

**THE EFFECTIVENESS OF COOPERATIVE LEARNING  
IN ENHANCING STUDENTS' VOCABULARY FOR  
SPEAKING**

**ONG SI JUAN**

**FACULTY OF LANGUAGES AND LINGUISTICS  
UNIVERSITI MALAYA  
KUALA LUMPUR**

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**THE EFFECTIVENESS OF COOPERATIVE  
LEARNING IN ENHANCING STUDENTS'  
VOCABULARY FOR SPEAKING**

**ONG SI JUAN**

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**FACULTY OF LANGUAGES AND LINGUISTICS  
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# **THE EFFECTIVENESS OF COOPERATIVE LEARNING IN ENHANCING STUDENTS' VOCABULARY FOR SPEAKING**

## **ABSTRACT**

Traditionally, English classes in Malaysian schools are rather teacher-centred and this method tends to impede students' speaking skills. Coupled with the lack of vocabulary, it exacerbates their difficulty in using appropriate expressions in their speaking skills. Attempting to address these problems, the researcher used the Cooperative Learning (CL) method in her study because research has shown that it benefits greatly from the social interaction between students and improves the students' speaking skills, as its structured interaction design facilitates the accomplishment of group goals. This study examined the effectiveness of the CL framework in elevating L2 students' vocabulary knowledge which consequently led to the improvement of their English-speaking skills. The study uses a quasi-experimental design which involves 80 participants from a Chinese primary school in Malacca, Malaysia, using convenience sampling to allocate participants to the treatment group and the comparison group. The treatment group underwent the CL method while the comparison group experienced the traditional teaching method. Pre-test and post-test were used to compare results within and between groups to determine the efficacy of CL in this study. A post-intervention questionnaire and focus group interviews were then carried out with the experimental group to obtain data on their perception of CL. Finally, a survey on the use of English was conducted with both groups to establish what other problems they faced in speaking English. The results were analysed quantitatively and qualitatively. The quantitative results revealed better development in the students' mastery of vocabulary in speaking after the cooperative learning treatment compared to the traditional method. The qualitative findings revealed positive attitude towards the CL method of learning vocabulary. The findings on other problems they faced in speaking in English can be used

to inform future research in this area especially among L2 learners. There were some challenges in completing this study as time management was crucial when working in groups. The limitations of this study are that CL was applied to only a year grade of primary school students and the duration of the treatment was only 6 weeks. Therefore, any attempt to replicate this study should consider a longer timeframe and involve different year grades to ensure consistency in results and for finer-tuned findings.

Keywords: Cooperative Learning, Vocabulary, Speaking Skills, L2 Learners, Chinese Primary.

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**KEBERKESANAN PEMBELAJARAN KOPERATIF DALAM  
MENINGKATKAN KOSA KATA BAHASA INGGERIS UNTUK  
PERTUTURAN**

**ABSTRAK**

Secara tradisinya, pembelajaran Bahasa Inggeris di sekolah-sekolah di Malaysia lebih berpusatkan guru dan kecenderungan kaedah ini menghalang kemahiran bertutur pelajar. Tambahan pula dengan masalah kekurangan kosa kata di kalangan pelajar telah memperburuk kesukaran mereka dalam menggunakan ungkapan yang sesuai dalam kemahiran bertutur. Berusaha untuk mengatasi masalah ini, penyelidik menggunakan kaedah Pembelajaran Kooperatif (CL) dalam kajian ini kerana kebanyakan penyelidikan telah menunjukkan bahawa CL sangat bermanfaat dari interaksi sosial antara pelajar dan meningkatkan kemahiran bertutur pelajar, kerana reka bentuk interaksinya yang tersusun memudahkan pencapaian matlamat kumpulan. Kajian ini mengkaji keberkesanan kerangka CL dalam meningkatkan pengetahuan kosa kata pelajar L2 secara langsung meningkatkan kemahiran lisan mereka. Kajian ini menggunakan reka bentuk kuasi eksperimental yang melibatkan 80 peserta dari sekolah rendah Cina di Melaka, Malaysia, menggunakan pensampelan kemudahan untuk memperuntukkan peserta kepada kumpulan rawatan dan kumpulan kawalan. Kumpulan rawatan menjalani kaedah CL sementara kumpulan kawalan mengalami kaedah pengajaran tradisional. Ujian pra dan ujian pasca digunakan untuk membandingkan hasil dalam dan antara kumpulan untuk menentukan keberkesanan CL dalam kajian ini. Soal selidik pasca intervensi dan temu bual kumpulan berfokus kemudian dilakukan dengan kumpulan eksperimen untuk mendapatkan data mengenai persepsi mereka terhadap CL. Akhirnya, tinjauan mengenai penggunaan bahasa Inggeris dilakukan dengan kedua-dua kumpulan untuk menentukan apa masalah lain yang dihadapi oleh mereka dalam berbahasa Inggeris. Hasilnya dianalisis secara kuantitatif dan kualitatif. Hasil kuantitatif menunjukkan perkembangan

yang lebih baik dalam penguasaan kosa kata pelajar dalam pertuturan setelah perlakuan pembelajaran koperatif berbanding dengan kaedah tradisional. Hasil kajian kualitatif menunjukkan sikap positif terhadap kaedah CL untuk belajar kosa kata. Penemuan mengenai masalah lain yang mereka hadapi dalam bertutur dalam bahasa Inggeris boleh digunakan untuk memberitahu penyelidikan masa depan di bidang ini terutama di kalangan pelajar L2. Terdapat beberapa cabaran dalam menyelesaikan kajian ini kerana pengurusan masa sangat penting ketika bekerja dalam kumpulan. Batasan kajian ini adalah bahawa CL diterapkan pada murid tahun satu sekolah rendah dan jangka masa rawatan hanya 6 minggu. Oleh itu, sebarang usaha untuk menjalankan kajian seperti ini harus mempertimbangkan jangka masa yang lebih lama dan melibatkan darjah yang berbeza untuk memastikan konsistensi dalam hasil dan untuk penemuan yang lebih baik.

Keywords: Pembelajaran Koperatif, Kosa Kata, Kemahiran Bertutur, Pelajar L2, Sekolah Rendah Cina.

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## LIST OF SYMBOLS AND ABBREVIATIONS

CL	:	Cooperative Learning
SBELC	:	School-Based English Language Assessment
L2	:	Second Language
SK	:	Sekolah Kebangsaan (National School)
SJK(C)	:	Sekolah Jenis Kebangsaan (Cina) (National Type School)
SJK(T)	:	Sekolah Jenis Kebangsaan (Tamil) (National Type School)
Form 1	:	Secondary Year 1
MEF	:	Malaysia Employers Federation
UPSR	:	Ujian Pencapaian Sekolah Rendah (Primary School Assessment Test)
MoI	:	Medium of Instruction
KSSR	:	Kurikulum Bersepadu Sekolah Rendah
MoE	:	Ministry of Education
GoM	:	Government of Malaysia
KPM	:	Kementerian Pendidikan Malaysia
eRAS 2.0	:	Education Research Application System Versi 2.0
EFL	:	English as Foreign Language
ESL	:	English as Second Language
SLA	:	Second Language Acquisition
CEFR	:	The Common European Framework of Reference for Languages
STAD	:	Student Teams-Achievement Divisions
ZPD	:	The Zone of Proximal Development
RQ	:	Research Question
EPV	:	English Vocabulary Profile Focus group interviews
FGI	:	Focus group interviews

SPSS	:	Statistical Package for the Social Sciences
IQ	:	Interview Question
R	:	Respondent
PR	:	Peer Relationship
FL	:	Fun Learning
TME	:	Teamwork Is More Efficient
BA	:	Better Achievement
PSS	:	Problem Solving Skill
PL	:	Peer-Learning
PS	:	Peer-Support
PF	:	Peer-Feedback
FL	:	Faster Learning
LTD	:	Learn Through Discussion
ETL	:	Easy to Learn
AWS	:	Apply in Writing Skill
LEW	:	Learn Extra Words
A	:	Achievement
BM	:	Better Memory
AV	:	Activate Vocabulary
CI	:	Confidence and Improvement

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## CHAPTER 1: INTRODUCTION

### 1.1 Introduction

The main purpose of this study is to examine how effective Cooperative Learning (CL) would be in elevating English as a Second Language (ESL) students' vocabulary knowledge and consequently lead to the improvement of their English speaking skills in a Malaysian environment. This study would also be of significance to other second language (L2) learners who face similar problems. In order to contextualize the study, this chapter provides background information on the Malaysian public education system with an emphasis on the Primary English Language Curriculum and Standards-Based English Language Curriculum (SBELC), as well as other relevant information about the current study. The chapter then details the problem statement leading to the purpose of the study and its objectives and research questions. It then highlights the significance of the study as well as its scope before concluding with a preview of the other chapters.

### 1.2 Background of The Research

#### 1.2.1 The Malaysian Public Education System

The Malaysian public education system which comprises preschool, primary, secondary, pre university and higher education is *multilingual* to some extent. The *multilingual* school system is divided into the national schools [Sekolah Kebangsaan (SK)], the national type schools which consist of the Chinese schools [Sekolah Jenis Kebangsaan (Cina) (SJK [C])] and the Tamil schools [Sekolah Jenis Kebangsaan (Tamil) (SJK [T])]. While they share the same syllabus, these schools use different medium of instruction (MoI) for non-language subjects. The MoI is in Mandarin for the SJK [C], while it is in Tamil for the SJK [T]. The national schools use Malay or Bahasa Malaysia as their MoI.

English is the second language (L2) in the education system in Malaysia (Gill, 2002). According to education policies, English is a compulsory subject for education at all levels, which means that English stands alongside strong indigenous languages. Thirusanku & Yunus (2012, p. 2) state that “In ESL countries, English exists side by side with strong indigenous languages, is widely spoken, and assumes prominent intranational, sometimes official functions, as the language of politics, the media, jurisdiction, higher education, and other such domains (as in Ghana, Nigeria, India, Singapore, Malaysia, etc.).” Besides being the L2 in Malaysia, English is also very important in the economic sector as it is used extensively in the banking industry and for commercial development. However, despite having studied English formally for more than 11 years, the majority of Malaysian students’ language skills are still not up to expectations (David et al., 2015). This poses a serious problem as English communication ability, especially oral communication, is one of the requirements for employment. In a survey executed by the Malaysian Employers Federation (MEF), Tan Sri Azman Dato’ Seri Haron (2016), who is the President of MEF highlighted that more than 90% of respondents indicated that they needed to raise their English ability so as to find employment.

### **1.2.2 Primary English Language Curriculum**

The Malay language is the national language that has to be learned at all levels of the national schools. All four language skills in Malay, listening, speaking, reading, and writing, must be mastered by the students. For National type schools, students must achieve a minimum grade of C in Malay and in English language in the Primary School Achievement Test, also known as the Ujian Pencapaian Sekolah Rendah (UPSR), otherwise they will need to undergo a one-year transitional class, commonly called ‘Remove’ class (Kelas / Tingkatan Peralihan), before joining Form 1 (Secondary Year 1).



Since 1957, the role and status of English has been regarded as an important second language (English as a second language) in the Educational Ordinance and reaffirmed in the Education Act (GoM, 1961 & 1996) and the National Education Policy issued in 1970 (MoE, 2012). For upper primary levels (Years 4 to 6), English language is allocated 300 minutes per week (equivalent to 10 lessons) in the national schools (SK) whereas only 180 minutes per week (equivalent to 6 lessons) in the national type schools (SJK(C) and SJK(T)).

A Kurikulum Bersepadu Sekolah Rendah (KSSR) survey published by the Malaysian Chinese School Teachers Association revealed that while sufficient time had been set aside for the learning of the Malay language in primary school, not adequate time had been allocated for English in the national-type schools (Bahagian Pembangunan Kurikulum KSSR, 2017). As noted earlier, the time set aside is only 180 minutes which equals to only 6 lessons a week. Although the problem seems to be the insufficient number of hours allocated for the learning of English, it cannot be increased in SJK (C) schools because the students are already studying 27 hours a week in total, and staying on in the school till 1.45 p.m.

What is also pertinent to note is that students in SJK (C) schools have the opportunity to learn English only during English lessons which are conducted on four days in a week. In other words, they are dependent on the school lessons for their language development. The method of instruction in these schools is teacher-centered instruction, or a traditional teaching method. In the traditional teaching method classroom, the teacher carries out the lesson using a teacher-centred approach; explaining the meaning of the vocabulary from the textbook, focusing on English syntax and semantics, and doing most of the talking. Since the number of hours cannot be increased, it is then important to maximise the effectiveness of the teaching during the allocated 180 minutes. The use of the CL method

gives the opportunity for students to think on their own and create an active learning environment among themselves. By facilitating, teachers play an important role in assuring the success and effectiveness of implementing the CL method in schools.

The Malaysian Education Blueprint (2013-2025) reveals that all students should be adept in the English language as elucidated by the Common European Framework of Reference (known as CEFR). Towards achieving this goal, the Malaysian Ministry of Education (MoE) has collaborated with Cambridge English to develop the Standards-Based English Language Curriculum (SBELC) which was devised and first formulated on the Year 1 cohort (2011) in public schools and proceeding henceforth. The SBELC is a Primary English Language Curriculum, designed to enable students to communicate well using basic language skills in a variety of environments that are suitable for students' development. The SBELC consists of English language content mapped with Learning Standards and teaching methods that are compliant with the CEFR. According to the English syllabus, all four language skills – listening, speaking, reading, and writing – are taught but the specific order is not specified in SBELC. Teachers may take up one or more lessons for each skill until they reach the goal. Thus, very often, listening and speaking skills are learnt incidentally during the process of learning, whereas reading and writing skills, are considered more important, in class.

As stated in the SBELC, its purpose is to provide students with good communication skills with basic language skills. Parupalli (2019) mentioned that speaking skills are the most important skills for foreign language or L2 learning. Spoken language is considered to be the most important skill among the four language skills for learning a foreign language or a second language. Brown & Yule (1983) mentioned that spoken language refers to skills that will judge students in most situations in real life. Regarding of its importance, the facts can be displayed intuitively that speaking seems to be the most

important skill to be proficient in. Success depends on the ability to engage in a conversation that can construct meaning in the interaction process. This process involves receiving, processing, and producing information. By mastering speaking skills, people can give ideas, exchange information, and carry out conversation with others. Therefore, it is crucial to develop English speaking proficiency from primary school itself.

For the purpose of developing English spoken skills, students must participate actively in oral tasks in the classroom (Derakhshan, Tahery, & Mirarab, 2015). Unfortunately, in the formal learning process of English in Malaysia, as reported by Ning (2011), teachers seem to be the only source for students' learning. Students are passive recipients and for the most part, teachers are dominant in the classroom, resulting in students having less opportunity to interact or speak during the class. Teacher-centred learning impedes students' development especially where the speaking skills are concerned as students do not learn speaking just by listening; but by practising speaking (Derakhshan, Tahery, & Mirarab, 2015). Due to lack of exposure and practice in speaking, students lose focus and interest in learning English and become demotivated. In fact, students' passive learning and inactivity in the classroom largely restricts the interaction between teachers and students and leads to cognitive and understanding failures in the learning process (Hardman & Abd-Kadir, 2010; Herrmann, 2013; Rocca, 2010).

Today, students have different academic abilities, ethnicity, culture, and special needs, making the diversity of the classroom. The teacher is under pressure in helping students to perform better on standardised tests. Hence, implementing alternative teaching methods has become more urgent. Various approaches have been incorporated in classrooms to equip students facing the challenges of the real world. One of the approaches advocated by the SBELC is that which emphasises collaborative learning. Mitchell (2014) stated that efficient teachers will use various teaching strategies in

teaching, and suggested that teachers adopt research-based teaching methods such as cooperative learning to help students improve their performance.

There are differences between cooperative learning and collaborative learning. Collaboration is a synchronized and coordinated activity where participants continually try to develop and maintain solutions to problems shared among them. Collaborative learning is more suitable for students who have beyond foundational knowledge that will allow them to draw their own conclusions. Cooperation is a structured interaction designed so that the goal can be accomplished by dividing the designated portion of the problem separately among the participants. It is more suitable and effective for students with only foundational knowledge such as primary students.

Bruffee (1995) sees these two approaches as complementary; the purpose of cooperative learning is to start the learning, while collaborative learning continues the process. As mentioned by Rockwood, (1995), cited in Panitz (1999, p. 6) “According to my teaching experience, cooperative represents the best means to approach mastery of foundational knowledge. Once students become reasonably conversant, they are ready for collaborative, ready to discuss and assess.” Smith & MacGregor (1992) further explained, “cooperative learning represents the most carefully structured end of the collaborative learning continuum” (p. 15).

Although there are differences between collaborative and cooperative approaches, they are similar in the sense that people work together to achieve the same target. Students work in groups on structured activities to pose important questions or create meaningful projects. Students share their specialty and strengthen their existing skills as well as their interpersonal skills while working in small groups. Students’ work can be assessed individually or in groups. To ensure that everyone can contribute and the contributions are valued, all groups need to be small and diverse.

Although the SBELC emphasises students working together in the learning process, it is not practised in some schools. Due to lack of resources and time, and the perceived difficulty in getting the school's cooperation, teachers do not fully adopt the approaches advocated by the SBELC. Their views are supported by Mimi Haryani et.al. (2004), who indicated that compared to the traditional teaching method, the implementation of CL in classroom required much more time, especially for inexperienced teachers.

In the current study, I have focused on studying the extent to which CL can develop students' vocabulary and lead to the improvement of speaking skills. The study employed CL in students' language learning effort to create an environment which allows students to participate and use the language to achieve set targets. The objectives were to discover whether CL helps to develop proficiency in the English speaking skills specifically related to vocabulary knowledge of non-native speakers of English, i.e. Chinese primary school (SJK [C]) students.

### **1.3 Problem Statement**

After 4 years of learning English in school, there is still a high percentage of students who are not able to communicate well in English. In 2018, an oral English test conducted in a SJK Chinese school found that 54.1% of the students were not able to speak well in English although they have been learning it for 4 years. Being a teacher myself at a SJK (C) school, I have noticed that increasingly more Chinese primary students struggle with the use of vocabulary in speaking, and this in turn affects their fluency or their ability to speak English using appropriate expressions. In order for graduates to obtain employment, to begin with, they must be able to communicate during job interviews. In fact, the prospective employers do not want to employ graduates who are not able to express themselves because of a lack of vocabulary. Attempting to address these problems, I used the Cooperative Learning (CL) method in this study because studies

have shown that it benefits students greatly due to the social interaction among themselves and improves the students' speaking skills, as its structured interaction design facilitates the accomplishment of group goals.

#### **1.4 Research Objectives and Research Questions**

This study aims to examine how effective CL would be in elevating the use of English vocabulary in the speaking skills of ESL learners. The research objectives are to examine the effectiveness of the CL framework in elevating L2 students' vocabulary knowledge for speaking and to ascertain students' perceptions toward the use of CL in enhancing their vocabulary in spoken English. Lastly, for the purpose of future studies, this research attempts to identify other difficulties that L2 learners face in using English to respond coherently in conversations.

The objectives of the study can be translated into the following Research Questions:

- (1) Does CL treatment show a significant difference in students' mastery of vocabulary in spoken English?
- (2) What are students' perceptions towards the use of CL to enhance their vocabulary in spoken English?
- (3) What other issues are faced by students in their spoken English?

**Hypothesis (H<sub>1</sub>):** The use of CL has positive influence on students' learning of vocabulary for speaking.

**Null hypothesis (H<sub>0</sub>):** The use of CL has no effect on students' learning of vocabulary for speaking.

## **1.5 Significance of The Study**

The findings of this study regarding the use of the CL method will benefit all those learning speaking skills, especially L2 learners who face similar issues. Through the implementation of CL in the classroom, this study provides the participants opportunities to help each other in group work. In order to explain the tasks to their teammates, students need to organise their thoughts and engage in thinking that builds on the ideas of others (cognitive elaboration). This process will greatly enhance their own understanding. Moreover, the findings of this current study would be applicable across all subject areas especially in language arts, reading and social studies as well as being applicable to learners of all ages and all tasks involving conceptual understanding, problem solving, classification, and reasoning.

## **1.6 Scope of the Study**

This study involves 80 participants from a Chinese primary school in Malacca, Malaysia. Due to constraints of time and cost, the study is limited to only one Chinese primary school, and it emphasizes only the size of vocabulary used in the speaking skill.

## **1.7 Conclusion**

This chapter has provided the background information of this study, the problem statement, research objectives, research questions, significance of the study and the scope of the study.

This dissertation has five chapters. Chapter Two presents the theoretical framework of the study, an overview of previous studies on knowledge sharing through the CL framework that comprises the main focus of the research described in this dissertation. Chapter Three details research design, the procedure of data collection and data analysis. It gives detailed information on the treatment used in this research, that is, CL and its implementation. Chapter Four discusses the findings that correspond to the three research

questions and Chapter Five comprises the discussion, suggestions for further research, and conclusions.

Universiti Malaya



## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter presents an overview of literature relevant to this study. It includes the theoretical framework, a discussion of concepts, review of previous studies and critical issues raised in research which are related to this study. Section 2.2 explains the theoretical framework while Section 2.3 explains the differences between collaborative and cooperative learning, with the subsections providing the definition of CL and the five components of CL. Section 2.4 discusses several concepts pertinent to the study. The subsections involve the literature related to the speaking skill, the issues concerning L2 speaker, linguistic knowledge, vocabulary acquisition, L2 vocabulary knowledge and L2 speaker and the role of vocabulary in speaking. Subsequently, Section 2.5 reviews past literature that highlights the pros and cons of using other methods for enhancing English vocabulary in speaking as well as studies that have implemented CL for the same purpose.

### **2.2 Theoretical Framework – Social Constructivism**

Social constructivism, proposed by Lev Vygotsky (1896-1934), is the main theory supporting cooperative learning. He adopted a socio-cultural approach in his studies with children. This method can be simply described as “cooperation” and “cultural”. He emphasized the importance of culture and interaction in the development of cognitive ability. Vygotsky asserted that children's personal development, including their thoughts, language, and reasoning process, through social interaction with others (especially parents and teachers), are opened up. He believed that a person not only possesses a set of abilities, but also a set of potential abilities that can be realized under the proper guidance of others. He discovered that the things occurring in the social environment (such as dialogues, actions, and activities) with teachers and knowledgeable peers can help children learn, develop, grow, and promote learners' learning potential. Without this

interpersonal instruction, he believed learner's minds would not advance very far as their knowledge would be based only on their own discoveries.

One of Vygotsky's most important theories is the "Zone of Proximal Development" (ZPD). The concept of ZPD is widely used to study the mental development of children due to its relation to the educational environment. The ZPD has been defined as: "The distance between the actual level of development determined by independent problem solving and the potential level of development determined by problem solving under the guidance of an adult or in cooperation with a more capable partner" (Vygotsky, 1978, p. 86). Vygotsky believed that when a student completes a specific task in ZPD, providing appropriate help will provide the student with enough "boost" to attain the task. To help a person pass through the ZPD, educators are encouraged to focus on the three important components that contribute to the learning process.

First, ZPD captures children's gradually maturing cognitive skills, which can only be honed with the help of people with higher skills (Tudge, 1992). This means that where tasks are involved, students can complete tasks with the guidance and help of adults, skilled children, or other knowledgeable people. Second, social interaction with skilled tutors allows learners to observe and practice their skills. Vygotsky exemplified that without the support of social interaction between peers and teachers, it is impossible to achieve results in ZPD. When his peers and teachers adjust their support to suit his teaching needs, the learner may make progress in his ZPD. Third, scaffolding or supportive activities provided by educators or more capable peers support students, as he or she is led through the ZPD. The ZPD concept is entailed as a scaffolding, which is a "support point" structure for performing actions.

