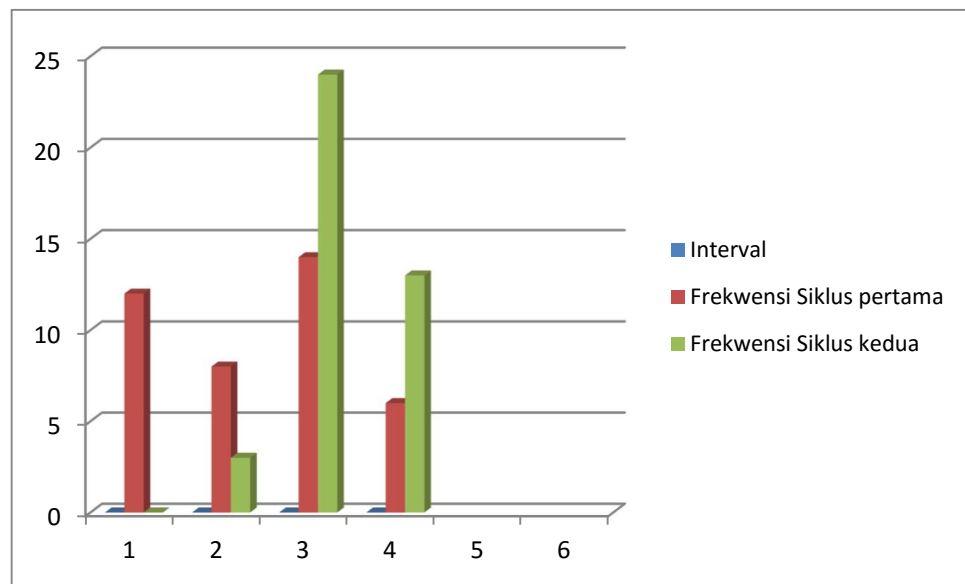


Figure 3. Combined interval and histogram of cycle I and cycle II

Discussion

The research data clearly demonstrates that the COLEGA learning method approach can stimulate students' interest in learning. The general enthusiasm of students in following each stage of the teacher-packaged learning is evident. The analysis of observation sheets recorded in the teacher's notes and the distribution of student questionnaires, which generally expressed satisfaction with the learning process during this research, serve as additional indicators. However, it is not without obstacles, because the euphoria (enthusiasm/spirit/energy) formed in activities that are important factors in learning the COLEGA learning model approach and the large number of students (40 students) often cause the interaction process to deviate from the essence of the learning process; this creates a bias in the concept that will be built.

After reflecting on cycle 1, the author implemented "Ice Breaking" as an effective interlude to bring students back into the learning zone for cycle 2. However, you have to be careful in choosing and implementing the right icebreaker; don't let it take up too much time. The icebreaking signs that must be really observed are (1) carried out in a short time, (2) followed by all students (colossal), and (3) if the target has been met, that is, students have returned to the learning zone, immediately return to the learning material.

The results of the students' tests in two cycles showed an increase in the number of students who achieved minimal completion. Specifically, in the first cycle, 44.18% of students achieved completion, and in cycle 2, this number rose to 86.04%. Meanwhile, the average score in cycle 1 was 69.5, and in cycle 2, it was 79.13. The description indicates a positive correlation between the rise in student learning outcomes and the learning outcomes themselves.

We apply the COLEGA learning model approach to English learning. Proven to improve the learning outcomes of grade VIII students at public middle school 46, Bekasi.

4. CONCLUSION

The research results from the two cycles, along with all the discussions and analyses, indicate that the application of the COLEGA Learning Model Approach in English learning enhances student activity and response. We can conclude that the level of teacher activity in the learning process during the two cycles was very high, as evidenced in each cycle. In cycle I, the student's learning completeness reached 44.182%, and in cycle II, it rose to 86.04%, with an average score of 69.5 in cycle I and 79.13 in cycle 2. Additionally, a comparison of the percentage increase in the average ability to ask for and express opinions in the first and second cycles reveals a completeness of 42.85% in the first cycle, increasing to 88.09% in the second cycle, and an average score of 69.5 in cycle 1 and 79.13 in cycle 2. This description confirms the hypothesis, demonstrating that the application of the COLEGA method can enhance students' capacity to ask and express opinions.

We recommend that students strive to be more diligent in their studies, whether in groups or individually, and consistently seek guidance from their teachers to avoid encountering learning challenges. Teachers should be more active, innovative, and creative in selecting methods and learning media to motivate students in their learning.

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