"Vygotsky scaffolding" or "scaffolding" which is part of the educational concept of ZPD, is a teaching method that can help students learn more by cooperating with teachers or more capable peers to achieve their learning goals. The theory behind "Vygotsky Scaffolding" is that compared to independent learning, students learn more when working with others who have more skills and knowledge than them. These lecturers or peers are "scaffolding", which can help students expand the scope of learning and learn more. The concept of scaffolding was first developed by Wood, Bruner & Ross (1976) while applying Vygotsky's ZPD concept to various education environments although Vygotsky himself never mentioned the term scaffolding.

Based on the interpretation of ZPD, some teaching plans were developed, including mutual teaching and dynamic evaluation. An example would be of a child using ZPD when he is learning to speak. As the speech develops, it will affect the way the child thinks, which in turn affects the way the child speaks. This process creates more opportunities for children to expand their vocabulary. When they learn to communicate ideas in a more effective way, they receive more complex feedback, which in turn improves their vocabulary and speaking skills.

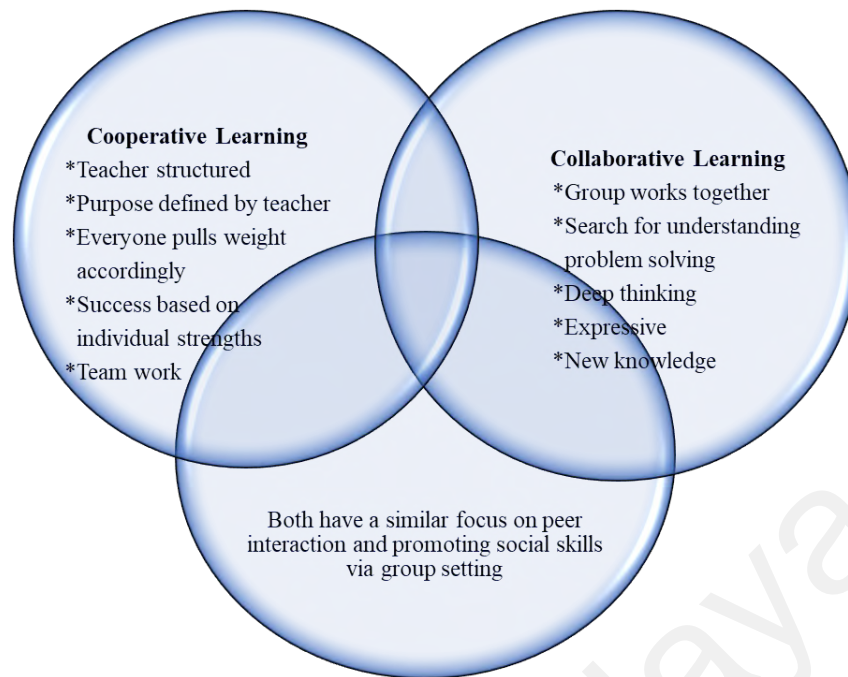
The characteristic of constructivist learning is the transformation from a behaviorist education model to a model based on cognitive and social learning theories (Kaufman, 2004). Vygotsky's concept of social constructivism is that learners play an active role with their peers (shared knowledge) when constructing meaning. Studies have shown that when students are confident in their abilities and of peer support, they are more likely to become active participants in classroom learning activities (Ur, 1996). Vygotsky's social construction is related to cooperative learning in that through cooperative learning, students can form small learning teams in groups to solve problems or perform tasks guided by teachers.

Hence it can be seen how the insights received from a review of the literature has been used to conceptualize the theoretical framework of this study.

### **2.3 Differences Between Collaborative and Cooperative Learning**

Collaborative learning is a teaching method that allows students to learn important issues or create meaningful projects through collaboration. Students in groups discussing lectures or students from different schools working together on shared assignments via the Internet are examples of collaborative learning. Through collaboration, students can make personal progress while working together for a common goal. Students are responsible for each other and manage themselves under appropriate guidance. Students learn to better understand and predict differences, recognize differences among themselves and with others, and use these differences to their advantage.

Cooperative learning (hereinafter referred to as CL) is a special kind of collaborative learning and is the main focus of this study. In CL, students carry out organized activities together in small groups. They are responsible for their work and evaluate the work of the entire team. Cooperative teams learn to work in teams via face to face. They learn to cope with conflict. If the groups are guided by clear goals, students will engage in many activities to deepen their understanding of the topic being explored.



**Figure 2.1: The Differences Between Collaborative and Cooperative Learning (Clare, 2015)**

### 2.3.1 Cooperative Learning

Cooperative learning is a set of guidance through which students are encouraged to engage in academic tasks (Slavin, 1995). It is a teaching technique in which students in groups work at activities to learn from each other to their best and attain particular targets (Johnson, Johnson & Smith, 1998). In CL, students in groups work to help each other in learning academic content (Slavin, 1995). The CL method is a student-centred model and has become increasingly popular as a substitute to teacher-centred paradigms. Many current studies indicate that CL has a positive effect with varying results (Johnson & Johnson, 2002).

Many of the studies on the effects of CL have consistently shown that CL helps to improve students' oral English (Pattanpichet, 2011), English reading comprehension (Bolukbas, Keskin & Polat, 2011; Meng, 2010; Law, 2011) and English writing (Roddy, 2009). By using the CL method, the teachers' traditional role has shifted from a communicator of knowledge to an intermediary of learning (Calderon, 1990) which

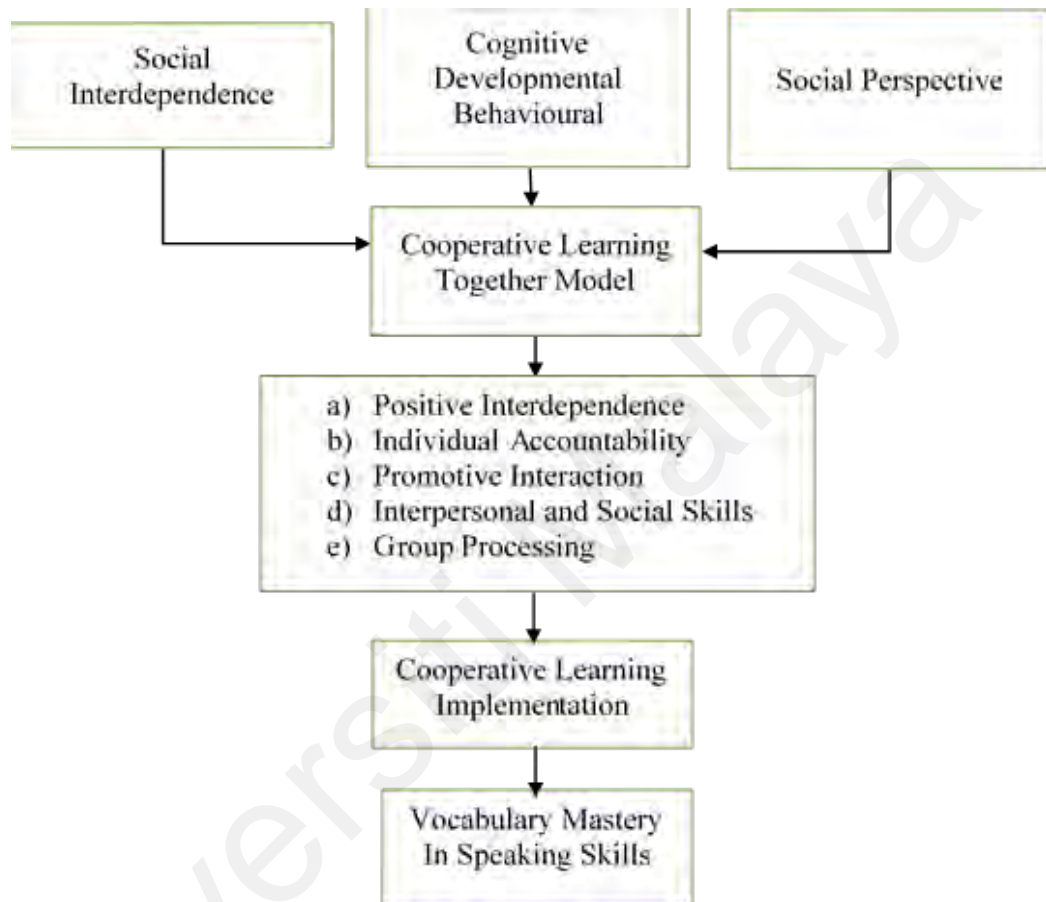
involves facilitating, modeling and guidance. Teachers have been advised to retain a safe, non-threatening and student-centered environment to help students make positive contributions to the cooperative activities allocated to their groups (Ning, 2011).

Johnson & Johnson's (1994) CL "Learning Together" Model has five basic components based on group learning, which can be applied widely to any CL circumstance. Johnson and Johnson's model was supported by Vaughan (2002) who noted that it is essential for cultivating personal and academic success. Rimmerman (2004) considered Johnson and Johnson's model as heralding the modern era of CL. This model can be widely applied to all subjects and grades.

Johnson & Johnson (1994) believed that CL comes from three different theoretical perspectives: social interdependence, cognitive development, and behavioral learning. The first theoretical perspective is social interdependence that began in the early 1900s. Deutsch (1949), who advocated the theory of social interdependence, believed that the interaction between individuals depends on the structure of social interdependence. There are two ways of personal interaction. The first way is through promoting interaction that comes from the positive interdependence between team members, while the second is the opposite interaction. The latter comes from negative interdependence - each member tries to minimize or prevent the success of other members.

The second theoretical point of cognitive development was put forward by Piaget (1965). The cognitive development theory postulates that when team members participate in CL activities, they will participate in discussions and it is possible that cognitive conflicts may occur but these will eventually be resolved. Members will contribute their opinions and information, discussions will take place, weaknesses in each other's inference strategies would be pointed out, corrections will be made, and finally they will learn new concepts and information from each other. The third perspective is the

behavioural social perspective, which was proposed by Bandura (1977). Behavioural learning theory stresses the role of group strengthening and external motivation for learning that sustains Slavin's (1983) theory that external team rewards will encourage further interaction and heighten learning efforts among CL team members.



**Figure 2.2: Learning Together Model (Johnson & Johnson, 1994)**

In order to discover the effect of CL on the vocabulary mastery in speaking skills of primary school students, this study adopted Johnson and Johnson's "Learning Together" model. It was believed that the five-component theory advocated by Johnson & Johnson (1994) can maximize the success rate of the CL method. In order to make the activities truly cooperative, each activity needs to have the five basic components of CL (Johnson, Johnson, & Smith, 1991).

### **2.3.2 Basic Components of CL**

There are five main components which makes CL different from merely grouping students to learn (Johnson, Johnson, & Smith 2006):

#### **a) Positive Interdependence**

Students have to work together to achieve a common goal. They must know that they are connected to each other. They have to either sink or swim together. In other words, students need mutual support, explanation, and guidance. The team will not be able to achieve the desired goals without the help of its members.

#### **b) Individual Accountability**

The success of the team is the responsibility of each member. It is essential for the group to know its members well - who needs more help, encouragement, and support to complete the task. It is also important for team members to know that they are not allowed to “hitchhike” others’ work (Jolliffe, 2007). To learn and help others in the group to learn, each student in the group needs to develop a sense of personal responsibility.

#### **c) Promotive Interaction**

This is about the interaction between students to help each other complete tasks and the group's common goals. Students must perform oral interactions on learning tasks (Johnson & Johnson, 2008). They should also explain to each other, teach each other, and assist, encourage and support each other.

#### **d) Interpersonal and Social Skills**

The skills needed include providing productive feedback, measuring up a general agreement, communicating precisely and clearly, and involving each member in the process of learning. Before the group completes the learning task, these skills must be



taught and practiced. Thus, teachers should intently and clearly teach students the necessary skills. The teacher is a person who acts as a friend, coordinator, conductor, mentor, consultant, and facilitator in the process of learning. He or she is not one who measures student abilities based on the final product. (Cowe et al., 1994).

#### **e) Group Processing**

This is an important aspect of CL. All team members need to evaluate their functions and contributions to the success of the task. The emphasis is on positive behavior rather than negative behavior. This in turn makes students think about the learning process itself.

### **2.4 Main Concepts in the Study**

This study focuses on vocabulary skills for speaking English for Year 4 students who are L2 learners of the language. Therefore, it is important to discuss the concepts of speaking and vocabulary, as well as the difficulties faced by L2 learners in learning to speak in English.

#### **2.4.1 Speaking Skills**

Spoken language is the activity of transmitting messages between the speaker and the listener. In other words, the focus of the speaking activity is that of the speaker communicating his message to the listeners/audience. In this case, the speaker and listener should be able to understand each other. The speakers should be able to produce sounds related to messages, while listeners can perceive, process, and respond to messages. As mentioned by Efrizal (2012) & Pourhosein Gilakjani (2016), the spoken language is of great significance to interpersonal interactions whereby people speak to each other every day and everywhere. Spoken language is a way of communicating ideas and information verbally. If we want to encourage students to communicate in English, we should use the language in actual communication and require them to speak in English.

The purpose of communication is to convey information from one person to another through the choice of spoken or written words, ideas, concepts, emotions, and thoughts. Speaking, one among the four macro skills of a language, is a highly demanding skill which human beings use in their daily lives and which touch upon different processing mechanisms, elements and functions that are needed to put in order the words in motion into a fluent language (Pawlak, 2011). In language teaching pedagogy, the management of the interaction aspect (the role and relationship among speakers and the listeners in spoken language ) is another important element because in trying to generate words, one will be subjected to additional time constraints, which will affect the quality of speech generation (Hulstijn, 2000). Regrettably, failure in communication is common – listeners or readers cannot understand what is said or written. Due to the huge number of words to choose from, even if the vocabulary size of two people is similar, there may occur opportunities for chaotic communication. The specific words that everyone knows and the meaning of each word can be very different, depending on individual environment, culture, and experience.

In a context when speakers are not using their native language, being able to speak in the other language is necessary for effective communication. For most learners, it is a challenging task to learn a new language whether it is learning English as a foreign language (EFL) or as a second language (ESL). Speaking fluently in the second language requires developing different types of linguistic knowledge including vocabulary, grammar knowledge, fluency, and pronunciation.

Besides involving the cognitive aspect of learning, self-confidence plays a key role, one which is often ignored in traditional methods of learning the language. To be fluent and accurate in both the mother tongue and target language, self-confidence is very important, especially in speaking. Many studies reveal a positive correlation between self-

confidence and success in L2 learning (Covington, 1984; Laird, 2005; Otacioglu, 2008). Hanton, Mellalieu & Hall (2004) disclosed how low confidence levels affect performance as exemplified by a participant’s response “If self-confidence is low, then the feelings start to edge towards the negative which would be very bad for performance.” (p. 481). In the same study, another excerpt shows how effective the high level of self-confidence can be: “High self-confidence increases the intensity of thoughts and feelings that you can control... If you’re confident, you stay in control of your thoughts...” (p. 481). In the 1980s, Clement & Kruidenier used verbal self-confidence as a key element of their model, listing the social motivation factors that determine communicative competence (Clement, 1980; Clement & Kruidenier, 1983, 1985; Clement, 1986). It has been suggested that self-confidence includes two key components: a cognitive component (i.e., self-evaluation of L2 skills) and an affective component (i.e., anxiety or discomfort associated with the use of L2), as shown in Figure 2.3:



**Figure 2.3: Component of L2 Self-Confidence (MacIntyre et al. , 1998, p. 551)**

Besides the problem of lack of self-confidence, students face obstacles in developing oral English skills, due to a number of factors such as insufficient teaching hours, unskilled teachers, poor student ability, and a non-English environment (Chang & Goswami, 2011; Chen & Goh, 2011), size of class, inadequate resources and equipment (Aduwa-Ogiegbaen & Iyamu, 2006), teaching method and lack of focus on speaking in the classroom. Spoken English is a challenge for most non-native speakers as it demands

competence and mastery in the language. A competent speaker must be a listener at the same time, and he/she must consider interactive and unpredictable speech dynamics (Ellis, 2014). As Bygate (2001, p.16) said, “All of these things happen very quickly, and success depends on automation.” As noted by Goh, Christine & Burns (2012) speaking ability can be considered as a “combination”, involving linguistic knowledge, core spoken language skills and communication strategies, which have to fuse together to form speaking proficiency and facilitate fluent and comprehensible speech production.

#### **2.4.2 The Issues Concerning L2 Speakers**

A number of studies have been carried out to discover the causes of L2 learners' spoken language problems and how to overcome the problems. One of the reasons for L2 students' low grades in school-based oral English test is anxiety as supported by Siti Haryati's (2007) study. According to her research, middle school students experienced considerable oral anxiety when attempting to communicate their understanding. They also feared negative evaluations and taking exams. According to Wong's study (2009), a large number of students (68.4%) had moderate language anxiety levels, while 14.1% suffered high language anxiety levels, and the remaining 17.5% experienced low language anxiety levels. Evans & Green (2007) in studying the language barriers encountered by Hong Kong University students found that their difficulties are concentrated on spoken language such as grammar, pronunciation, and fluency, as well as academic writing which included style, grammar, and coherence.

Another issue that students encounter is their inability to recall what they wish to say. In other words, they are not capable of expressing themselves. Rivers (1968) supported and believed that it may be due to the fact that teachers have chosen inappropriate topics, or students do not have enough information, which usually results in them having nothing to say. Baker & Westrup (2003) also supported the same view and pointed out that when the

teacher requests students to speak a foreign language, it is hard for them to respond because of the lack of vocabulary skills, lack of insight, or inability to use appropriate grammar. As Nation & Webb (2011) believe, in either ESL or EFL, vocabulary learning plays an important role in the four language skills, i.e. listening, speaking, reading, and writing.

The third issue is the lack of opportunity to speak in class. In a class with a large number of students, they have very little opportunity to speak. Only one student is allowed to speak, while the rest try to listen to him/her. In speaking classes, it often happens that some students dominate the entire class and others rarely or never have get the chance to speak.

The final issue concerning problems in L2 speaking revolves around 'interference' from the mother tongue. When the class comprises students who share the same mother tongue, they will automatically resort to it in the speaking class because it is very easy for them (Tuan & Mai, 2015). As Harmer's (1991) research indicates, there are several reasons why students use their mother tongue in oral classes. Firstly, when students are asked to talk about topics that they do not have enough knowledge about, they will try to use their own language. Secondly, native language applications are natural for students. If the teacher does not insist the student speak English, the student will automatically use his/her native language to speak with the classmates.

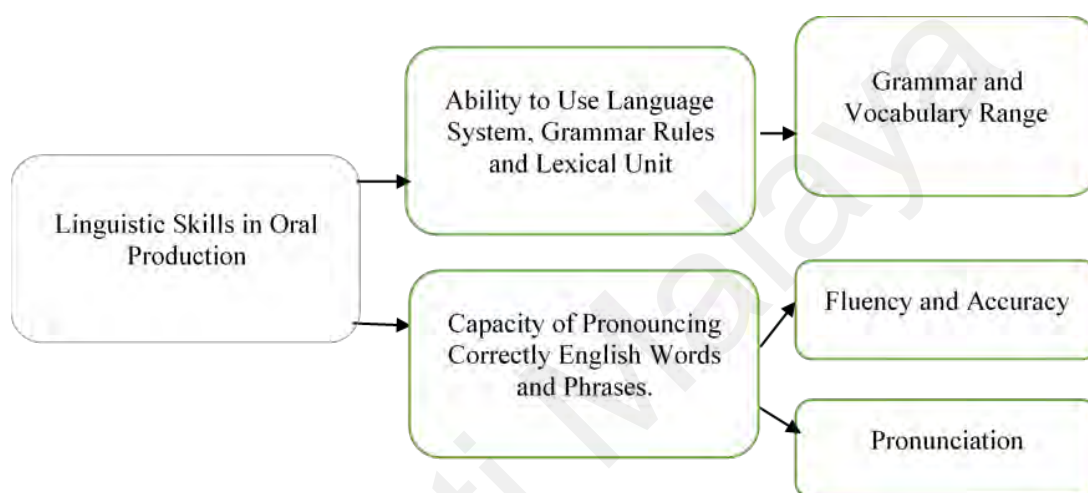
Although there are many factors that may affect speaking skills among ESL students, in this study, I have chosen only to focus on the problem of the lack of vocabulary as this is the major hindrance to L2 speaking in schools.

### 2.4.3 Linguistic Knowledge

Language knowledge includes structure, meaning, and use through three types of knowledge (Canale & Swain, 1980; Canale, 1983, 1984): grammatical, strategic competence and discourse competence. The speaker should know how to produce language at the level of segments (micro-consonants and vowels, word stress) and supra-segmental levels of pronunciation (macro-utterance stress, rhythm, intonation) and to appreciate what communicative functions are served by features such as prominence (weak/strong emphasis) and tone (chunking of sounds) (see Burns & Seidlhofer, 2010). Knowledge of grammar is the basic requirement for speaking any language. The speaker needs to have grammatical knowledge, such as the use of word order to create meaning, the inflection of tenses and verbs, and the ability to analyze discourse to make further responses (Rost, 2001), as well as understand how spoken grammar differs from written grammar (Mccarthy & Carter, 1995).

Vocabulary knowledge is the number of words or the individual vocabulary that the speaker knows. A distinction is usually made between words that are productive (what the learner can produce) and receptive (what the learner can recognize but not produce). Learning fixed and idiomatic words- formalized “prefabricated” (Wray, 2002, p. 9) is believed to improve learners’ productivity, especially in the early stages, when learners’ awareness of semantic relationships among lexical sets (words related to the same topic, function, or form) and collocations (words that cohere semantically) (Webb & Boers, 2017). In this regard, Nation (2011) points out the value of high-frequency multiword groups (see also Shin, 2007) to promote oral production. Ways of expressing modality (lexical phrases denoting stance, attitudes, and levels of certainty) are also an important area for development of pragmatic competence in spoken language (Bardovi-Harlig, 2003). In addition, discourse knowledge relates to an understanding of the functional purpose of different kinds of talk and how different contextual factors influence the kind

of linguistic resources that are harnessed for organising and structuring stretches of speech (e.g. narrative, recount, lecture, casual conversations). Speakers also need to be aware of pragmatic norms (e.g. three-part exchanges in short conversations; Carter, 1998) and expectations in different societies, particularly in an era where English is widely used globally and intercultural pragmatic knowledge is increasingly important in meaning negotiation.



**Figure 2.4: Skills Focused on Language Forms (Source from Montenegro, 2014)**

In the case of Malaysian Chinese students who have more than one language at their disposal, the differences in languages can sometimes lead to errors, particularly in the spoken language. As students' speaking ability is most frequently hampered by linguistic problems, they are the main focus of this study. Linguistics is the study of language science, such as the study of language structure (grammar), words and phonetics. As Spolsky & Hult (2008) note, generally, linguistics includes detailed information on vocabulary, grammar, and pronunciation. The typical learner's spoken language problems are the lack of vocabulary needed for speaking, poor grasp of grammar, and weak pronunciation (Richards, 2008).

Although these components are equally important for mastering the speaking skill, the current study focuses only on the aspect of vocabulary due to limited resources and time.

#### **2.4.4 The Importance of Acquiring Vocabulary**

Vocabulary, one of the knowledge fields of language, plays an important role for learners in acquiring language (Cameron, 2001). Harmon, Wood, & Keser (2009) and Linse & Nunan (2005) point out that vocabulary development is a major aspect of learners' language development. Due to long-standing neglect, researchers such as Muliawati & Ismail (2017), Mofareh Alqahtani (2015), Carter & McCarthy (1988), Arnaud & Bejoint (1992), Coady & Huckin (1995), Schmidt (1997, 2000) and Read (2000) have increasingly turned their attention to vocabulary. A limited vocabulary in L2 impedes successful communication, thus vocabulary knowledge is often viewed as a critical tool for L2 learners. By emphasizing the importance of vocabulary acquisition, Schmitt (2000) emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language" (p. 55). Vocabulary learning is an imperative part of learning foreign language (Schmitt, 2000). Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: vocabulary knowledge makes language usable, and conversely, language use leads to an increase in vocabulary knowledge.

The importance of vocabulary can be seen both in and outside the school. In class, the accomplished students possess the richest vocabulary. Scholars such as Laufer & Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation & Webb (2011), have realized that vocabulary acquisition is prime for the successful use of a second language, and it plays a crucial role in forming complete spoken and written texts. Without an extensive vocabulary, we would be unable to use the structures and functions we may have learned for comprehensible communication. Thus, the



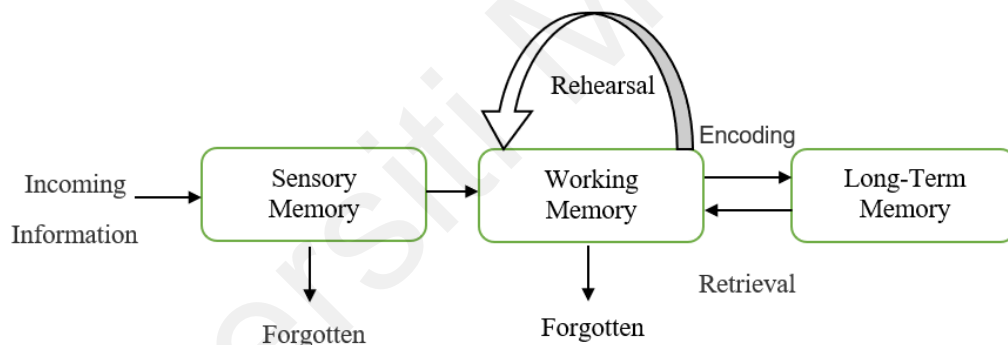
acquisition of an adequate vocabulary is essential for successful second language use as argued by Rivers (1989) and Nunan (1991).

The culture of human beings cannot develop or maintain itself without language. One of the most critical processes in language development is learning new words. A person cannot master a language without a system for learning words. The second critical characteristic is the ability to retain a series of words in short-term memory. It is impossible to understand anything except the simplest sentences without mnemonic ability. The difficulty in learning new words or remembering word sequences may expose young children to serious risks of abnormal language development, and the lack of these basic abilities leads to disruption of language development (Gupta & MacWhinney, 1997).

Students first need to pay attention to high-frequency English words. In the vocabulary teaching method, two issues have become the focus of recent research, which incorporates vocabulary development into communicative activities and enhances learners' access to partial vocabulary. Two thousand high-frequency English words should firstly be acquired because without these words, it is impossible to use English (Nation, 1990). Studies conducted in recent years have shown that vocabulary learning can be used both as a subsidiary goal and as a main goal where communicative activities are concerned. Learners will be provided opportunities to use language through communicative activities. Besides that, learners can also participate in meaningful interactive oral production. As cited in Coady & Huckin (1997, p. 241), "Typically, their goal is to improve the fluency with which learners access their knowledge of the target language (Nation & Thomas, 1988; Ur, 1981). Other goals include developing confidence in social communication skills (Ladousse, 1983), dealing with the unpredictable natural conversation (Ladousse, 1987), and improving grammatical accuracy (Rinvolutri, 1984)."

Pérez (1999) stated that from the perspective of psycholinguistics “vocabulary acquisition involves three different processes: input, storage and retrieval” (p. 265).

- **Input:** These words will be kept in short-term memory according to the processing depth of the project. This situation will occur when close attention is paid, and then the words will be stored.
- **Storage:** Storing of information in semantic fields and organizing elements to preserve by associating speech similarity - structure, accent, sound, and image - with words.
- **Recovery:** After the above processes, words will be quickly searched and retrieved.



**Figure 2.5: Information Processing Model** (Adapted from Atkinson, & Shiffrin (1968). 'Human memory: A Proposed System and its Control Processes'.)

In setting up these processes, Pérez shows three primordial systems for using vocabulary parts related to learner attention *using terms* and *phonological aspects*. There are different types of vocabularies, which are classified according to the frequency of their application:

- **Usual vocabulary:** A set of terms used on the street or in everyday life, including any common words used by native speakers of English. It contains 12,913 words, which are indispensable for basic education.

- **Common vocabulary:** These words make up the usual vocabulary, which is basically used in practically all aspects of life and can be used in the family environment, culture and even society. It contains 1,971 words which are the most commonly used vocabulary in educational work.
- **Fundamental Vocabulary:** This is composed of 210 words, and its frequency of use can be understood in different and special atmospheres.

The following four strategies set important teaching resources for the learner's retentive learning of foreign languages. As a result, they help learners to speak better:

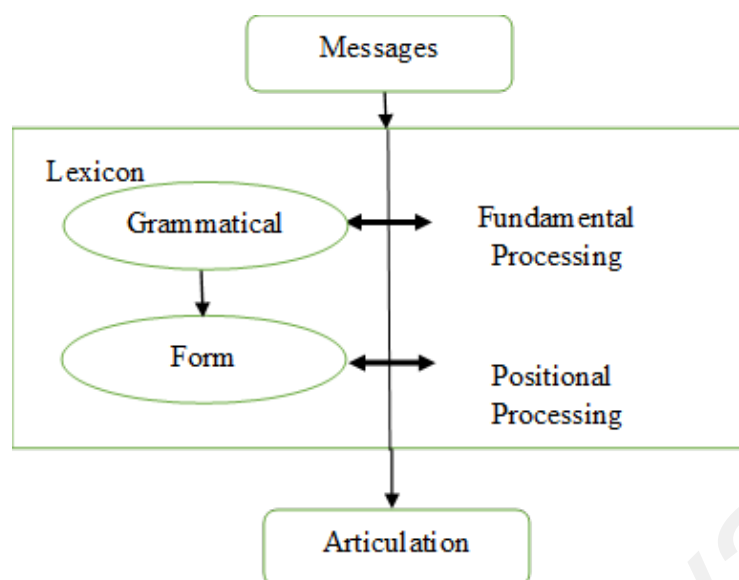
- **Size:** This refers to the vocabulary and the number of words learners can learn within a time period called "amplitude".
- **Depth:** This refers to the knowledge that students have mastered. It is also believed that size is more important than depth, because a broad vocabulary is important for students, as there is a large amount of data indicating the size of the vocabulary.
- **Receptive (passive):** This refers to the exposure to vocabulary when interpreting and receiving messages from speakers in different situations.
- **Productive (active):** It is a group of units of the mental dictionary. These units are actually used by the speaker to convey messages.

As Behlol (2010, p. 40) mentions, vocabulary can be compartmentalized into two, that is, passive vocabulary and active vocabulary. The vocabulary that students are able to recognize and understand but cannot correctly generate or use in different contexts is called passive vocabulary. On the other hand, what students perceive, remember, write, pronounce, and use constructively and correctly in writing and speaking is considered active vocabulary ("productive knowledge" is a substitute term).

According to Yu-jing (2010), vocabulary has not received as much serious attention compared to the teaching and learning process of English grammar among the Chinese. Yu-jing emphasizes the importance of teaching vocabulary for environment-based upgrades as it plays an essential role in speaking proficiency. In a sense, successful second language acquisition depends on vocabulary acquisition, because it is the core element (Hunt & Beglar, 2005). Vocabulary knowledge is essential for communication skills and second language/foreign language acquisition and a lack of vocabulary knowledge is an obstacle in learning. Hence learners of language need to learn the words, their meaning and the use of the words (Harmer, 2001, p. 23).

#### **2.4.5 L2 Vocabulary Knowledge and L2 Speaker**

Levelt (1989) & Kormos (2006) describe three main phases of speech production: conceptualization, formulation, and articulation. In the first stage, the speaker forms the preface information in the conceptualizer. In the formulation phase, the speaker searches and retrieves the necessary vocabulary from the mental dictionary, which contains information related to the vocabulary and syntactic structure to generate speech with syntactic and phonological information. Lastly, the speaker vocalizes the speech he/she had generated.



**Figure 2.6: Levelt's (1989) Model Speech Production**

Levelt indicated that L1 speakers perform these processes simultaneously and automatically without using a large amount of cognitive resources. However, the fact that L2 speakers encountered greater difficulties in performing such processes prompted Kormos (2006) to propose an L2 speech model. The model illustrates the vocabulary knowledge requirements in terms of size, depth and processing speed, because the speaker uses both formal meaning links (i.e, size), syntactic and morphological information (depth) related to each word in the mental dictionary, and fluent and effective communication requiring automatic or at least relatively fast vocabulary retrieval (speed).

Although the model includes syntactic, morphological, and phonological knowledge, the current study focuses only on the aspect of vocabulary which is a part of morphological knowledge, due to limited resources and time.

#### **2.4.6 The Role of Vocabulary in Speaking**

For non-native speakers, speaking in a foreign language is considered a very challenging task as it requires certain language skills and strategies. Numerous studies have shown that instead of focusing on grammar rules, an effective communication strategy would be to acquire an appropriate and adequate vocabulary (Coady, 1993).

Thus, it is clear that the main problem that most learners face in communication is the lack of vocabulary knowledge.

Anthony et al. (2009) conducted a study to determine the expected level of participation of vocabulary for young learners (comprising 92 preschoolers in Spain) and the development of their phonetic understandings. The results of the vocabulary test and oral consciousness test indicated that there is a moderate correlation between vocabulary and oral skill development. Likewise, Lee (2009) conducted a research study that focused on the impact on the oral contributions of 6 Korean EFL learners enrolled in an US graduate institution. Data analysis from classroom observations and informal interviews indicated that English ability is affected by insufficient vocabulary skills and other language learning factors. Mofareh Alqahtani (2015), in his study on the importance of vocabulary in language learning and teaching, concluded that vocabulary learning is the core of language teaching and is essential for language learners. He suggested that teachers can further provide students with vocabulary learning strategies to give them the opportunity to encounter words repeatedly in multiple environments.

In oral production, when a person wants to express a meaning or concept, he needs to have a store of vocabulary (from his mental lexicon) from which he can choose to express himself. “When students travel, they don’t carry grammar books, they carry dictionaries” says (Krashen, as cited in Lewis, 1993, p 25). Wilkins (1972) states that: “There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p 97). Other scholars such as Richards (1980) and Krashen (1989), as cited in Maximo (2000), state many reasons for devoting attention to vocabulary: “First, a large vocabulary is, of course, essential for mastery of a language. Second, language acquirers know this; they carry

dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem” (p. 386). Meara (1980) echoes the same notion that vocabulary has been recognized as the single largest source of problems for L2 learners. One reason for this could be the ‘openness’ of the vocabulary system, i.e. the vocabulary size of any language, including English, is extremely large.

Oxford (1990), as cited in Mofareh Alqahtani (2015) states that vocabulary is “by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one’s mother tongue, because of tens of thousands of different meanings” (p. 23). Besides having to face these difficulties in L2 vocabulary, language learners have to cope with it in the exam as “vocabulary has traditionally been one of the language components measured in language tests” (Schmitt, 1999, p. 189). In addition, many learners regard second language acquisition (SLA) as essentially a problem of vocabulary learning, so they spend a lot of time remembering L2 word lists and rely on their bilingual dictionaries as basic communication resources. As a result, language teachers and applied linguists now generally recognize the importance of vocabulary learning, and are exploring ways to promote vocabulary learning more effectively.

Seffar (2015) investigated the reasons behind high school EFL students’ inability to speak fluent English. His study showed that the lack of vocabulary competence can seriously affect students’ speaking ability, which is essential for communication. As noted earlier, vocabulary deficiencies and the difficulty of expressing or conveying learners’ ideas are major issues. The study confirmed and emphasized the urgent need to apply a vocabulary learning strategy teaching framework and its importance in improving the quality of Moroccan learners’ oral production. The study also recommended that teachers should urge learners to practice multiple vocabulary learning strategies in order

to master the vocabulary needed to deal with any conversational situation in and outside the classroom.

Khan, Radzuan, Shahbaz, Ibrahim & Mustafa (2018) conducted a study to explore the vocabulary problems faced by EFL students in Saudi Arabia, especially with regards to their spoken English. It sought to solicit the opinion of EFL teachers as to what extent the lack of vocabulary would affect EFL students' ability in the speaking skills, that is, in listening and expressing their thoughts and feelings. Findings indicated that both teachers and learners believe that vocabulary deficiencies are one of the main reasons for the decline in students' oral English. This study further confirmed that teachers should motivate learners in using a wide range of vocabulary and master spoken language when participating in classroom activities. More importantly, vocabulary learning by using well thought out methods can bring better results.

Samira (2014) conducted a study to find out the difficulty of speaking in English among grade 5 students in Oman. One of the main findings was that students' difficulty in locating suitable vocabulary items when trying to speak English reflects their lack of vocabulary. The interviewees also pointed out that when they tried to express their own ideas, they found it difficult to come up with sentences. This study showed that the major barriers to speaking encountered by fifth grade students are difficulties with the language, the use of mother tongue and self-suppression. Students did not speak English due to deficiencies in vocabulary and grammatical structures. They resorted to using their mother tongue because they also lacked sentence-forming skills. Students also believed that when speaking, it is very awkward to make mistakes in front of their classmates, which led them to prefer not to speak and thereby avoid the situation. Hence, teachers need to be inspired to pay attention to different teaching strategies that may decrease the use of L1 in the classroom.



Tushar (2014) reported that the frequent problems that the students face in L2 speaking have been identified as being interconnected. The major problem seemed to be a lack of vocabulary which impeded the students from speaking. The suggestion of using effective strategies for vocabulary acquisition is timely considering that the development of English language has become an important factor in the world and a good vocabulary level is essential, especially for enabling the speaking skill (Alsagoff, McKay, Hu & Renandya, 2012; Orwell, 2013; Pennycook, 2014).

## **2.5 Review of Previous Studies**

### **2.5.1 Studies on Enhancing Speaking Skills**

Much research has been carried out to study the means of improving students' speaking ability. Torico's (2015) research aimed to study how to improve students' oral expression skills through the use of drama. The results revealed that the investigation group's motivation and speaking level have been enhanced. Indeed, drama activities can stimulate students' interest and improve their speaking ability. This study showed that drama techniques is a more appropriate teaching tool in secondary education if compared to conventional methods. For instance, if the classroom is not equipped with a computer to display video or other interactive materials, it is difficult to complete all the activities planned within the class session. Therefore, a lot of time is wasted preparing everything to start a class or moving to a computer-equipped class. In addition, it is difficult to get all participants' full attention and concentration. Arung & Jumardin (2016) successfully used debate techniques in enhancing students' spoken skills. The implementation of debating skills was effective because debating itself is an interesting activity whereby students have many opportunities to put into practice oral English in the classroom. However, one should consider the appropriate year to implement this learning method. In the case of L2 primary students, this method may not pay off as they lack mastery of vocabulary, which means they may not be able to speak up.

Devi (2012)'s study showed that animated video can improve students' vocabulary mastery. Based on the results, the researcher suggested that animated video is an effective technique which can improve students' learning enthusiasm and vocabulary learning ability. But difficulties may arise when selecting videos. Choosing a video not only entails keeping in mind the entertainment factor but also considering the educational aspect and duration of video that would suit the average age of the students. Only then will students be able to learn through absorption and imitation. Kanthimathi & Tan (2012)'s study aimed to investigate whether computer games can expand learners' vocabulary and improve their writing performance. Although the results indicated a significant difference between both vocabulary tests, it did not find a significant difference in vocabulary richness. As Laufer (1994) mentioned, it is unrealistic to expect similar vocabulary development among L2 learners as L2 vocabulary learning is different from L1 vocabulary learning which is occasionally learned from context.

### **2.5.2 Studies on the Use of Cooperative Learning**

Li & Lam (2013) state that social constructivism, developed by Vygotsky, is the main theory that underlies CL. The aim of CL is to create a situation where personal success is determined or affected by the team's success (Slavin, 2009, p. 123). An experimental study conducted by Ning (2011) found that CL played a role in enhancing college students' fluency and communication skills. It aimed to provide students with more language production opportunities, thereby improving their communication fluency and effectiveness. The findings showed that students' English skills and vocabulary ability in the CL class are better compared to those taught via the traditional method. Moreover, Urrutia Leon & Vega Cely (2010) proved that learners' oral performance was affected by their vocabulary deficiency, differences, and fear of disdain. The study also showed that learners' cooperation, confidence, vocabulary knowledge and classroom environment encouraged them to improve their speaking skills. Prieto (2007) studied CL tasks and the

research showed that one way to improve speaking ability is to interact with others, learn from others, and to encourage learners. The choice of the topics should be based on their interests.

A number of studies have been carried out at tertiary levels to explore the use of CL in enhancing students' language skills and attitudes. One such study was conducted to identify the role of CL to promote students' oral performance (Pattanpichet, 2011). A study on the effect of CL on spoken English was conducted at the IELTS Centre in Mashhad, Iran (Talebi & Sobhani, 2012). The results revealed that the experimental group which participated in CL performed significantly better than the control group in oral interviews at the end of the course. Other researchers who studied the effect of CL on speaking skills were Nasser & Rais (2014). Their findings showed that CL contributed significantly towards speaking skills and students showed more vigorous attitude and less stress towards speaking skills. Alrayah (2018) aimed to test the effectiveness of CL activities to improve the fluency of first year-students majoring in education. The study also showed that CL is a useful approach in enhancing students' speaking skill. The most important suggestion from the study was to train EFL teachers in the use of CL activities in the teaching/learning process in order to promote the learning of English. The overall outcome of the above studies reveals that through participating in CL, students showed higher oral test scores and better speaking skills. Yang (2005) compared traditional teaching methods with CL on Taiwanese college students' oral English performance and learning motivation. Sixty Taiwanese college students from two classes participated in the study. Data collection and analysis explored the impact of CL on Taiwanese college students in terms of oral English performance and the motivation to support CL.

Student teams-achievement divisions (STAD) is considered to be one of the most researched, simplest and direct methods in CL. It is used to meet clear teaching goals. It

is a learning strategy, in which only a small group of learners with different levels of abilities are gathered together to achieve a common learning goal. Wiraningsih & Budi (2016) found that STAD can help students speak confidently during the assessment process. Majoka, Khan, & Syed (2011) emphasized STAD as a mutual interference of teammates, personal responsibility, peer pressure due to common goals, continuous evaluation and performance rewards that make students more responsible for learning. Ferina (2015) added that students who were taught by CL or STAD, will learn and collaborate in teams; they will collaborate to understand materials and pay attention to classroom presentations which lead to remarkable achievements in reading classes.

Dwi Ariyani's (2016) action research aimed to improve the oral abilities of students of the XI Accounting Course through CL. The collaborative action study involved 32 students, English teachers and a collaborator in the Department of English Education at Yogyakarta State University. The results showed that the use of CL STAD can improve students' oral expression ability. Students showed improvement in pronunciation, the mastery of vocabulary and self-confidence. The components of STAD helped in promoting student participation in classroom and group activities. The aforementioned research emphasized the value and potential of CL in the L2 classroom as CL had achieved success and positive results in enhancing students' vocabulary learning and speaking skills.

There are only a handful of studies which employ CL at the primary school level. One of the studies, conducted by Ralph & Ariel (2016), aimed to determine whether CL is an effective way to develop and improve the oral skills of primary school fifth-year students in Davao City. The results showed that through CL students interacted and expressed more to their peers or classmates. This method also worked for students who are reluctant to learn and fear to communicate and exchange their ideas and opinions on concepts

discussed in the classroom. That is why CL has been documented in existing literature as one of the student-centred approaches which is a useful way to help students obtain practical learning skills, meaningful communication skills and knowledge- comprehend skills (Johnson & Johnson, 2008; Slavin, 2011).

### **2.5.2.1 Studies on the Use of Cooperative Learning in Malaysia**

There were only a handful of local studies regarding the implementation of CL in enhancing students' English language ability. Zainuddin & Zanariah's (2016) study on the effectiveness of CL in the teaching of reading comprehension showed that CL methods have a positive impact on students' reading comprehension. This research is beneficial for English teachers and school decision makers for incorporating CL into the school system. Kandasamy & Habil (2018) investigated how CL could help, support and guide students in spoken skills. This study used CL together with the Interaction Theory and group work to examine the effectiveness of CL to improve oral ability. The findings showed that through CL, learners experienced social interaction among themselves through groupwork such as discussions, rephrasing, pronunciation, explanations, elaborations and motivating peers before the actual speaking or presentation sessions. The findings demonstrated that students enjoyed CL and carried out presentations without feeling nervous. The findings further showed that students learnt to rely on each other to accomplish the task which represents one of the main principles of CL. The students also said that CL was a fun way of learning English language as it was student-centered with less teacher intervention.

CL a classroom teaching method, has begun to be regarded as a form of active learning. Mahbib, Esa, Mohamad & Mohd Salleh's (2017) study on teachers' perception on the use of CL showed that teachers believed that it helped to improve English proficiency among primary school students in Malaysia. The teachers showed a positive

attitude towards CL as a teaching method that can improve classroom teaching. According to Mahbib, Esa, Mohamad & Mohd Salleh (2017), although CL has been successfully implemented abroad, it is still difficult for primary school teachers in Malaysia to improve the English level of their students through the practice of CL for a number of reasons. Firstly, primary school teachers are satisfied with traditional teaching methods. Secondly, some teachers still lack knowledge of CL; they believed that it is difficult to plan and effectively implement CL in the classroom. This in turn limits their use of the method. Besides, teachers also mentioned that some children did not participate in group activities in the CL environment. On the other hand, it may be difficult for teachers to give up control over students. For example, teachers with a general and limited understanding of CL viewed the lack of teacher guidance as an obstacle to student learning. Some teachers believed that allowing more student control may increase behavior management issues, and student attention may be easily lost.

In general, most teachers still lack the confidence to implement CL in the classroom because it requires a pre-planned method which is made even worse by the limited time allocated for English classes.

Similarly, there is negative perception from the students towards CL which showed up in Chang & Brickman's (2018) study. Comments from anonymous peer assessments showed only a slight difference between high-performance teams and low-performance groups. Both students in high-performance and low-performance groups complained about uneven contributions, while praising the social support provided by the group. Students with high scores in the test are more likely to realize the benefits of group work, while students with lower scores believe that group work is time-consuming – “busy work” with few cognitive benefits.

## **2.6 Conclusion**

The review has shown that CL has not been fully implemented as a teaching method. In order to achieve this, there is need for careful planning to shift from traditional teaching methods to CL. Considering that previous research shows that teachers have limited knowledge and practice of CL, there is a need to strengthen the embedded design of CL in teacher training (Bain et al., 2009) and for continuous structural support for the implementation of CL in elementary schools (Putnam, 1998; Veenman et al., 2000).

Furthermore, although CL has been implemented broadly in certain countries such as Yemen, Taiwan, and Indonesia, in various environments, studies show the positive outcome is mostly at tertiary level. There is only a handful of studies regarding the implementation of CL to enhance students' vocabulary in speaking skills especially at the primary school level. Furthermore, Mahbib, Esa, Mohamad & Mohd Salleh (2017) note that research findings indicate that CL has not been fully implemented as a teaching method in Malaysia. Thus, the researcher set out to conduct the present study to bridge the gap through the implementation of CL among primary school ESL learners in Malaysia. In addition, most of the previous studies on CL used interview methods to obtain teachers' or students' perception of the effectiveness of CL in learning. This research on the other hand employs multiple tools such as a comparison of results of control and treatment groups, questionnaire, interview, and survey methods to triangulate findings and present a comprehensive picture.

A research methodology that consists of research design, research instrumental and details of the data analysis will follow in Chapter 3.

## **CHAPTER 3: METHODOLOGY**

### **3.1 Introduction**

This chapter describes the methodology used for the study. Section 3.2 and 3.3 detail the research design and the instrument used for data collection. Section 3.4 focuses on data collection while Section 3.5 details the duration of data collection. Section 3.6 describes treatment provided, the setting up of the treatment and comparison groups and CL activities while Section 3.7 details the teaching instruction for the comparison group. Section 3.8 explains how the data were analyzed. The sections that follow detail the research ethics and conclusion.

### **3.2 Research Design**

This study incorporates a sequential explanatory mixed methods approach that is based on a quasi-experimental design. The sequential explanatory mixed methods approach consists of two distinct phases: quantitative followed by qualitative (Creswell et al. 2003). This research adopts a sequential approach, where the quantitative stage (number) is followed by the qualitative stage (personal experience) (Creswell, 2013); where the qualitative data can help explain or elaborate more on the quantitative results. Qualitative data can also enhance and enrich findings (Taylor & Trumbull, 2005; Mason, 2006) and help generate new knowledge (Stange, 2006).

#### **3.2.1 The Sample**

The sample comprised 80 (N=80) Year 4 primary students from a Chinese school (SJK [C]) in Malacca of both boys and girls, with a total of 38 (47.5%) males and 42 (52.5%) females. Their language preference is Mandarin. As a teacher at an SJK (C) school, the researcher has noticed that increasingly more Chinese primary students struggle with the use of vocabulary in speaking, and this in turn affects their fluency or their ability to speak English; hence the current study focused on students in Chinese school. Year 4 students



from two classes were chosen as they were not involved in any major public exams such as the Primary School Assessment Test (formerly called the Ujian Pencapaian Sekolah Rendah (UPSR)). They would also have completed three years of basic English learning.

The selection of the sample from these two classes were based on the results of an oral test conducted in 2018. The researcher chose these two classes since they consisted of mixed proficiency students. Convenience sampling was used in this study. One class of 40 students was chosen as the control group while the other class of 40 students was the treatment group. The control group underwent the traditional teaching method which is teacher-centred learning, while the treatment group experienced CL in their English speaking class. The participants in the treatment group were divided into heterogeneous groups of five, based on their pre-test results. No participants were excluded for any reason. All participants were voluntary and received informed consent, in line with APA's ethical standards.

### **3.3 Instruments**

Four research instruments were used in the study. They are oral English test, post-intervention questionnaire, focus group interview and survey on the use of English.

#### **3.3.1 Oral English Test**

Two oral English tests were used, one as the pre-test (Appendix B) and the other as the post-test (Appendix C), to assess the spoken English proficiency of both control and treatment groups. The test comprised of a single guided picture to help students express themselves in speaking. The test was set by the researcher based on the school syllabus. The students were familiar with the format of the test as they had taken the test in Year 3. To ascertain the content validity of the test, the test item was presented and checked by two experienced teachers of English for evaluation and validation. They had been teaching upper-level students for more than 10 years. They are familiar with the standards

and syllabus of the oral English test. To ensure good inter-scorer reliability, the test input was audio recorded and transcribed independently, and then rated by two experienced teachers. In addition to this, before the actual data collection started, a pilot test was conducted within a week from the actual test date. One of the Year 4 classes which is not involved in the main study was selected for the pilot test. The selection of procedures was based on convenience, but care was taken that the selected participants represent the importance of the study in terms of age, gender, and English proficiency. When conducting the pilot test, researcher used the CL task methods to test the actual research workflow and evaluate the timing of each task and the overall experiment.

The pilot test was conducted so that the researcher could assess the time needed for test completion as well as the possible obstacle that could arise. The 2-minute oral English test set for students was too long because they did not express much due to lack of vocabulary. Therefore, the researchers adjusted the oral English test to 1 minute. Besides that, the pilot study also showed that students could only manage to discuss and present a maximum of 8 words a week through the CL method.

The pre-test (Appendix B) was executed for both groups a week before the treatment. After the 6 weeks of treatment (lessons), a post-test (Appendix C) was conducted for both groups to identify the effectiveness of CL in improving students' English vocabulary.

### **3.3.2 Post-Intervention Questionnaire**

The Post-Intervention Questionnaire (Appendix D) comprised closed-ended questions with textboxes and was administered to the participants in the treatment group. Students could provide more information, if they wanted, by writing in the textboxes in either English or Chinese. The questionnaire was in both English and Chinese. The aim of the questionnaire was to ascertain the perception of the students towards the implementation of CL in the treatment group. The items were evaluated by two experienced teachers to

evaluate the test items for content validity. It should be noted that the researcher focused only on students' perception to obtain the descriptive statistics.

### **3.3.3 Focus Group Interview**

Three focus group interview (FGI) sessions were conducted with 24 students from the treatment group. Students were encouraged to speak in English during the interview. If they were unwilling, they could choose not to answer certain interview questions. The data from the FGI were analyzed qualitatively. The aim was to group students' perception, according to thematic analysis, to conduct into each theme and to establish triangulation by comparing the quantitative data from the questionnaire with the qualitative data, i.e. students' comments in textboxes and the FGI data. The items for the interview (Appendix E) were verified by two experienced teachers for reliability and content validity. The content of the interview used situational and CL-related questions. The teacher ensured that all interview items are open-ended, asking participants to provide more details and demonstrate their communication skills. The teacher ensured that the answer to the question is the anchor point of either "many positive behavior indicators on CL" or "most negative behavior indicators on CL". This measure limits the impact of human bias or decision-making heuristics on interview results. The data was analysed through thematic analysis. Before conducting the analysis, the interview recordings were transcribed verbatim and encoded for reference.

### **3.3.4 Survey on The Use of English**

A survey on the use of English (Appendix F) was administered to both treatment and comparison group participants to identify other problems they faced in speaking in English. The data gathered using this instrument was to answer RQ3. The findings can inform future research in this area. The bilingual survey was in English and Chinese. To ensure content validity, the items for the survey were presented to the experts to evaluate

and validate them. The researcher only focused on students' opinion on the use of English for obtaining descriptive statistics and this survey questionnaire data were not meant to be treated as data for a construct survey.

### **3.4 Data Collection**

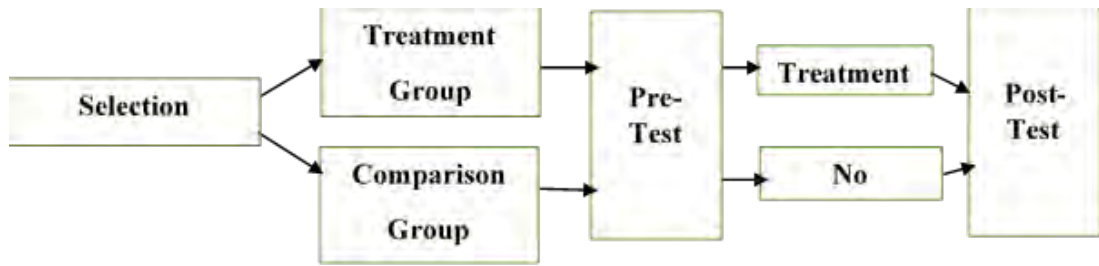
To answer RQ1, pre and post-tests (in oral form) (Appendices B & C) were administered to the sample. The oral data were audio-recorded via a recording device and then transcribed into written form. The emphasis was on the word count of correctly used content words in order to compare both groups and to ascertain whether there was any improvement after the 6 classes of vocabulary learning. In addition, the word count on the level of content words used was carried out to ascertain students' vocabulary mastery in speaking. This was done using the English Vocabulary Profile (EVP) which can be accessed through the link - [EVP Online](#). The EVP furnishes reliable information about what words (and, importantly, the meaning of these words) and phrases that learners know and use at each level of the Common European Reference Frame (CEFR). Thus, it was the standard used in this study for checking the level of words. The researcher also focused on the word count of vocabulary to compare between the treatments received by both groups to ascertain which method enabled the participants to learn better and use more words from the vocabulary list. Lastly, to enable the researcher to ascertain the band levelling of the students, the researcher used band levelling based on the School Based Assessment (Appendix A). According to School Based Assessment, the performance criteria details six levels of performance with descriptors for each level based on the learning criteria cluster. These levels serve as a guide to the researcher to assess the development and growth of students in achieving the learning standard.

To address RQ2, the treatment group was administered a Post-Intervention Questionnaire (Appendix D). The items of the interview are closed-ended questions and

textboxes were used to allow students to fully express themselves in the language of their choice. Data from the closed-ended questions were analysed quantitatively. The expressions and comments from the textboxes were reported in the findings of Post-Intervention Questionnaire. As noted earlier, focus group interviews (FGI) are very useful for inquiring into individual experiences (Kruger & Casey, 2000). Hence, three FGI sessions with 24 students, selected on the basis of their test results from the 40 participants of the treatment group, were conducted. The optimal number for conducting such interviews is eight (Kruger 2002); therefore eight students with the highest percentage of improvement were assigned to Group 1, eight with the next highest percentage of improvement were assigned to Group 2, while Group 3 comprised the lowest scorers and was considered as the regressive group. Data triangulation was conducted by comparing the quantitative data from the questionnaires and oral tests, with the qualitative data from the students' comments. Data from the FGI were analysed qualitatively too.

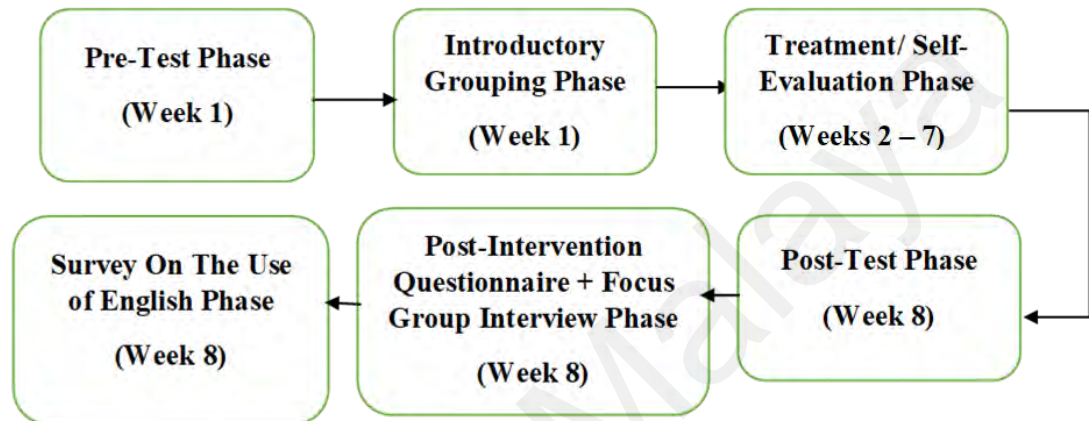
To answer RQ3, a survey on the use of English (Appendix F) was administered to both treatment and comparison group participants to identify other problems they faced in speaking in English. Data from the survey were analysed quantitatively.

For the treatment group, the pre-test was administered a week before the treatment. After the pre-test, the participants were organised into groups of five of mixed proficiency based on the pre-test results and given specific roles (see Section 3.6.2). All the group activities were created and designed by the researcher with the focus on vocabulary. The treatment was conducted for 6 weeks. A post-test was conducted for both groups to ascertain the usefulness of CL in enhancing students' English vocabulary compared to the traditional teaching method.



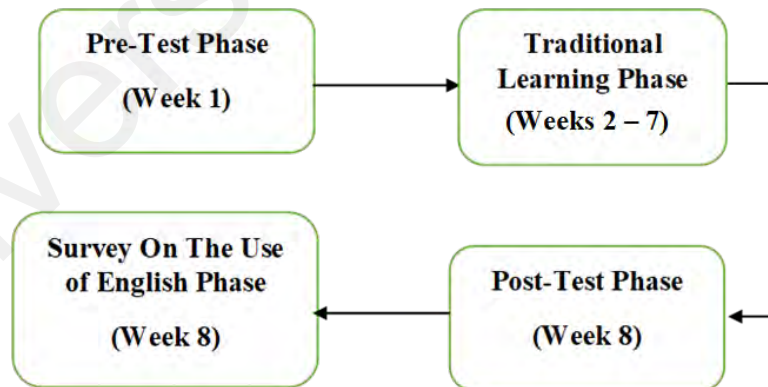
**Figure 3.1: The Study Design**

**Treatment Group**



**Figure 3.2: Flow of Treatment Group Process**

**Comparison Group**



**Figure 3.3: Flow of Comparison Group Process**

**3.5 Duration of Data Collection**

Data collection was conducted over 2 months totaling 8 weeks of which 6 weeks were devoted to treatment. The data collection started from 23 September 2019 till the end of November 2019. It was conducted until the last day of the term before the school holidays.

### **3.6 Administration of Treatment: The Treatment Group**

#### **3.6.1 Cooperative Learning Instruction**

The treatment group received CL instruction. At the beginning of the treatment, the students in the treatment group were divided into small heterogeneous groups consisting of five members according to the pre-test results. Before the treatment, the students were introduced to the CL method to enable them to understand what is expected of them during the treatment. This was done through instructions and guidance.

During the 6 weeks, students learnt vocabulary through the implementation of CL. During group discussions, the teacher moved around the classroom and helped the students to solve any misconception, provided feedback and precipitated discussions. Following a group discussion, each group would then present their work to the class. After the 6 weeks of treatment, students were tested individually via the post oral test.

#### **3.6.2 Formation of Small Teams**

In the treatment group, the students were organised into heterogeneous groups of five, based on their pre-test results. There were 8 small teams altogether, in the treatment group. Each team comprised at least one student from each proficiency level – high, average, and low. The team formation was facilitated by the teacher according to the results of the pre-test. Grouping students into differing levels of proficiency would help in developing the positive peer tutoring and social relations mentioned by Kagan (2009).

Team members were allocated specific roles: spokesperson (two), recorder (one), researcher (one), and encourager (one). These roles are rotated each week during the treatment period to ensure that every student gets to experience each role. After the members were assigned their roles, the task for each team was divided, and participants were reminded that they were responsible for their own and their friends' learning. The group leader (encourager) led the team and made sure members of the group were on the

right path. Discussions within the team had to be conducted in English. The researcher was in charge of finding the meaning of the words by using an electronic device while the recorder jotted down all the important points on the activity sheet. The two spokespersons presented the outcome of their group discussion in class. Presentation was done using the class overhead projector to project the activity sheet. Members of the class were encouraged to participate in the question-and-answer session and give feedback.

### **3.6.3 Cooperative Learning Activity - Comic Strip Style (Vocabulary Words)**

During the treatment period, the teacher conducted a lesson on vocabulary for the class. The theme of the lesson was healthy lifestyle. The theme follows the one in the textbook which was also the one used for the comparison group. The difference is just the manner in which the class was conducted or learning took place. The vocabulary list was taken from the Year 4 Textbook. A total of 8 new words were learnt per week, each word being repeated. In other words, a word was learnt by 2 groups each week. For example: Group 1: Vacation and Sightseeing; Group 2: Sightseeing and Enjoyable; Group 3: Enjoyable and Refresh; Group 4: Refresh and Lifestyle; Group 5: Lifestyle and Explore; Group 6: Explore and Stunned; Group 7: Stunned and Discover; and Group 8: Discover and Vacation. Each group was given an envelope with 2 new words and 1 sheet of word definition exercise (with printed activities). Each group was also provided a tablet to access the online dictionary (as a search engine). For each of the word, students, within their groups, discussed, read, and wrote the definition on the activity sheet. Students were also required to draw an image of the meaning of the word and make a sentence with the word. Each of the group presented the two words before the class. Students from other groups gave feedback or asked questions about the words. A sample of the activities in class during the treatment period is shown in Appendix G.



### **3.7 Administration of Treatment: The Comparison Group**

#### **3.7.1 Traditional Instruction – Teacher-Centered Learning**

The comparison or control group received the traditional instruction, which is teacher-centered instruction. In the traditional teaching classroom, the teacher carried out the lesson using teacher-centred learning- explaining the meaning of the vocabulary from the textbook, focusing on grammar and vocabulary, and doing most of the talking. The teacher had very little interaction with students. After completing the 6 weeks of lessons, similar duration as the treatment group, the students from the comparison group were individually tested with the same post-oral test as the treatment group.

### **3.8 Data Analysis**

The data were analysed qualitatively and quantitatively. The mean values, percentage and standard deviation were obtained. The parametric test and non-parametric tests were conducted through the Statistical Package for the Social Sciences (SPSS). The detailed analysis is explained in sections below.

#### **3.8.1 Oral English Test**

The aim of RQ1 was to examine the effectiveness of CL in enhancing students' vocabulary mastery in their spoken skills. To recapitulate, one way to address the RQ was through the use of the oral English test which served as both the pre- and post- tests for the treatment and the control groups. The results within group and between groups were analysed in the following ways:

- i. Correctly used content word count (pre-test and post-tests),
- ii. Level of content word count (pre-test and post-tests), and
- iii. The vocabulary that was taught during the treatment (word count of post-test)

During the treatment, both groups of students were exposed to 8 new words per week. After 6 weeks, they had been taught a total of 48 new vocabulary items (see Appendix H). Thus, the researcher compared the results of the pre-test and post-test for both groups based on the total word count of 48. The aim was to identify which learning method was more effective and which group of students' performances was better. In other words, who had mastered and used more of the vocabulary that had been taught during the treatment.

#### iv. School Based Assessment (Performance Standard) Band Levelling

This was also based on the oral test, i.e. pre-test and post-test results. Firstly, a comparison was done based on the correctly used content words between both groups. The content words were counted and recounted again by the researcher for each participant to analyse his/her vocabulary mastery and to determine whether there was any improvement after 6 classes of vocabulary learning. The purpose of counting the correctly used words between groups was to compare and examine which method would help students' master a larger vocabulary. The researcher tested for normality with skewness and kurtosis. The test showed normal distribution. The purpose of administering the pre-test was to ensure that there was similarity in vocabulary mastery between students in both the treatment and comparison groups. On the other hand, the post-test content words count between the two groups was to examine and compare which group performed better and mastered more vocabulary items. Both sets of data obtained were analysed using parametric tests including an Independent *t*-test. A One-way ANCOVA was performed to determine a statistically significant difference between comparison group and treatment group on post-test controlling for pre-test. Table 3.1 showed the actual example on how the analysis was conducted based on excerpt of data for correct content word count.

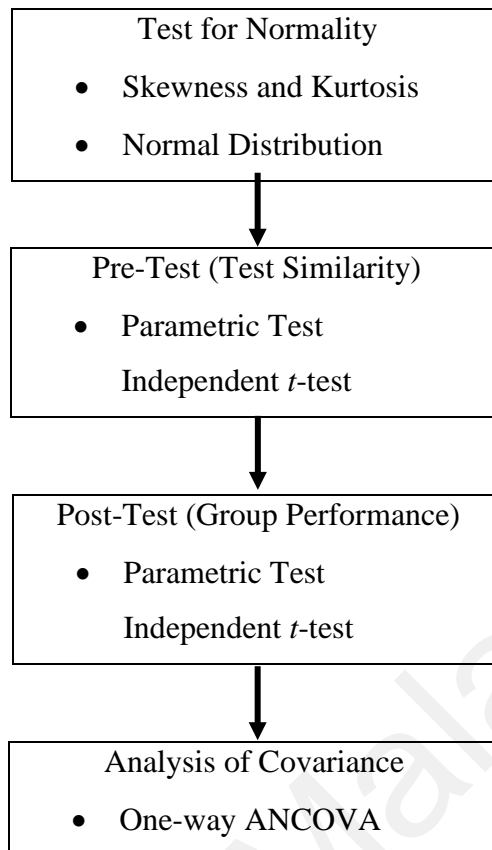


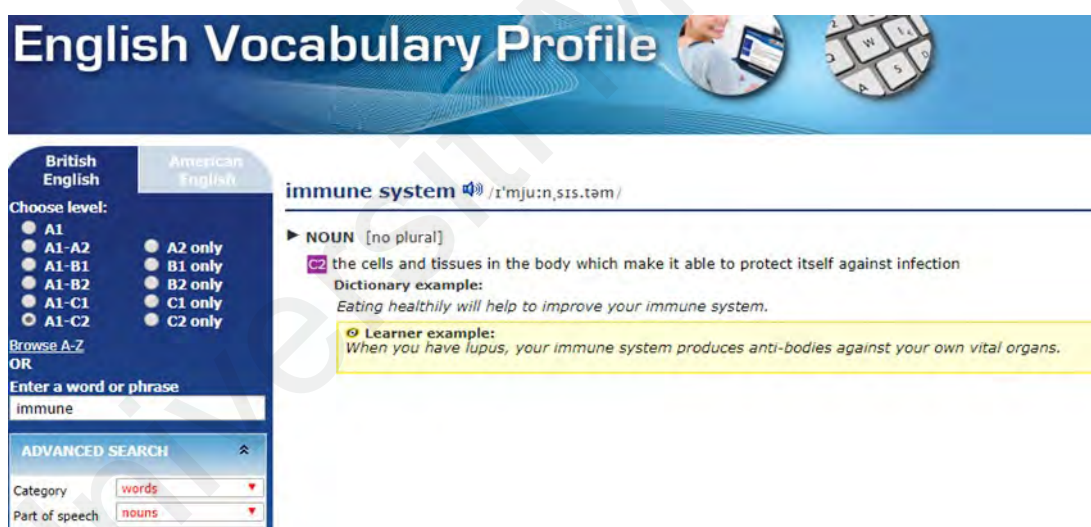
Figure 3.4: Flow of SPSS Tests (Correctly Used Content Word Count)

Table 3.1 Excerpt of Correctly Used Content Word Count

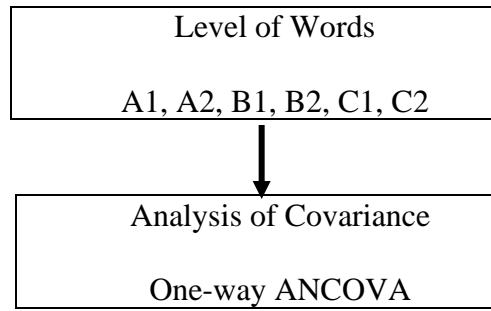
<p>2 003/ 210</p>	<p>I like badminton... I <u>like</u> <u>badminton</u> because it can <u>help</u> me to <u>let</u> me <u>feel good</u> and it was a <u>good sports</u> to <u>training</u> and I can <u>play</u> with my <u>friend</u>. I also like jogging.</p> <p>(Grammar is not considered)</p> <p><b>Correct Word Count (Content Word): 11</b></p>	<p>I <u>like</u> to <u>play</u> <u>badminton</u>. It can <u>help</u> me to <u>improve</u> my <u>immune system</u> and <u>let</u> me <u>healthy</u>. It can ... It can also let me <u>know</u> how to <u>spend</u> my <u>time</u> <u>wisely</u>. I can also <u>play</u> with my <u>friends</u> or my <u>family</u>. I would <u>enjoy</u> when I was playing badminton. Erm...</p> <p>(Grammar is not considered)</p> <p><b>Correct Word Count (Content Word): 17</b></p>
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Secondly, the researcher also analysed and compared both tests according to the level of content words count within group and between both groups. The levelling test was

conducted using the online Vocabulary Profile to see if there are any changes or improvement in the level of words used among the participants (see Figure 3.5). The count of level of words used by each of the student was used to analyse students' level of vocabulary mastery in their oral test and to determine whether there was any improvement. To study the improvement between both groups, the researcher compared the post-test level of content word count between both groups. The data were to determine whether there was a statistically significant difference between treatment and comparison groups on post-test controlling for pre-test in mastery for levels A1, A2, B1, B2, C1, C2 words. The data were processed and the covariance analyzed by running ANCOVA (see Figure 3.6). Table 3.2 showed the actual example on how the analysis was conducted based on excerpt of data for level of content words count.



**Figure 3.5 The Example of Analysing the Level of Words through Online Vocabulary Profile**

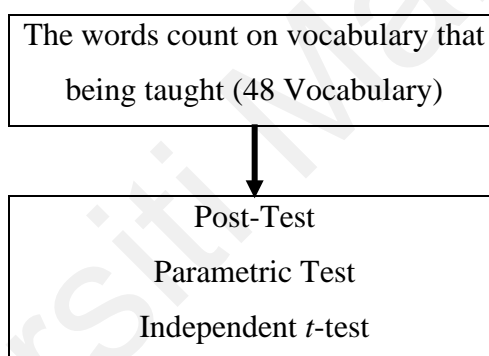


**Figure 3.6: Flow of the SPSS Tests (Level of Words)**

**Table 3.2 Excerpt of Level of Content Word Count**

<p>9 010/ 217</p>	<p>I <u>like</u> to <u>play badminton</u> because I <u>love</u> badminton. I also like to <del>cycle</del> because <del>cycle can...</del> <del>cycle can</del> the <del>cycle let us</del> <del>cycle can</del> let us.....(1 activity)</p> <p>Like &amp; Love =A1</p> <p>Play &amp; Badminton =A2</p> <p><b>Level of Content Word Count: A1: 2, A2 : 2</b></p>	<p>I <u>like</u> to <u>play badminton</u> because it can <u>improve</u> my <u>immune system</u>. It is <u>fun</u> and <u>interesting</u>. When I play badminton, I <u>feel enjoyable</u> and <u>happy</u>. It <u>keep</u> me... keep my <u>muscle strong</u> and <u>healthy</u>. It also keep me <u>fit</u>. It <del>also keep me fit</del>-(repeated). I can play with my new <u>friend</u> and <u>family</u>. It <u>help</u> me how to <u>know</u>... <u>spend</u> my <u>time wisely</u>. It <u>give</u> me <u>have</u> a healthy <u>lifestyle</u>. I <u>feel relax</u> when I play badminton.</p> <p>Like, Fun, Interesting, Feel, Happy, Friend, Family, Know, Give, Have, Feel = A1</p> <p>Play, Badminton, Improve, Keep, Healthy, Strong, Spend, Time =A2</p> <p>Enjoyable, Fit, Relax = B1</p> <p>Muscles, Help, Lifestyle = B2</p> <p>Wisely = C1</p> <p>Immune, System C2</p> <p><b>Level of Content Word Count: A1: 11, A2 : 8, B1 = 3, B2= 3, C1=1, C2 = 2</b></p>
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Thirdly, the researcher also analyzed the vocabulary that had been taught (the 48 items) during the treatment classes (see Appendix H). The words that had been taught were counted for each student to analyse their vocabulary mastery and to find out how many of these words they were able to use in their oral test and to determine whether there was any improvement in vocabulary learning for both groups after the treatment. The purpose was to determine which group of students, after the treatment, could use more of the words they had been taught. The researcher compared the post-test word count (among the 48 items) between the two groups. The test used to analyse the data was parametric – the Independent *t*-test. Table 3.3 showed the actual example on how the analysis was conducted based on excerpt of data for vocabulary taught words count.

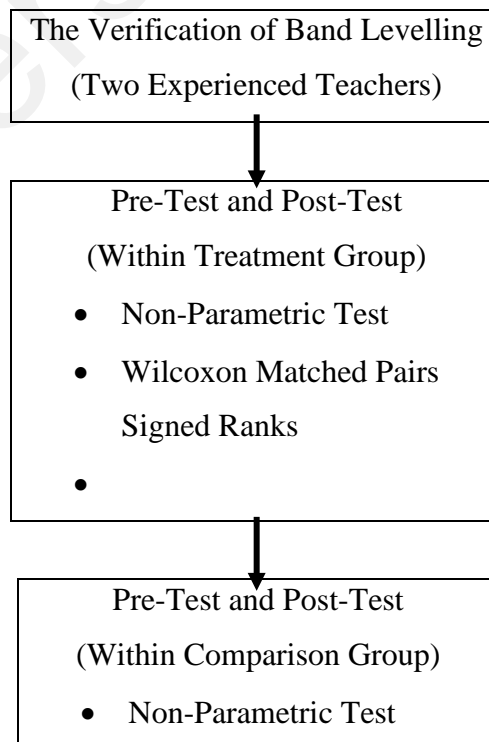


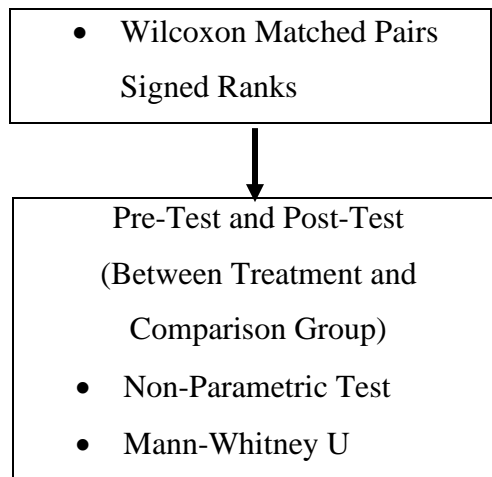
**Figure 3.7: Flow of the SPSS Tests (Vocabulary that Being Taught)**

**Table 3.3 Excerpt of Vocabulary Taught Word Count**

<b>33</b> <b>153</b> <b>/</b> <b>202</b>	I like ride bicycle because riding bicycle can.. can help me to play at free time.	My favourite is swimming. The <b><u>advantages</u></b> swimming is can be... can help me to be <b><u>fit</u></b> and <b><u>lose</u></b> my <b><u>stress</u></b> . And every evening, I and my parents will go to swimming at my house. Swimming also can help to... Swimming can helping we all to we all... <b><u>immune systems</u></b> .  <b>Vocabulary Taught Word Count:</b> <b>6</b>
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Finally, the researcher used the oral test to analyze students' band levels. Both pre and post oral tests were recorded and transcribed. For both tests, the results were analysed based on School Based Assessment (Performance Standard) Banding. The researcher analyzed the results of both tests according to the School Based Assessment (Performance Standard) Band Levelling within group. The results for Band Levelling was verified by two experienced teachers of English who were teaching English to upper-grade level students and who had passed the Cambridge Proficiency Test with excellent results. To compare two conditions of the same sample, non-parametric tests are used. Non-parametric test means the population data do not have a normal distribution. The data were analysed using Wilcoxon Matched Pairs Signed Ranks. Whereas to study the results for Band Level between treatment and comparison groups, i.e. the comparison of two conditions of different samples, the test to use used is non-parametric. In this case, the Mann-Whitney U was used.

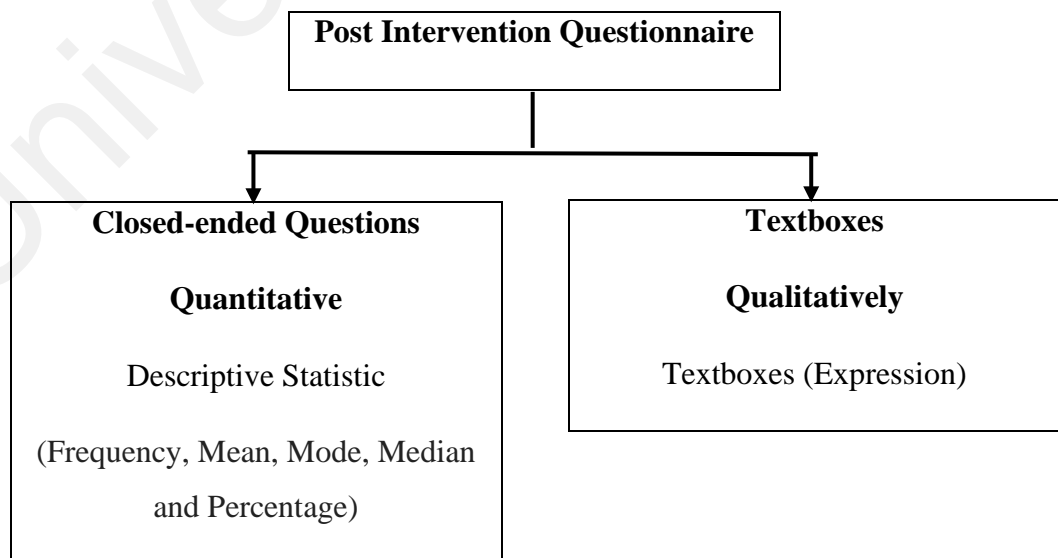




**Figure 3.8: Flow of the SPSS Tests (Band Levelling)**

### 3.8.2 Post-Intervention Questionnaire and Focus Group Interview

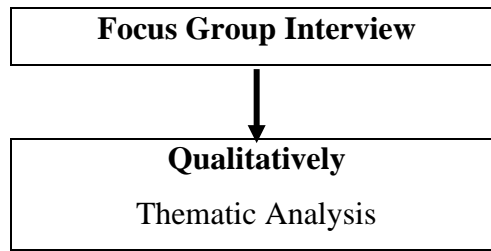
To address RQ2, only the treatment group was administered a Post-Intervention Questionnaire. A questionnaire with a closed-ended questions and textboxes were used and the data obtained were analysed and interpreted quantitatively by the use of descriptive statistics via SPSS. The researcher focussed on the frequency, mean, mode, median and percentage of each of the item in the questionnaire. The data from textboxes was analysed qualitatively.



**Figure 3.9: Flow of Data Analysis for Post-Intervention Questionnaire**



A semi-structured interview was also conducted. Data from the Focus Group Interview was analysed qualitatively. Data triangulation was established by comparing the quantitative data from the questionnaires with the qualitative data, i.e. students' comments in textboxes and FGI data. To analyze the data from the FGI, the researcher used a method introduced by Braun & Clarke (2006) which is known as thematic analysis. Before conducting the analysis, the interview recordings were transcribed verbatim and encoded for reference. Therefore, students' grammatical errors were remained in the excerpt. The information collected is based on students' experience in participating in English vocabulary learning activities. In analyzing, I first read and re-read the interview transcripts and jotted down the main points. As I was reading, I paid close attention to similar responses from different interviewees and classified them as factors that could be categorized into established themes. I grouped the data based on factors that contribute to each theme. Then I developed a coding system for all factors to avoid confusion. For example, interview question 1 was coded as "IQ1", the theme for thematic analysis was "Peer Relations" and was coded as "PR". In order to obtain dependability, the study process should be logical, traceable and clearly documented (Tobin & Begley, 2004), Hence, the data analysis was performed in an accurate, consistent, and detailed manner through recording, systematic and disclosure methods. The analysis process was also explained in detail using graphs, tables and attachments to explain the classification process. In Moretti et al.'s (2011) term, the analysis process was reported in an appropriate manner. Steps were also taken to prove credibility in the reports to ensure the trustworthiness of content analysis. To increase comprehensivity and provide sound interpretation of the data (Burla et al., 2008; Schreier, 2012), the analysis process was then presented to a qualitative analysis expert. She is the lecture in higher education institution and and most of the studies she publishes are qualitative. Table 3.4 showed the FGI interview data that illustrated how the data was coded.



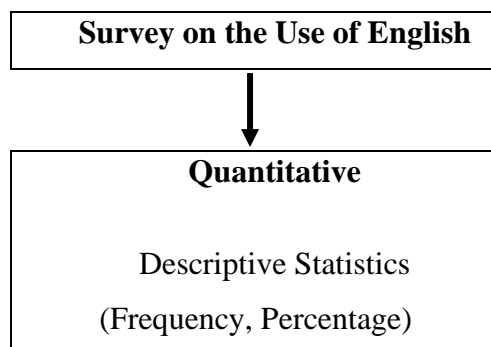
**Figure 3.10: Flow of Data Analysis (Focus Group Interview)**

**Table 3.4 Excerpt of Focus Group Interview (Data Coded)**

<p>Items 6: Compared to the usual way you learnt spoken English, is the CL method better or worse? Explain your answer.</p> <p>017: <i>“CL method is <b>better</b> it is because I <b>can converse with my group members</b> which <b>can improve my English skills.</b>”</i></p> <p><b>Data Coded (Thematic Analysis)</b></p> <p>Positive behaviour: <i>“CL method is <b>better...</b>”</i></p> <p>Fourth Theme: Better Achievement <i>“... <b>can converse with my group members</b>”</i></p> <p>Subtheme: Improvement <i>“...<b>can improve my English skills</b>”</i></p>
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### 3.8.3 Survey on the Use of English

To answer RQ3, a survey on the use of English was administered to both groups to find out other problems that they faced in speaking in English. The survey comprised 7 questions. The data obtained was analysed using descriptive statistical analysis. The researcher focused on the frequency and percentage to present the data.



**Figure 3.11: Flow of Data Analysis (Survey on the Use of English)**

#### **3.8.4 The Assessment of Five Basic Components in CL**

In order to assess whether the students actually met the five components during the group work, the teachers were told to evaluate the students in the tasks performed by the group. Assessments were conducted at the individual or group level during the CL tasks and were facilitated by careful monitoring and intervention or formal interruption during tasks. By assigning roles to team members such as researchers, recorders, encouragers, and presenters, a more formal mechanism was provided to assess the team's progress. By periodically asking students to provide random reports, teachers made individual accountability part of the monitoring of group work. In addition, oral interviews were conducted after the treatment. When setting up groups, students in each group were given a number from 1 to 5. Therefore, in each group, one student's number was "1", another student's number was "2", and so on. At the appropriate time during the task, the teacher walks to a group and randomly selects a number. The student must then report on the group's progress or answer questions about what the group was doing.

Besides, to make sure that all students are working towards the same standards, the teacher also conducted a post-exercise assessment. For individual accountability assessment, the students took individual vocabulary tests after each class (in part to make sure that everyone was concentrating and learning together). In addition, students were also required to fill the Self and Peer Evaluation form (see Figure 3.14). After the presentation, the students reviewed their group members' performance when working as a group. Where the assessment of group accountability was concerned, the teacher assessed through the group products which were gradable, such as the presentations and vocabulary task completed by the group members (see Figure 3.12 and 3.13). The teachers also spent time dedicated to improving students' skills such as speaking. In sum, teachers monitored different groups during learning activities and provided feedback about what had been observed (see Figure 3.15).

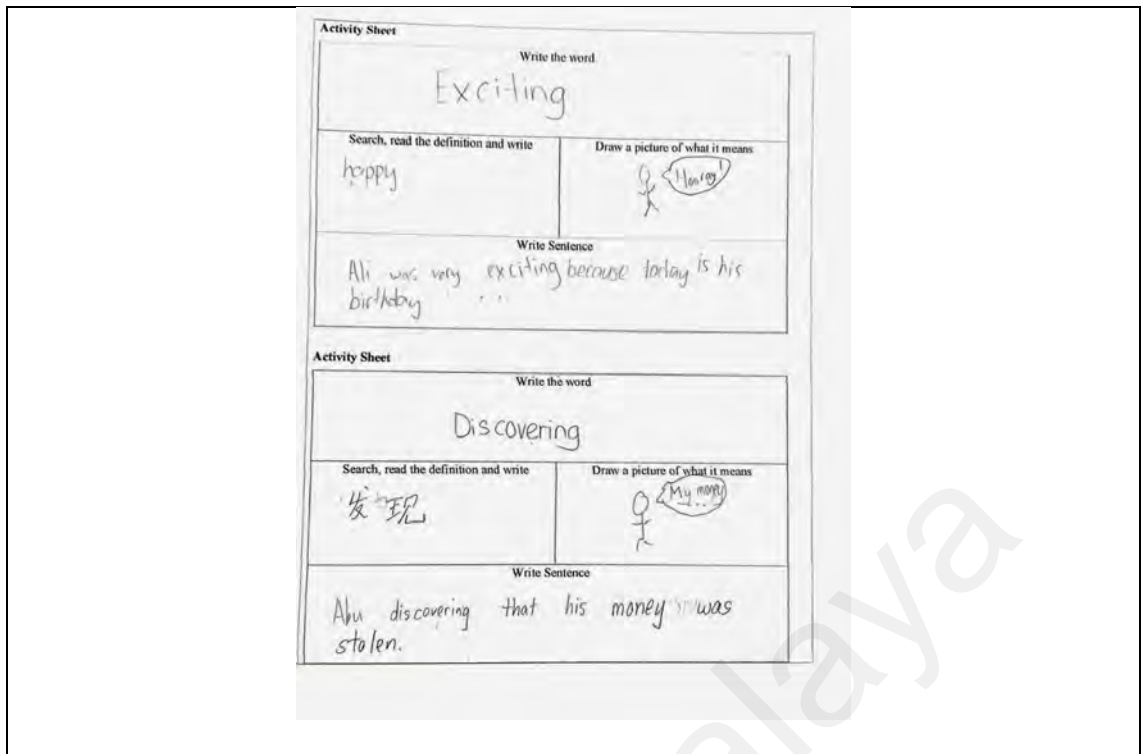


Figure 3.12: Sample of Group Presentation

Vocabulary Task		11/12
Having a good health.		Healthy
The way in which a person or a group of people lives.		lifestyle
Physical or mental activity that you do to stay healthy and become stronger.		Exercise
Often		Regularly
To be the right shape and size.		fit
Any of the hard parts that form the skeleton of the body of a human or animal		bones
To use time for a particular purpose; to pass time.		spend
Sensible; based on good judgement.		X
Helping you to rest and become less anxious.		X
Make something less/ To let something come out of a place that trapped.		Reduce / Release
Worry caused by the problems in someone's life.		stress
The state of feeling nervous or worried that something bad is going to happen.		Anxiety

Figure 3.13: Vocabulary Task

### Group Work – Self and Peer Evaluation

Rate each group member's performance based on the scale:

3= Most of the time      2=Sometimes / Occasionally      1 = Rarely / Never

Group Name: Passion Fruit

Names	LLY	LFS	LHX	H4Q	Yourself
Participate in Discussion	3	2	3	3	2
Maintain Positive Attitude	2	3	3	2	3
Contribute to Work	3	3	3	3	2
Stay on Task	2	3	2	3	3

Figure 3.14: Example of Students' Self and Peer Evaluation

Teacher's Feedback			
Please provide feedback on your students, under the following headings:			
Names	Most of the time	Sometimes	Rarely
Students show ability in participate in discussion	/		
Students show positive attitude in group discussion		/	
Students show contribute to work	/		
Students stay on task	/		

**Written Feedback on Students:**

Most of the students show cooperation when working in groups, but there are 3 students who really did not cooperate when the group members were working on the task. I usually walk around when the discussion is ongoing, and ask the students who are not cooperating to present their work. This seems to effective as the 3 students who hadn't been cooperative then went back to their group and worked together with their members. In group discussions, there are also students who show negative attitude. For example, 2 of the group members insisted on arguing about the answer. I did not interfere but I am there to see how they themselves solve the problem. I only make comments during their presentations.

Figure 3.15: Example of Teacher's Feedback

The feedback showed that the students encountered some problems during CL. At the first CL class, the students were still not familiar with the CL method despite instruction

having been given before the class. The teacher cited the lack of students' ability to cooperate as an example of the common problems reported by CL literature at various educational levels. Sometimes group members also showed a negative attitude, and some did not pay attention to the opinions of others and interrupted them. Furthermore, they used their native language during discussions and rejected other suggestions without reason. But after guidance and a few CL classes, students got used to working in groups and even enjoyed the experience.

### **3.9 Research Ethics**

Before conducting this study, the researcher obtained consent through the Educational Research Application System Versi 2.0 (eRAS 2.0), Kementerian Pendidikan Malaysia to collect data inform the school. After getting the approval from KPM, I forwarded my application to the State Department of Education Malacca to get the consent letter. To proceed with the data collection in school, I obtained the approval from the headmaster and consent letters from guardians/parents. I did ensure that students' physical and emotional safety were looked into while I conducted the study. To ensure the safety and confidentiality of data collected and use of the data, anonymity and confidentiality were carefully maintained.

### **3.10 Conclusion**

This chapter has outlined the overall structure of this research, including the methodology consisting of the research design, research instruments and details of how the data have been analysed. The next chapter will present the findings of the study.

## CHAPTER 4: FINDINGS

### 4.1 Introduction

This chapter presents in detail the analysis of data and the consequent findings of the study. Section 4.2 details the results of the pre-test and post-test based on the correctly used content word count while Section 4.3 shows the results of pre-test and post-test according to word level. Section 4.4 follows with the results of the post-test count of the content words taught during the treatment. Section 4.5 is about the results of the pre-test and post-test according to the Performance Standard Band Level and Section 4.6 highlights the results of the Post-Intervention Questionnaire while Section 4.7 details the result of the Focus Group Interview and the section that follows discusses the result of the Survey on the use of English.

The data obtained from the oral pre-test and post-test of both groups and the treatment group's perception of the use of CL method in enhancing their vocabulary were analysed using the Statistical Package for the Social Sciences (SPSS). The research findings correspond with the three research questions of the study: the improvement of English vocabulary in speaking, the treatment group's perception toward CL, and other difficulties faced by students in their spoken English. This chapter will present the findings based on the research questions of the study.

### 4.2 Correctly Used Content Word Count

The first research question posed was: Does the CL treatment show a significant difference in students' mastery of vocabulary in spoken English? The data obtained from the correctly used content word count, level of the content word, the content word count that was taught during the treatment and oral performance (Performance Standard) for both comparison and treatment group were analysed and interpreted using SPSS to see whether the CL method had brought about any improvement. It is also important to

emphasize the word count for level of the content words which was conducted using the CEFR Online Vocabulary Profiler.

#### 4.2.1 The Test of Normality

Firstly, the skewness and kurtosis were assessed to test the normality of the word count for both groups.

**Table 4.1: Descriptive Statistics for Pre-Test and Post-Test (Normality)**

			Statistic	Std Error
Pre-Test	Mean		6.94	.358
	95% Confidence Interval for Mean	Lower Bound	6.23	
		Upper Bound	7.65	
	5% Trimmed Mean		6.76	
	Median		6.00	
	Variance		10.237	
	Std. Deviation		3.199	
	Minimum		2	
	Maximum		16	
	Range		14	
	Interquartile Range		4	
	Skewness		.753	.269
	Kurtosis		.244	.532
	Post-Test	Mean		15.40
95% Confidence Interval for Mean		Lower Bound	14.13	
		Upper Bound	16.67	
5% Trimmed Mean		15.18		
Median		15.00		
Variance		32.547		
Std. Deviation		5.705		
Minimum		5		
Maximum		31		
Range		26		
Interquartile Range		8		
Skewness		.535	.269	
Kurtosis		-.130	.532	



As can be observed from Table 4.1, for the pre-test, the skewness,  $z$ -value = 2.799, which is above + 2 while the kurtosis is .459, which is within - 2 and + 2. The range between the maximum and minimum is 26. The skewness shows that the data are not normally distributed, while the kurtosis indicates the height and sharpness of the central peak, relative to the standard of the bell curve. For the post-test, the skewness,  $z$ -value= 1.99 which is neither below - 2 nor above + 2 while the kurtosis is -.244, which is also within - 2 and + 2. Hence, where the skewness and kurtosis are concerned, we can conclude that the mastery of words for the post-test data is a little skewed and kurtotic for both tests.

#### 4.2.2 Content Word Count (Pre-Test) – Between Treatment and Comparison Groups

The data is about the results of students' pre-test vocabulary mastery. It is important to ascertain students' mastery of vocabulary and therefore the word count for correctly used content words was emphasized. Overall, the count of the content words used by each of the students showed similarity between both treatment and comparison groups. In comparing the pre-test content words count between the two groups, the data obtained were processed, and analysed parametrically by running an Independent  $t$ -test.

**Table 4.2: Pre-test and Post-test Scores for Treatment and Comparison Groups**

		Mean	N	Std Deviation	Correlation	Sig
<b>Treatment Group</b>	<b>Pre-Test</b>	6.88	40	3.30		
	<b>Post-Test</b>	17.55	40	5.75		
	<b>Pre and Post-Test</b>				.64	.00
<b>Comparison Group</b>	<b>Pre-Test</b>	7.00	40	3.14		
	<b>Post-Test</b>	13.25	40	4.84		
	<b>Pre and Post-Test</b>				.66	.00

Table 4.2 shows pre-test and post-test scores for treatment group and comparison group. For treatment group, the mean for pre-test content words is 6.88 while the mean for post-test content words is 17.55. The standard deviation is statistically significantly different from each other, with the post-test 2.45 higher than the pre-test. While for the comparison group, the mean for pre-test content words is 7.00 while the mean for the post-test content words is 13.25. The standard deviation is statistically significantly different from each other, with the post-test 1.70 higher than the pre-test.

**Table 4.3: Independent *t*-test Comparison of Pre-test Content Words Count of Treatment and Comparison Groups**

Group	n	Mean	SD	<i>t</i>	df	<i>p</i> > .05	Effect Size
Treatment	40	6.88	3.30	.17	78	.86 (NS)	0.04
Comparison	40	7.00	3.14				

NS – Not significant at  $p > .05$

Table 4.3 shows the *t* statistic of .17 and the *p*-value shown in the sig column is .86 with *p*-value at  $>.05$ . Therefore, it has failed to reject the null hypothesis of equality of the two means for the alternative hypothesis and there is not significant difference of the mean score between both groups. There is no significant difference in the mastery of content words between treatment group and comparison group,  $t(78) = .17$ . This indicates that both groups showed similarity in vocabulary mastery where content words are concerned.

Eta Squared,  $\eta^2$  is the appropriate effect size measure if two groups have similar standard deviation and the same size. According to the interpretation  $.01 \leq \eta^2 < .06$  as small,  $.06 \leq \eta^2 < .14$  as moderate,  $\eta^2 \geq .14$ , as large effect size; in this case the effect size shows 0.04 (Table 4.3). This is considered as small effect size. There is a 0.04 standard deviation of a difference between the treatment group and comparison group. Therefore, the content word count between both groups is similar.

$$\text{Effect Size} = \frac{(\text{Mean for Treatment Group} - \text{Mean for Comparison Group})}{\text{Standard Deviation Pooled}}$$

Standard Deviation Pooled

$$\text{Standard Deviation Pooled} = \frac{(SD_1^2 + SD_2^2)}{2}$$

$$\text{Cohen's } d = \frac{(6.88 - 7)}{3.220994} = 0.037256 (\sim 0.04)$$

#### 4.2.3 Content Word Count (Post-Test) – Between Treatment and Comparison Groups

This sub-section is about the results of students' post-test vocabulary mastery. It is important to analyse and compare the students' vocabulary mastery to see which group performed better and had mastered a larger vocabulary after the treatment. Therefore, the count of the content word used by each of the students was emphasized. The data obtained were processed, and analysed parametrically by means of an Independent *t*-test.

**Table 4.4: Independent *t* -test Comparison of Post-test Content Words Count of Treatment and Comparison Groups**

Group	n	Mean	SD	<i>t</i>	df	<i>p</i> < .05	Effect Size
Treatment	40	17.55	5.75	3.62	78	.001 (S)	0.81
Comparison	40	13.25	4.84				

S – Significant at *p* < .05

In Table 4.4, it is shown that the mean for the treatment group is 17.55 with the standard deviation being 5.75 while for the comparison group, it is 13.25 with the standard deviation at 4.84. The *t* statistic is 3.62 and the *p*-value is .001. *p*-value is < .05, which means that the null hypothesis of equality of the two means for the alternative hypothesis is rejected as there is a significant difference of the mean score between both groups for the post-test. In other words, there is a significant difference in the mastery of content words between the treatment group and the comparison group, *t* (78) = 3.62. This indicates that the treatment group has significantly higher level of the mastery of content words compared to the comparison group after the treatment.

Eta Squared,  $\eta^2$  is the appropriate effect size measure if two groups have similar standard deviation and the same size. According to the interpretation  $.01 \leq \eta^2 < .06$  as small,  $.06 \leq \eta^2 < .14$  as moderate,  $\eta^2 \geq .14$ , as large effect size; in this case  $d = 0.81$  indicates a moderate effect size. There is a 0.81 standard deviation of a difference between the treatment group and the comparison group. The test is statistically significant with a  $p$ -value of .001. The students from the treatment group scored 0.81 standard deviation which shows a higher mastery of the content words. Hence, after treatment, the treatment group performed significantly better than the comparison group in terms of content words.

#### 4.2.4 Analysis of Covariance

Where ANCOVA was concerned, I had to first check out assumptions to make sure the covariate met the requirements for running the ANCOVA. Firstly, the pre-test cannot have statistically significant differences across the level of the independence variable.

**Table 4.5: Tests of Between-Subjects Effects**

**Dependent Variable: Pre-Test**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.31 <sup>a</sup>	1	.31	.030	.86
Intercept	3850.31	1	3850.31	371.516	.000
Group	.31	1	.31	.030	.86
Error	808.38	78	10.36		
Total	4659.00	80			
Corrected Total	808.69	79			

a. R Squared = .000 (Adjusted R Squared = -.012)

As can be seen in Table 4.5, the  $p$ -value is .86, so there is no statistical difference between treatment and comparison groups for the pre-test.

**Table 4.6: Levene's Test of Equality of Error Variances<sup>a</sup>**

**Dependent Variable: Post-Test**

F	df1	df2	Sig.
.718	1	78	.399

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Pre-Test + Group

Table 4.6 shows that according to Levene's Test, with the  $p$ -value .399, the results indicate a non-statistically significant result, which meets the assumption of homogeneity of variance.

**Table 4.7: Tests of Between-Subjects Effects (Homogeneity of Regression)**

**Dependent Variable: Post-Test**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1298.47 <sup>a</sup>	3	432.83	25.85	.00
Intercept	883.13	1	883.13	52.74	.00
Group	51.02	1	51.02	3.05	.09
Pre-Test	921.20	1	921.20	55.01	.00
Group * Pre-Test	1.48	1	1.48	.088	.77
Error	1272.73	76	16.75		
Total	21544.00	80			
Corrected Total	2571.20	79			

a. R Squared = .51 (Adjusted R Squared = .49)

The test of homogeneity of regression, as can be observed in Table 4.7, shows that the  $p$ -value is .77, so there is no statistical difference and it means there is homogeneity of regression. Having checked out the assumptions, I then moved on to run the ANCOVA.

**Table 4.8: Tests of Between-Subjects Effects**  
**Dependent Variable: Post-Test**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power <sup>b</sup>
Corrected Model <sup>a</sup>	1296.997	2	648.50	39.19	.00	.504	78.377	1.000
Intercept	881.795	1	881.80	53.29	.00	.409	53.287	1.000
Pre-Test	927.197	1	927.20	56.03	.00	.421	56.030	1.000
Group	393.032	1	393.03	23.75	.00	.236	23.751	.998
Error	1274.20	77	16.55					
Total	21544.0	80						
Corrected Total	2571.20	79						

a. R Squared = .504 (Adjusted R Squared = .492)

b. Computed using alpha = .05

As Table 4.8 shows, a One-way ANCOVA was conducted to determine whether there is a statistically significant difference between treatment and comparison groups on post-test controlling for pre-test. It was found that there is a significant effect of the group types on post-test after controlling for pre-test,  $F(1, 78) = 23.75, p < .05$ . In terms of covariance, there is a statistically significant relationship between covariance and post-test. Eta Squared,  $\eta^2$  is the appropriate effect size measure if two groups have similar standard deviation and the same size. According to the interpretation Cohen,  $R^2 .01 < \eta^2 < .06$  as small,  $.06 < \eta^2 < .14$  as moderate,  $\eta^2 > .14$ , as large effect size. Partial Eta Squared shows the effect size,  $\eta^2 = .236$ , which is a large effect size.

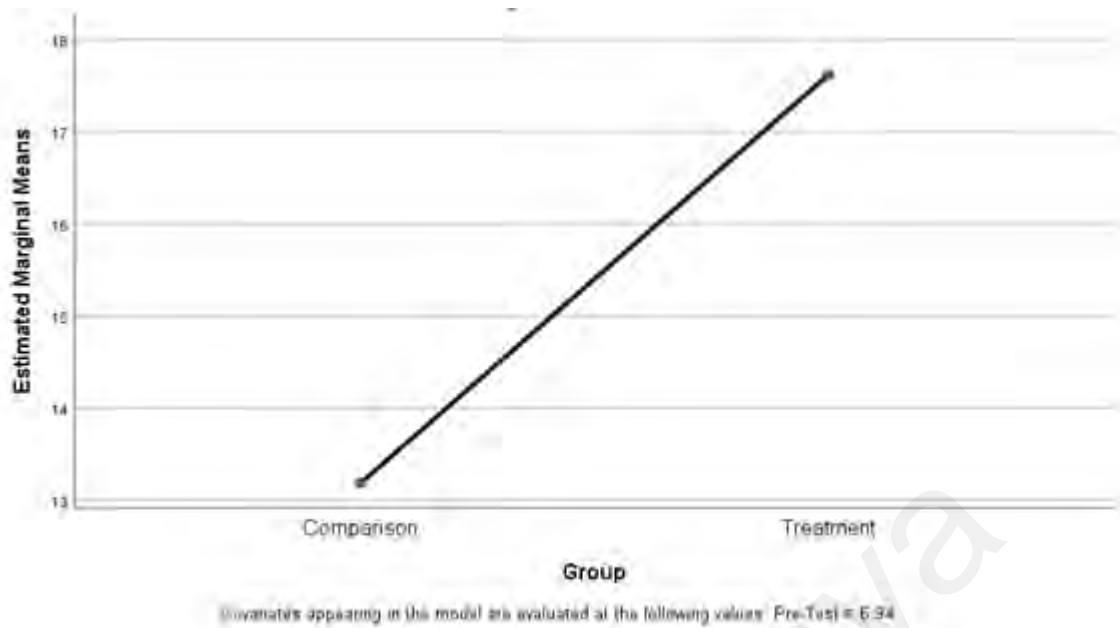
**Table 4.9: Pairwise Comparisons Dependent Variable: Post-Test**

		95% Confidence				
(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig. <sup>b</sup>	Interval for Difference <sup>b</sup>	
					Lower Bound	Upper Bound
Comparison	Treatment	-4.434*	.910	.00	-6.246	-2.622
Treatment	Comparison	4.434*	.910	.00	2.622	6.246

Based on estimated marginal means

\*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.



**Figure 4.1: Profile Plots (Estimated Marginal Means of Post-Test)**

In Table 4.9, the pairwise comparison which shows the comparison between the treatment and comparison groups indicates that the students in treatment group scored better than those in the comparison group with the mean difference being 4.43. The difference would be statistically different with the  $p$ -value=.000. Figure 4.1 indicates that students in the treatment group had significant difference to those in the comparison group in the mastery of content words.

#### **4.3 Results of Pre-Test and Post-Test Based on Level of Words (CEFR Vocabulary Profile)**

In order to further the study of the proficiency words, I considered word level based on CEFR Vocabulary Profile. CEFR stands for “European Common Reference Frame” for language, which describes the language abilities of students of according to different learning levels. The levels of the CEFR are useful in guiding learners of English on the most important words and phrases to learn at each level. It divides language skills into six levels: A1 and A2 represent the elementary and pre-intermediate levels of words; B1

and B2 indicate lower- and upper-intermediate levels of words; C1 indicates advanced level of words; and C2 indicates complete proficiency level of words.

### 4.3.1 Results Based on Level A1 Words

#### 4.3.1.1 ANCOVA Comparison of Post-Test A1 Scores Between Treatment and Comparison Groups

In order to examine students' vocabulary mastery of A1 level words in both tests, the A1 words were enumerated for both groups. A One-way ANCOVA was conducted to analyse the covariance and determine whether there is a statistically significant difference between treatment and comparison groups on post-test controlling for pre-test in mastery of A1 words.

**Table 4.10: Levene's Test of Equality of Error Variances<sup>a</sup>**

<b>Dependent Variable: Post-Test A1</b>			
F	df1	df2	Sig.
7.845	1	78	.006

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + PreTestA1 + ID



**Table 4.11: Tests of Between-Subjects Effects****Dependent Variable: Post-Test A1**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power <sup>b</sup>
Corrected Model	146.22 <sup>a</sup>	2	73.11	13.77	.000	.263	27.530	.998
Intercept	365.403	1	365.4	68.80	.000	.472	68.798	1.000
Pre-Test	60.108	1	60.11	11.32	.001	.128	11.317	.913
Group	112.012	1	112.0	21.09	.000	.215	21.090	.995
Error	408.967	77	5.31					
Total	3743.00	80						
Corrected Total	555.187	79						

a. R Squared = .263 (Adjusted R Squared = .244)

b. Computed using alpha = .05

There is a significant effect of the group types on post-test after controlling for pre-test,  $F(1, 78) = 21.09, p < .05$  (see Table 4.10 and Table 4.11). Where the covariance is concerned, there is a statistically significant relationship between covariance and post-test. Cohen's  $R^2$  (Partial eta-squared) is the appropriate effect size measure if two groups have similar standard deviation and the same size. According to Cohen,  $R^2$  (Partial eta-squared), the interpretation  $.01 \leq \eta^2 < .06$  is considered as small,  $.06 \leq \eta^2 < .14$  as moderate,  $\eta^2 \geq .14$ , as large effect size. Partial Eta Squared (Table 4.11) shows that the effect size,  $\eta^2 = .215$ , is a large effect size.

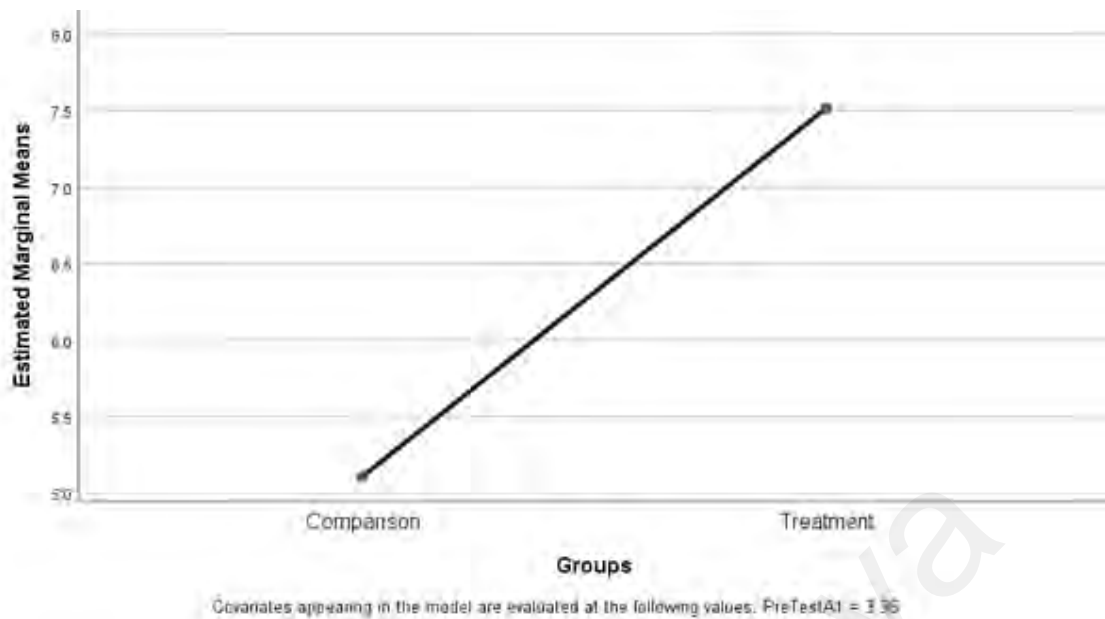
**Table 4.12: Pairwise Comparisons**  
**Dependent Variable: Post-Test A1**

		95% Confidence				
(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig. <sup>b</sup>	Interval for Difference <sup>b</sup>	
					Lower Bound	Upper Bound
Comparison	Treatment	-2.410*	.525	.00	-3.456	-1.365
Treatment	Comparison	2.410*	.525	.00	1.365	3.456

Based on estimated marginal means

\*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.



**Figure 4.2: Profile Plots (Estimated Marginal Means of Post-Test A1)**

In Table 4.12, the pairwise comparison shows the comparison between the treatment and comparison groups. It indicates that the students in the treatment group scored higher than comparison group with the mean difference of 2.41. The difference would be statistically different with the  $p$ -value=.00. Figure 4.2 indicates that students in the treatment group were significantly different from those in the comparison group in the mastery of A1 level words after the treatment.

### **4.3.2 Results Based on Level A2 Words**

#### **4.3.2.1 ANCOVA Comparison of Post-Test A2 Scores Between Treatment and Comparison Groups**

In analysing students' pre-test and post-test vocabulary mastery of A2 level words, A2 words were first counted for both groups. A One-way ANCOVA was conducted to analyse the covariance and determine whether there was a statistically significant difference between treatment and comparison groups on post-test controlling for pre-test in mastery of level A2 words.

**Table 4.13: Levene's Test of Equality of Error Variances****Dependent Variable: Post-Test A2**

F	df1	df2	Sig.
1.306	1	78	.257

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + PreTestA2 + Groups

**Table 4.14: Tests of Between-Subjects Effects****Dependent Variable: Post-Test A2**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power <sup>b</sup>
Corrected Model	58.50 <sup>a</sup>	2	29.25		.000	.214	21.01	.99
Intercept	417.97	1	417.97	150.12	.000	.661	150.12	1.00
Pre-Test	35.38	1	35.38	12.71	.001	.142	12.71	.94
Group	16.29	1	16.29	5.85	.018	.071	5.85	.67
Error	214.39	77	2.78					
Total	2243.0	80						
Corrected Total	272.89	79						

a. R Squared = .214 (Adjusted R Squared = .194)

b. Computed using alpha = .05

Table 4.13 and Table 4.14 show that there is a significant effect of the group types on post-test after controlling for pre-test,  $F(1, 78) = 5.85, p < .05$ . In terms of covariance, there is a statistically significant relationship between covariance and post-test. Cohen's  $R^2$  (Partial eta-squared) is the appropriate effect size measure if two groups have similar standard deviation and the same size. According Cohen,  $R^2$  (Partial eta-squared), the interpretation  $.01 \leq \eta^2 < .06$  as small,  $.06 \leq \eta^2 < .14$  as moderate,  $\eta^2 \geq .14$ , as large effect size. In this instance, Partial Eta Squared shows the effect size,  $\eta^2 = .071$ , which is a medium effect size.

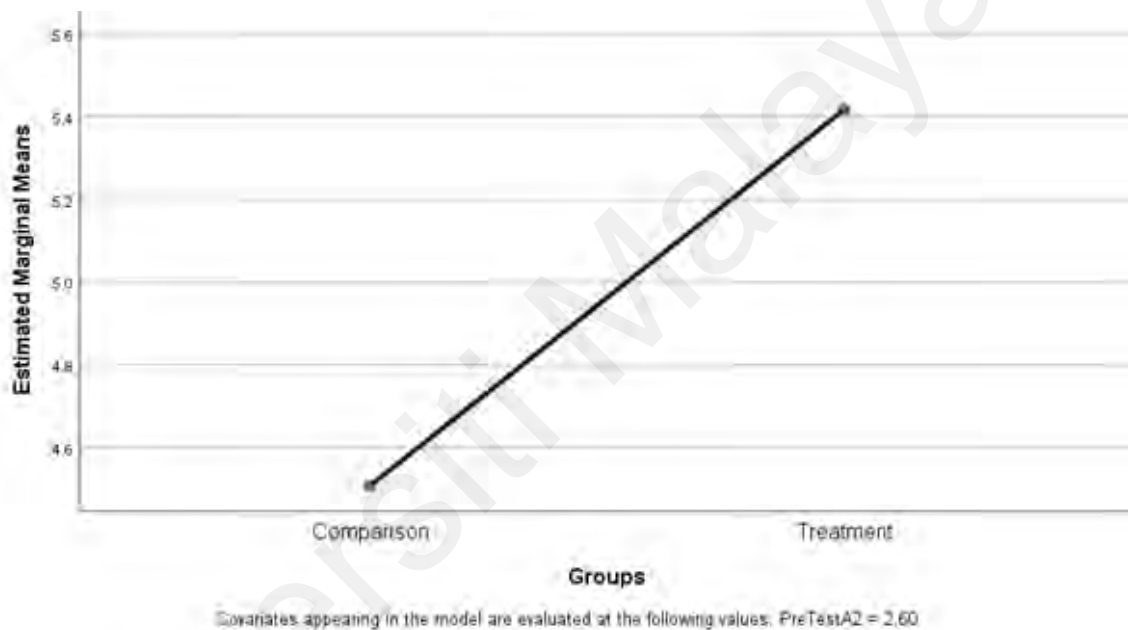
**Table 4.15: Pairwise Comparisons**  
**Dependent Variable: Post-Test A2**

95% Confidence						
(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig. <sup>b</sup>	Interval for Difference <sup>b</sup>	
					Lower Bound	Upper Bound
Comparison	Treatment	-.909*	.376	.02	-1.658	-.161
Treatment	Comparison	.909*	.376	.02	.161	1.658

Based on estimated marginal means

\*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.



**Figure 4.3: Profile Plots (Estimated Marginal Means of Post-Test A2)**

In Table 4.15, the pairwise comparison shows the comparison between the treatment and comparison groups. It indicates that the students in the treatment group scored higher than those in the comparison group with the mean difference of 0.91. The difference would be statistically different with the  $p$ -value=.02. From Figure 4.3, it can be seen that students in the treatment group were significantly different to those in the comparison group in the mastery of A2 level words after the treatment.

### 4.3.3 Results Based on Level B1 Words

#### 4.3.3.1 ANCOVA Comparison of Post-Test B1 Scores Between Treatment and Comparison Groups

In order to study the results of students' pre-test and post-test vocabulary mastery of B1 level words, the B1 words were first counted for both groups. A One-way ANCOVA was conducted to analyse the covariance and determine whether there is a statistically significant difference between treatment and comparison groups on post-test controlling for pre-test in mastery of level B1 words.

**Table 4.16: Levene's Test of Equality of Error Variances<sup>a</sup>**

**Dependent Variable: Post-Test B1**

F	df1	df2	Sig.
.957	1	78	.331

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

**Table 4.17: Tests of Between-Subjects Effects**

**Dependent Variable: Post-Test B1**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power <sup>b</sup>
Corrected Model	60.180 <sup>a</sup>	2	30.09	7.41	.001	.16	14.82	.93
Intercept	117.975	1	117.98	29.06	.000	.27	29.06	1.00
Pre-Test	60.130	1	60.13	14.81	.000	.16	14.81	.97
Group	.097	1	.097	.024	.877	.00	.024	.05
Error	312.620	77	4.06					
Total	796.000	80						
Corrected Total	372.800	79						

a. R Squared = .161 (Adjusted R Squared = .140)

b. Computed using alpha = .05

Table 4.16 and Table 4.17 show that there is no significant effect of the group types on post-test after controlling for pre-test,  $F(1, 78) = .024, p > .05$ . In the case of the covariance, the relationship between covariance and post-test is not statistically significant. Cohen's  $R^2$  is the appropriate effect size measure if two groups have similar standard deviation and the same size. According to Cohen,  $R^2$  (Partial eta-squared), the interpretation  $.01 \leq \eta^2 < .06$  is small,  $.06 \leq \eta^2 < .14$  is moderate,  $\eta^2 \geq .14$  is large effect size. The Partial Eta Squared shows the effect size,  $\eta^2 = .00$ , which is a small effect size.

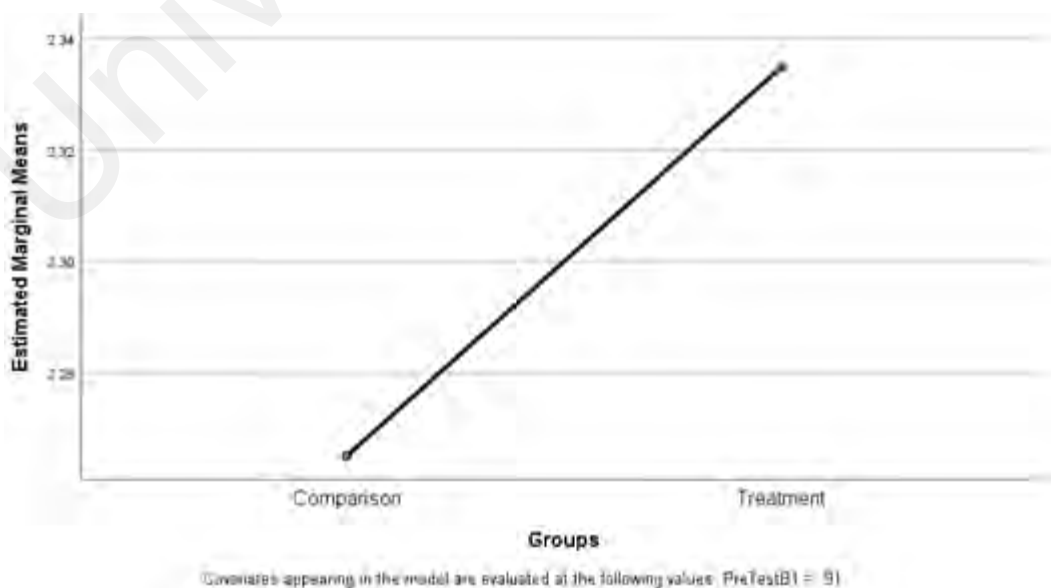
**Table 4.18: Pairwise Comparisons**

**Dependent Variable: Post-Test B1**

95% Confidence						
Interval for Difference <sup>b</sup>						
(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig. <sup>b</sup>	Lower Bound	Upper Bound
Comparison	Treatment	-.070	.451	.877	-.967	.827
Treatment	Comparison	.070	.451	.877	-.827	.967

Based on estimated marginal means

a. Adjustment for multiple comparisons: Bonferroni.



**Figure 4.4: Profile Plots (Estimated Marginal Means of Post-Test B1)**

The pairwise comparison shows the comparison between the treatment and comparison groups (see Table 4.18). It indicates that the students in the treatment group scored similarly to those in the comparison group with very little mean difference 0.07. Figure 4.4 indicates that students in the treatment group showed a slight improvement compared to those in the comparison group for B1 level words after the treatment.

#### 4.3.4 Results Based on Level B2 Words

##### 4.3.4.1 ANCOVA Comparison of Post-Test B2 Scores Between Treatment and Comparison Groups

In order to analyze the students' pre-test and post-test vocabulary mastery of B2 level words, the words were first counted for both groups. A One-way ANCOVA was conducted to analyse the covariance and determine whether there was a statistically significant difference between treatment and comparison groups on post-test controlling for pre-test in mastery of B2 words.

**Table 4.19: Levene's Test of Equality of Error Variances<sup>a</sup> Dependent Variable: Post-Test B2**

F	df1	df2	Sig.
.063	1	78	.803

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + PreTestB2 + Groups

**Table 4.20: Tests of Between-Subjects Effects**  
**Dependent Variable: Post-Test B2**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power <sup>b</sup>
Corrected Model	8.576 <sup>a</sup>	2	4.29	6.240	.003	.139	12.480	.883
Intercept	49.709	1	49.71	72.340	.000	.484	72.339	1.000
Pre-Test	4.963	1	4.96	7.223	.009	.086	7.223	.756
Group	1.888	1	1.89	2.748	.101	.034	2.748	.374
Error	52.912	77	.69					
Total	121.000	80						
Corrected Total	61.487	79						

a. R Squared = .139 (Adjusted R Squared = .117)

b. Computed using alpha = .05

As Table 4.19 and Table 4.20 indicate, there is a no significant effect of the group types on post-test after controlling for pre-test,  $F(1, 78) = 2.75, p > .05$ . Where covariance is concerned, there is no statistically significant relationship between covariance and post-test. Cohen's  $R^2$  is the appropriate effect size measure if two groups have similar standard deviation and the same size. According to Cohen,  $R^2$  (Partial eta-squared), the interpretation  $.01 \leq \eta^2 < .06$  is considered as small,  $.06 \leq \eta^2 < .14$  as moderate,  $\eta^2 = > .14$ , as large effect size. Partial Eta Squared shows that the effect size,  $\eta^2 = .03$ , is a small effect size.

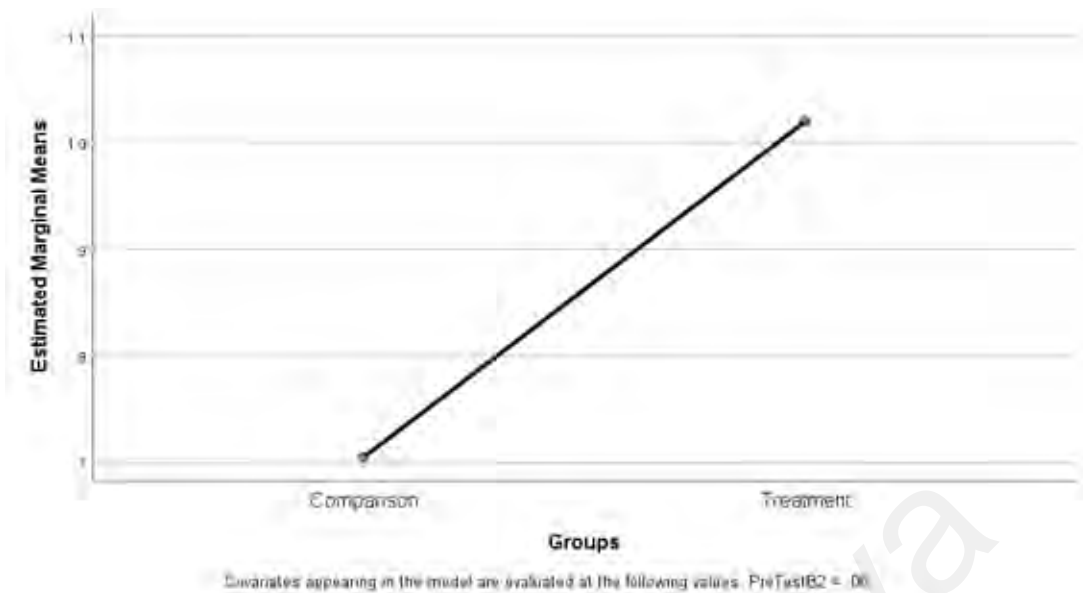
**Table 4.21: Pairwise Comparisons**  
**Dependent Variable: Post-Test B2**

95% Confidence						
(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig. <sup>b</sup>	Interval for Difference <sup>b</sup>	
					Lower Bound	Upper Bound
Comparison	Treatment	-.315	.190	.101	-.693	.063
Treatment	Comparison	.315	.190	.101	-.063	.693

Based on estimated marginal means

a. Adjustment for multiple comparisons: Bonferroni.





**Figure 4.5: Profile Plots (Estimated Marginal Means of Post-Test B2)**

The pairwise comparison (Table 4.21) shows the comparison between the treatment and comparison groups. It indicates that the students in the treatment group scored similarly to those in the comparison group, with very little mean difference 0.32. There is no statistical difference with the  $p$ -value=.10. Meanwhile, Figure 4.5 indicates that students in the treatment group showed a slight improvement compared to those in the comparison group in the mastery of B2 level words.

### 4.3.5 Results Based on Level C1 Words

#### 4.3.5.1 ANCOVA Comparison of Post-Test C1 Scores Between Treatment and Comparison Groups

The C1 words were first counted for both groups before analysing the students' pre-test and post-test vocabulary mastery of C1 level words. A One-way ANCOVA was conducted to analyze the covariance and determine whether there is a statistically significant difference between treatment and comparison groups on post-test controlling for pre-test in mastery of C1 words.

**Table 4.22: Levene's Test of Equality of Error Variances<sup>a</sup>**

<b>Dependent Variable: Post-Test C1</b>			
F	df1	df2	Sig.
.122	1	78	.728

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + PreTestC1 + Groups

**Table 4.23: Tests of Between-Subjects Effects**  
**Dependent Variable: Post-Test C1**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power <sup>b</sup>
Corrected Model	.050 <sup>a</sup>	1	.050	.166	.685	.002	.166	.069
Intercept	8.450	1	8.450	28.05	.000	.264	28.047	.999
Pre-Test Group	.000	0	.	.	.	.000	.000	.
Group	.050	1	.050	.166	.685	.002	.166	.069
Error	23.500	78	.301					
Total	32.000	80						
Corrected Total	23.550	79						

a. R Squared = .002 (Adjusted R Squared = -.011)

b. Computed using alpha = .05

As can be observed from Table 4.22 and Table 4.23, there is a no significant effect of the group types on post-test after controlling for pre-test,  $F(1, 78) = 0.17, p > .05$ . In terms of covariance, there is no statistically significant relationship between covariance and post-test. Cohen's  $R^2$  is the appropriate effect size measure if two groups have similar standard deviation and the same size. According Cohen,  $R^2$  (Partial eta-squared), the interpretation  $.01 < \eta^2 < .06$  is seen as small,  $.06 < \eta^2 < .14$  as moderate,  $\eta^2 \geq .14$ , as large effect size. Partial Eta Squared shows that the effect size,  $\eta^2 = .002$ , is a small effect size.

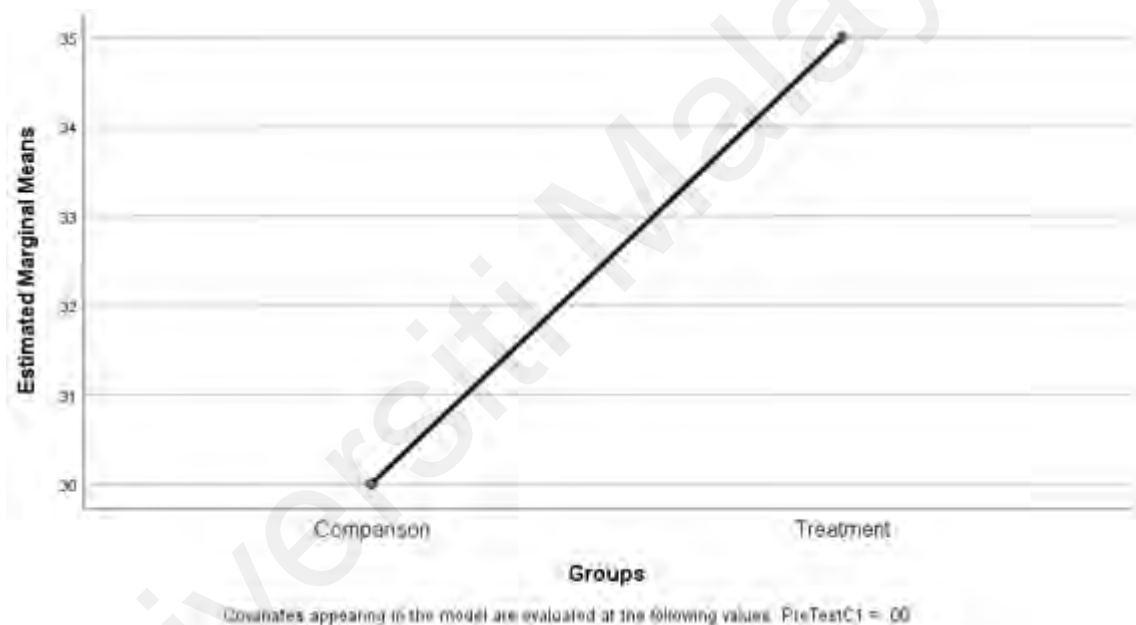
**Table 4.24: Pairwise Comparisons**

**Dependent Variable: Post-Test C1**

95% Confidence						
(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig. <sup>b</sup>	Interval for Difference <sup>b</sup>	
					Lower Bound	Upper Bound
Comparison	Treatment	-.050	.123	.685	-.294	.194
Treatment	Comparison	.050	.123	.685	-.194	.294

Based on estimated marginal means

a. Adjustment for multiple comparisons: Bonferroni.



**Figure 4.6: Profile Plots (Estimated Marginal Means of Post-Test C1)**

In Table 4.24, the pairwise comparison shows the comparison between the treatment and comparison groups. It indicates that the students in the treatment group scored a little higher than those in the comparison group with the difference of mean being 0.05. There would be no statistical difference with the  $p$ -value=.69. Figure 4.6 indicates that students in the treatment group showed a slightly improvement than those in the comparison group in the mastery of C1 level words after the treatment.

### 4.3.6 Results Based on Level C2 Words

#### 4.3.6.1 ANCOVA Comparison of Post-Test C2 Scores Between Treatment and Comparison Groups

In order to study students' pre-test and post-test vocabulary mastery of C2 level words, the C2 words were first counted for both groups. A One-way ANCOVA was conducted to analyse the covariance and determine whether there is a statistically significant difference between treatment and comparison groups on post-test controlling for pre-test in mastery C2 words.

**Table 4.25: Levene's Test of Equality of Error Variances<sup>a</sup>  
Dependent Variable: Post-Test C2**

F	df1	df2	Sig.
24.393	1	78	.000

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + PreTestC2 + Groups

**Table 4.26: Tests of Between-Subjects Effects  
Dependent Variable: Post-Test C2**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	<u>Noncent. Parameter</u>	<u>Observed Power</u> <sup>b</sup>
Corrected Model	7.812 <sup>a</sup>	1	7.812	9.422	.003	.108	9.422	.858
Intercept	32.513	1	32.513	39.211	.000	.335	39.211	1.000
Pre-Test Group	.000	0	.	.	.	.000	.000	.
	7.813	1	7.813	9.422	.003	.108	9.422	.858
Error	64.675	78	.829					
Total	105.00	80						
Corrected Total	72.488	79						

a. R Squared = .108 (Adjusted R Squared = .096)

b. Computed using alpha = .05

As Table 4.25 and Table 4.26 show, there is a significant effect of the group types on post-test after controlling for pre-test,  $F(1, 78) = 9.42, p < .05$ . In terms of covariance, there is a statistically significant relationship between covariance and post-test. Cohen's  $R^2$  is the appropriate effect size measure if two groups have similar standard deviation and the same size. According to Cohen,  $R^2$  (Partial eta-squared), the interpretation  $.01 \leq \eta^2 < .06$  is seen as small,  $.06 \leq \eta^2 < .14$  as moderate,  $\eta^2 \geq .14$  as large effect size. Partial Eta Squared shows the effect size,  $\eta^2 = .11$ , is a medium effect size.

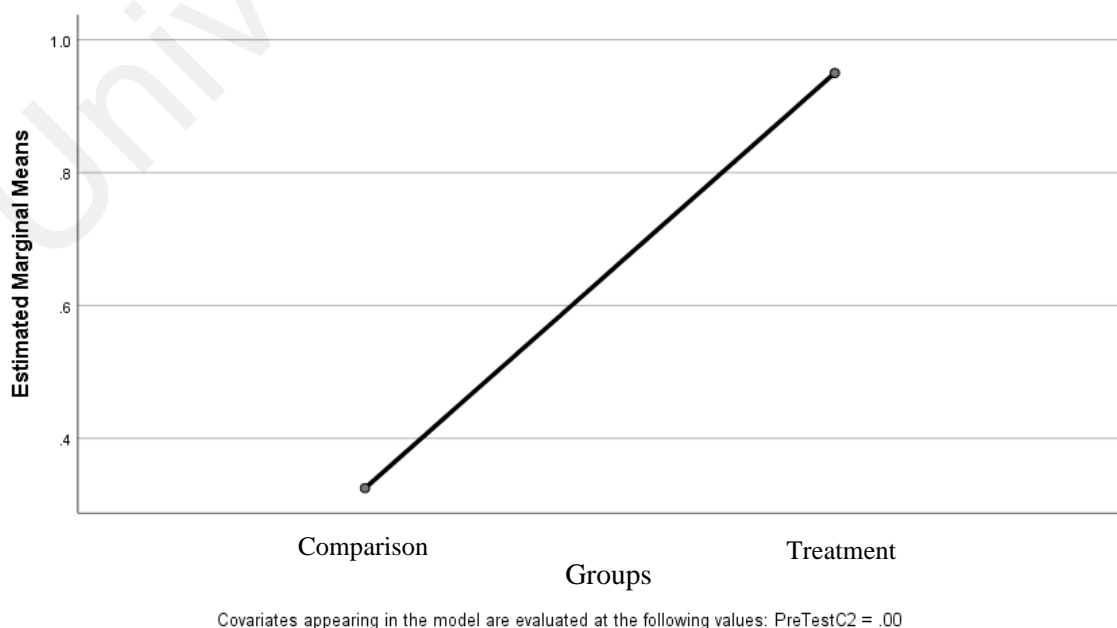
**Table 4.27: Pairwise Comparisons**  
**Dependent Variable: Post-Test C2**

95% Confidence						
(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig. <sup>b</sup>	Interval for Difference <sup>b</sup>	
					Lower Bound	Upper Bound
Comparison	Treatment	-.625*	.204	.003	-1.030	-.220
Treatment	Comparison	.625*	.204	.003	.220	1.030

Based on estimated marginal means

\*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.



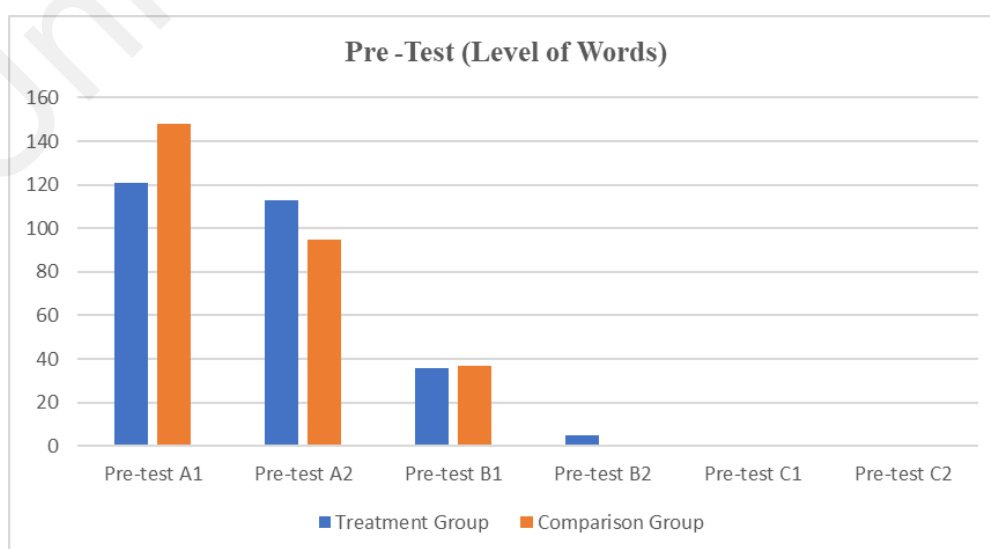
**Figure 4.7: Profile Plots (Estimated Marginal Means of Post-Test C2)**

Table 4.27 shows the comparison between the treatment and comparison groups. It indicates that the students in the treatment group scored higher than those from the comparison group with the difference of mean being 0.63. There would be statistical difference with the  $p$ -value=.00. From Figure 4.7, it can be seen that students in the treatment group showed improvement compared to those from the comparison group in the mastery of C2 level words after the treatment.

#### 4.3.7 A Comparison of Results Based on Level of Words

**Table 4.28 Group Statistic Pre-Test and Post-Test (N=40)**

	Group	Mean	Std. Deviation	Std. Error Mean	Sum
<b>Post-Test A1</b>	Treatment	3.03	1.476	.233	121
	Comparison	3.70	2.015	.319	148
	Difference				27
<b>Post-Test A2</b>	Treatment	2.83	2.049	.324	113
	Comparison	2.38	1.580	.250	95
	Difference				18
<b>Post-Test B1</b>	Treatment	.90	1.194	.189	36
	Comparison	.93	1.023	.162	37
	Difference				1
<b>Post-Test B2</b>	Treatment	.13	.404	.064	5
	Comparison	.00	.000	.000	0
	Difference				5
<b>Post-Test C1</b>	Treatment	.00	.000	.000	0
	Comparison	.00	.000	.000	0
<b>Post-Test C2</b>	Treatment	.00	.000	.000	0
	Comparison	.00	.000	.000	0

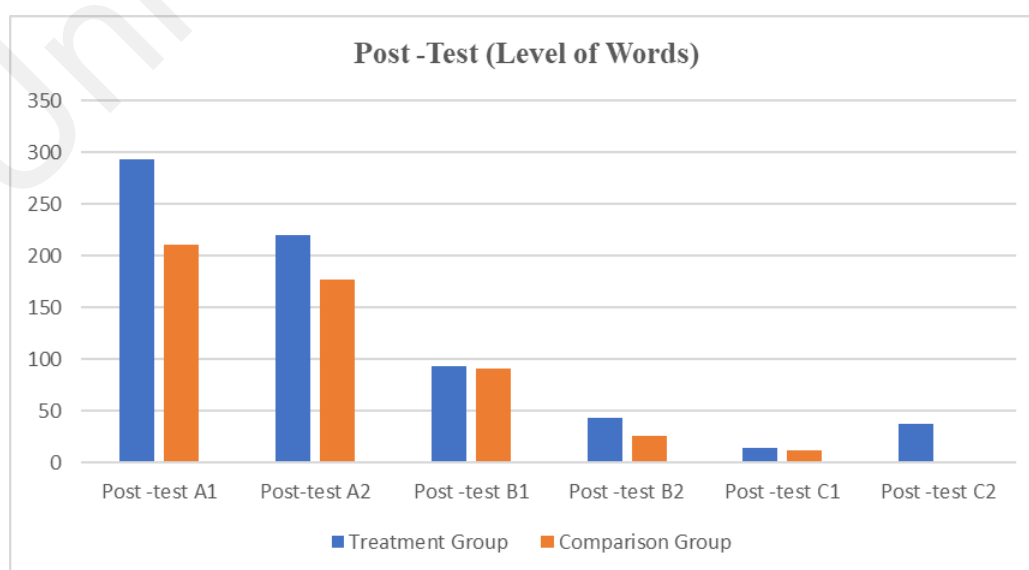


**Figure 4.8: Pre- Test Between Groups**

Table 4.28 and Figure 4.8, numerically and graphically (respectively) show the level of words used by the samples from the treatment group and comparison group were almost similar at the pre-test. The differences between both groups for level A1 is 27 words count, A2 is 18, B1 is 1 and B2 is 5. Both groups did not use any C1 or C2 level words.

**Table 4.29: Group Statistics Post-Test (N=40)**

	Group	Mean	Std. Deviation	Std. Error Mean	Sum
<b>Post-Test A1</b>	Treatment	7.35	2.824	.447	294
	Comparison	5.28	2.013	.318	211
	Difference				83
<b>Post-Test A2</b>	Treatment	5.50	1.895	.300	220
	Comparison	4.43	1.678	.265	177
	Difference				43
<b>Post-Test B1</b>	Treatment	2.33	2.515	.398	93
	Comparison	2.28	1.797	.284	91
	Difference				2
<b>Post-Test B2</b>	Treatment	1.08	.944	.149	43
	Comparison	.65	.770	.122	26
	Difference				17
<b>Post-Test C1</b>	Treatment	.35	.533	.084	14
	Comparison	.30	.564	.089	12
	Difference				2
<b>Post-Test C2</b>	Treatment	.95	1.011	.160	38
	Comparison	.33	.797	.126	13
	Difference				25



**Figure 4.9: Post – Test Between Groups**

Table 4.29 and Figure 4.9, numerically and graphically (respectively) show the level of words used by the sample from the treatment group is higher than the comparison group after the treatment. The differences between both group for level A1 is 83 words count, A2 is 43, B1 is 2, B2 is 17, C1 is 2, and C2 is 25. Figure 4.9 clearly shows that the treatment group performed better and used more vocabulary compared to the comparison group.

Furthermore, a one-way ANCOVA was conducted to determine whether there was a statistically significant difference between treatment and comparison groups on post-test controlling for pre-test. The results indicate that A1, A2, and C2 level words showed a statistically significant effect of the group types; while B1, B2 and C1 showed no statistical difference effect of both groups. The reason that B1 and C1 showed no statistical difference between groups could be due to the fact that there was only a slight difference in participants' use of B1 and C1 words. From Table 4.28 and 4.29, it can be observed that where level B1 was concerned, at pre-test, there was only one participant difference between groups, while at C1 level for pre-test, none of the participants from both groups had used C1 level words. Where the post-test was concerned, there were 2 participants' difference between both groups in the use of B1 and C1 level words. At B2 level, none of the participants from the comparison group used B2 words but 5 participants from the treatment group did so. In terms of the post-test, there was a 17 participants' difference between both groups in the use of B2 level words.

In sum, the treatment group performed better and mastered more vocabulary compared to the comparison group. Hence, the implementation of the CL method has helped students to master and extend their vocabulary, and the level of words used was higher for the treatment group compared to the comparison group which had pursued the traditional way of learning. As a conclusion, based on the level of words used, this study



has found that the treatment group showed greater improvement after the treatment compared to the comparison group.

#### 4.4 Findings Related to Vocabulary Taught During Treatment

This section presents the findings related to the vocabulary that students were able to remember, perceive and use correctly in the post oral test after the treatment. Both the treatment and comparison groups were exposed to the same vocabulary list during the treatment. Through the counting of content words that had been taught, it was possible to analyze whether students' oral test performance showed any improvement in their vocabulary mastery, and to compare the vocabulary mastery of the two groups to see which group performed better. To do so, the post-test content word count between the two groups were compared. The data were processed, and analysed parametrically by using an Independent *t*- test.

**Table 4.30: Group Statistics Mastery of Vocabulary Being Taught  
(Between Groups)**

	Group	N	Mean	Std. Deviation	Std. Error Mean
Vocabulary Being Taught (Vocabulary List)	Treatment Group	40	6.65	3.199	.506
	Comparison Group	40	4.10	2.307	.365

Prior to the *t*-test, a comparison of the post test scores (for equal variances not assumed) showed that there is a significant difference in the post-test vocabulary scores,  $t(70.93) = 4.09, p < .05$ , Effect size,  $d = 0.93$ . Table 4.30 shows that the mean for the treatment group is 6.65 with the standard deviation being 3.199 while for the comparison group, it is 4.10 with the standard deviation at 2.307. This shows that the treatment group has significantly achieved higher mastery of vocabulary.

#### 4.5 Results Based on Band Levelling – School Based Assessment (Performance Standard)

The pre-test and post-tests were analysed using the School Based Assessment, Performance Standard Band Level to enable the researcher to determine the band level of students' speaking skills. The data were based on the results of students' performance on the oral test (pre- and post- test). The oral data were recorded, transcribed, and scored according to six bands. To ensure the reliability and validity of the assessment, all the transcribed data was checked by two experienced teachers of English. The results were then analyzed and interpreted using SPSS to examine whether there was any improvement among those who had been exposed to the CL method.

**Table 4.31: The School Based Assessment**

<b>PERFORMANCE STANDARD</b>		<b>(CEFR)</b>
<b>PERFORMANCE LEVEL</b>	<b>DESCRIPTOR</b>	<b>DESCRIPTOR</b>
6	Can participate in daily and guided conversations with peers with an excellent level of fluency and appropriateness.	B2 High
5	Can participate in daily and guided conversations with peers with a very good level of fluency and appropriateness.	B2 Low
4	Can participate in daily and guided conversations with peers with a good level of fluency and appropriateness.	B1 High
3	Can participate in daily and guided conversations with peers with a satisfactory level of fluency and appropriateness.	B1 Low
2	Can participate in daily and guided conversations with peers with a limited level of fluency and appropriateness.	A2 High
1	Can participate in daily and guided conversations with peers with a very limited level of fluency and appropriateness.	A2 Low

#### 4.5.1 Results Based on Band Levelling – Treatment Group

The results were analysed by the use of descriptive statistics based on the Performance Standard scores of both groups and compared two conditions of the same sample, which is non-parametric. The data were processed and analysed using Wilcoxon Matched Pairs Signed Ranks.

**Table 4.32: Descriptive Statistics Band Levelling - Treatment Group (N=40)**

	Mean	Std. Deviation	Median	Mode	Minimum	Maximum
Pre-Test Band	1.85	.70	2.00	2	1	4
Post-Test Band	3.40	.71	3.00	3	2	5

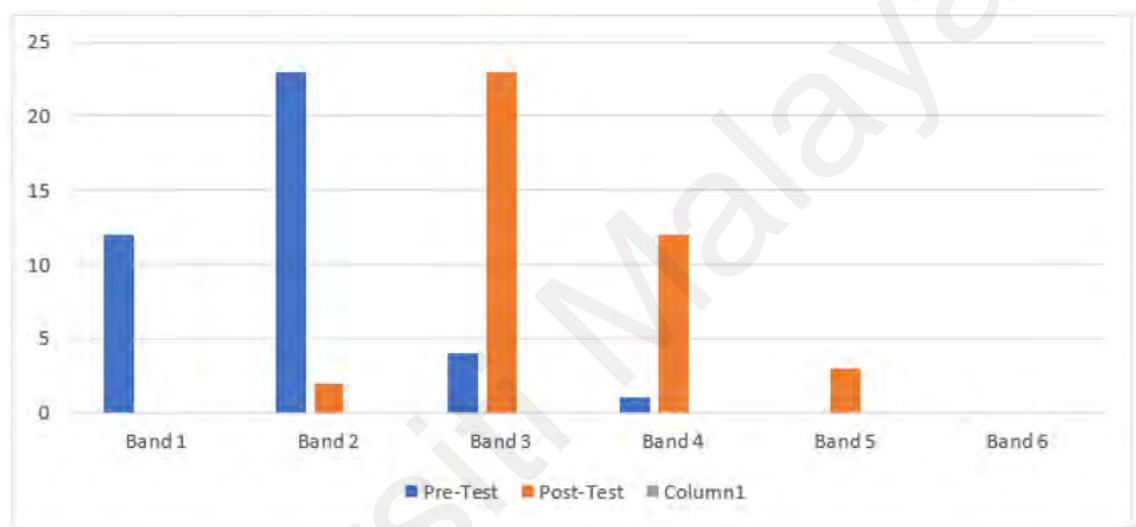
As Table 4.32 shows, the mean score for the post-test is higher than the pre-test; the pre-test mean score is 1.85 with a standard deviation of .70 while the post-test is 3.40 with a standard deviation of .71. The pre-test showed that the minimum band scored was Band 1 while post-test showed the minimum was Band 2. The highest band scored for pre-test was 4 while post-test was 5. The results indicate that there was improvement in the performance of the students in the treatment group after the treatment.

**Table 4.33: Wilcoxon Signed Rank Test Comparison of Pre and Post Band Scores of Oral Performance Standard (Treatment Group)**

	n	Sum of Rank	Mean Rank	Z	p < .05
Pre-Test Band – Post-Test Band	40	820.00	20.50	5.67	sig

Table 4.33 shows that the positive rank is 40, which indicates that there were 40 cases where the post-test scores are higher than the pre-test scores. The participants had a higher improvement of their band score as measured on the post-test. The tie was 0, which means

all the 40 students showed improvement on the post-test. The  $z$  was 5.67 and the significance was .000, showing  $p$ -value  $< .05$ . As this would be statistically significant, the null hypothesis can be rejected. It can be presumed that there is a difference between the pre-test and post-test. Descriptive statistics shows that the post-test was higher (Table 4.32), so this means that the level of band score has increased as measured by the post-test when compared to as measured by the pre-test. Based on this analysis, it could be presumed that the treatment was successful.



**Figure 4.10: Pre and Post-Test Band Levelling (Treatment Group)**

Figure 4.10 shows the improvement clearly. As Bands 1 and 2 represent weaker bands, it is not surprising that there were 0 students scoring Band 1 on the post-test, while Band 2 students reduced from 23 on the pre-test to 2 students on the post-test. Similarly, the bar chart shows a huge improvement whereby Band 3 students had increased from 4 to 23 students. At the pre-test, only 1 student scored Band 4 and none managed to attain Bands 5 and 6. However the post-test shows 12 students had scored Band 4 and 3 students Band 5. This trend shows a clear improvement at the post-test level, i.e. after the implementation of the CL method.

#### 4.5.2 Results Based on Band Levelling – Comparison Group

Descriptive statistics of the Performance Standard scores of both groups were conducted to compare two conditions of the same sample, which is Non-Parametric. The data obtained were processed, and analysed using Wilcoxon Matched Pairs Signed Ranks.

**Table 4.34: Descriptive Statistics Band Levelling - Comparison Group (N=40)**

	Mean	Std. Deviation	Median	Mode	Minimum	Maximum
Pre-Test Band	1.93	.73	2.00	2	1	3
Post-Test Band	2.80	.79	3.00	3	1	5

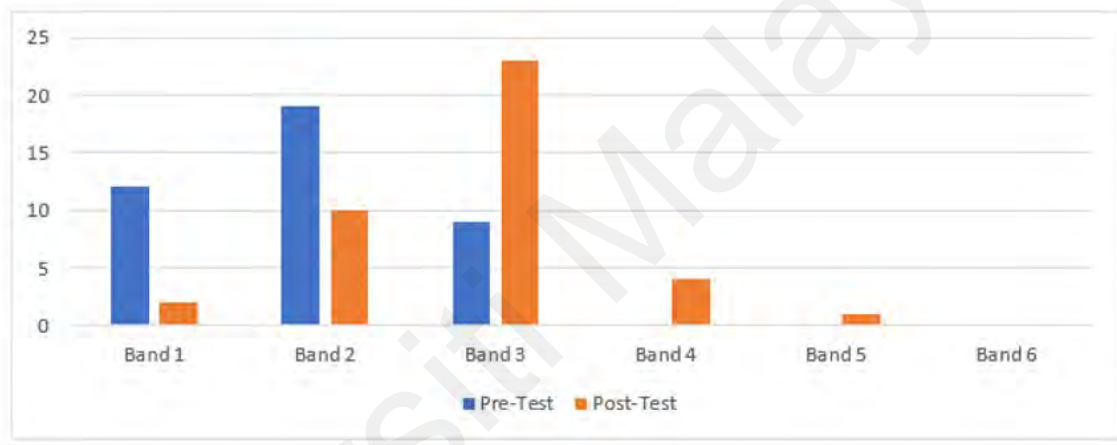
As Table 4.34 shows, the mean score for the post-test is higher than that of the pre-test with the mean score for the pre-test at 1.93 while it is 2.8 for the post-test. Similarly, the standard deviation is .73 for pre-test and .79 for the post-test. While both tests registered the minimum score as 1, the maximum for pre-test was 3 while that for the post-test was 5. These numbers show that there is improvement in the performance of the comparison group between pre-test and post-test.

**Table 4.35 Wilcoxon Signed Rank Test Comparison of Pre and Post Band Scores of Oral Performance Standard (Comparison Group)**

	n	Sum of Rank	Mean Rank	Z	p < .05
Pre-Test Band – Post-Test Band	40	406.00	14.50	4.88	sig

Table 4.35 shows that the positive rank is 28, which means there were 28 cases where the post-test score is higher than the pre-test score. These participants showed a higher improvement in their band scores as measured on the post-test. Twelve cases showed a

tie, meaning the post-test scores are equal to the pre-test. In other words, 12 students showed no changes in vocabulary mastery between two tests. The  $z = 4.88$  and the significance was .000. For social sciences, the set of p-value is .05. Hence, this would be statistically significant, so the null hypothesis is rejected. It can be presumed then that there is a difference between the pre-test and post-test. Table 4.34 (the descriptive statistic table) shows that the post-test was higher, so this means that the level of band score has increased as measured by the post-test when compared to as measured by the pre-test. Based on this analysis, it could be presumed that the treatment was successful.



**Figure 4.11: Pre and Post-Test Band Levelling (Comparison Group)**

The improvement is clearly shown in Figure 4.11. As Band 1 and Band 2 represent the weaker bands, the majority of the sample were within these bands. But the post-test results indicate that there was a remarkable improvement in that the number of Band 1 students were reduced by 10, while Band 2 students decreased by 9. In the case of the Band 3 students, the bar chart shows that there was a huge improvement since Band 3 students increased from 9 to 23 at post-test level. At the pre-test, there were no Band 4 and 5 students, but the post-test showed four Band 4 students and one Band 5 student. This proves there was improvement in the students' performance in the comparison group.

### 4.5.3 Results Based on Band Levelling – Between Treatment Group and Comparison Group

This sub-section presents the findings of the comparison between students' pre-test and post-test oral performance for both groups. To compare two conditions of the different samples, which would be considered Non-Parametric, the data were analysed using Mann-Whitney U.

**Table 4.36: Ranks Band Levelling – Comparing Between Treatment and Comparison Groups**

	Group	N	Mean Rank	Sum of Ranks
Pre-Test Band Score	Treatment Group	40	39.21	1568.50
	Comparison Group	40	41.79	1671.50
	Total	80		
Post-Test Band Score	Treatment Group	40	48.43	1937.00
	Comparison Group	40	32.58	1303.00
	Total	80		

From Table 4.36, it can be observed that there were 40 participants in the treatment group and 40 participants in the comparison group. Were the mean is concerned, the pre-test band score shows little difference between treatment and comparison groups. The comparison group performed slightly better than the treatment group on the pre-test with the difference of mean rank 2.58. On the other hand, the post-test showed a greater difference with the treatment group performing better than the comparison group with a difference of mean rank 15.85.

**Table 4.37: Test Statistics<sup>a</sup> Band Levelling–**

#### Between Treatment and Comparison Groups

	Pre Band Score	Post Band Score
Mann-Whitney U	748.500	483.000
Wilcoxon W	1568.500	1303.000
Z	-.546	-3.414
Asymp. Sig. (2-tailed)	.585	.001

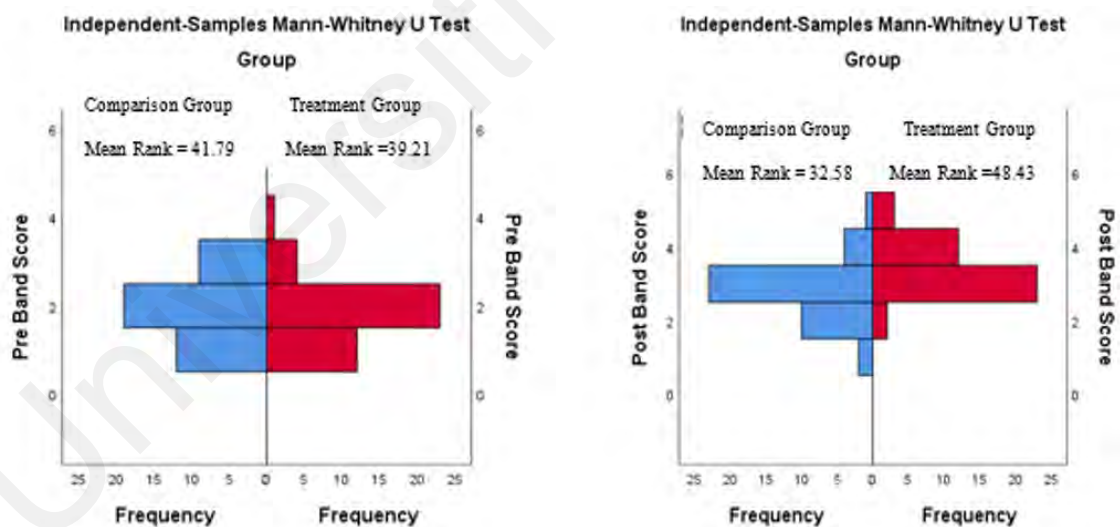
a. Grouping Variable: Group

Table 4.37 shows that the Mann-Whitney U statistic for pre-test is 748.500. The  $z$  statistic for the pre-test is  $-.546$  with  $p\text{-value} > .05$ . Thus, there is statistically no significant difference between treatment group and comparison group for pre-test. The Mann-Whitney U statistic for post-test is 483.000. The post  $p\text{-value}$  is  $.001$ , with  $p\text{-value} < .05$ . Hence, this represents a statistically significant difference between treatment group and comparison group.

**Table 4.38: Hypothesis Test Summary Band Levelling –  
Between Treatment and Comparison Groups**

Null Hypothesis	Test	Sig.	Decision
1 The distribution of Pre-test Band Score is the same across categories of Group.	Independent-Samples Mann-Whitney U Test	.585	Retain the null hypothesis.
2 The distribution of Post-test Band Score is the same across categories of Group.	Independent-Samples Mann-Whitney U Test	.001	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is  $.050$ .



**Figure 4.12: Test Summary of Band Levelling – Between Treatment and Comparison Groups**

As can be observed from Table 4.38, the distribution of pre-test and post-test band score is the same across categories of group. The  $p\text{-value} = .585$  for pre-test and  $.001$  for post-test. Figure 4.12 shows that the pre-test (left) frequencies are fairly similar; so it makes sense to retain the null hypothesis with the test statistic of 748.500. In the case of



the post-test, the null hypothesis has to be rejected as the significance level was below .05. The graph (right) in Figure 4.12 shows that the frequencies between treatment group and comparison group are quite different; hence it can be summed up that there is a statistically significant difference between both groups with the test statistic at 483.000. To conclude, according to Band Level - School Based Assessment (Performance Standard), after the treatment, the treatment group showed great improvement compared to the comparison group.

#### 4.6 Post- Intervention Questionnaire Findings

To address RQ2 which is to examine students' perceptions toward the use of CL in enhancing their vocabulary in spoken English, only the treatment group was administered a Post-Intervention questionnaire. The questionnaire was constructed using the closed-ended questions with textboxes (these were optional). The data from the closed-ended questions were analysed and interpreted quantitatively by Descriptive Statistics using SPSS. Due to the fact that only a few students expressed themselves in the textboxes, the researcher is only able to mention the students' input rather than carry out an in-depth analysis.

##### 4.6.1 Results of the Post-Intervention Questionnaire – Quantitative Analysis

**Table 4.39: Descriptive Statistics (Post-Intervention Questionnaire) (N=40)**

		Mean	Std. Deviation
Item 1	Prefer working in group	4.43	.501
Item 2	Helps me to realise errors and	4.33	.474
Item 3	Helps me to learn more new words	4.20	.853
Item 4	Helps me to use more new words	4.05	.639
Item 5	Enhances class participation	4.22	.423
Item 6	Helps me to learn new words easily in an integrative way	4.28	.452
Item 7	Makes me more confident in speaking	4.38	.490
Item 8	I love CL method of learning	4.55	.504

The results of the analysis of the 5- point scale are presented in Table 4.39. Most of the participants agreed that they preferred to work in groups rather than alone (mean = 4.43, mode and median showed as 4). The participants also agreed that CL helped them to realise their errors and mistakes in vocabulary (mean = 4.33, mode and median showed as 4). None of the participants indicated that they were “undecided”, “disagreed” or “strongly disagreed” with Items 1 and 2. Where item 3 was concerned, while participants agreed that they can learn more than 5 words from their friends, 11 of the participants indicated that they were undecided. In the case of Item 4, the participants agreed that they could use more than 5 words after the treatment in group discussions and in the oral test. Meanwhile 7 of the participants remained undecided. Most of the participants also agreed that CL enhances class participation (Item 5) and they can learn new words easily in an integrative way (Item 6). The mode and median being equal to 5, it should be noted that The participants “strongly agreed” that they preferred and loved CL method of learning than the usual way (Item 8) and they “agreed” that they had made some improvement and become more confident in speaking (Item 7). It must be mentioned that none of the participants indicated that they were undecided, disagreed or strongly disagreed with Item 5, Item 6, Item 7, and Item 8.

A more detailed analysis of each item of the questionnaire follows.

**Table 4.40: Prefer Working in Group**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	0	0	0	0
Disagree	0	0	0	0
Undecided	0	0	0	0
Agree	23	57.5	57.5	57.5
Strongly Agree	17	42.5	42.5	100.0
Total	40	100.0	100.0	

**Table 4.41: CL Helps Realise Errors and Mistakes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	0	0	0	0
	Undecided	0	0	0	0
	Agree	27	67.5	67.5	67.5
	Strongly Agree	13	32.5	32.5	100.0
	Total	40	100.0	100.0	

Table 4.40 shows that the participants agreed that they preferred to work in groups rather than work alone. Twenty-three participants (57.5%) agreed while 17 participants (42.4%) strongly agreed with the statement, thus it can be said that 100 percent of the sample were positive about the idea of working in groups. Table 4.41 indicates that out of 40 participants, 27 participants (67.5%) agreed, and 13 participants (32.5%) strongly agreed that CL helped them to realise their errors and mistakes in vocabulary. Hence, again 100 percent in total feel positive about CL helping them in realising errors and mistakes. None of the participants indicated that they were undecided, disagreed or strongly disagreed with Items 1 and 2.

**Table 4.42: Learn More New Words**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	0	0	0	0
	Undecided	11	27.5	27.5	27.5
	Agree	10	25.0	25.0	52.5
	Strongly Agree	19	47.5	47.5	100.0
	Total	40	100.0	100.0	

**Table 4.43: Use More New Words**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	0	0	0	0
	Undecided	7	17.5	17.5	17.5
	Agree	24	60.0	60.0	77.5
	Strongly Agree	9	22.5	22.5	100.0
	Total	40	100.0	100.0	

From Table 4.42, it can be seen that out of the 40 participants, 10 (25%) agreed and 19 (47.5%) strongly agreed that they managed to learn more than 5 words from their friends. Hence a total of 72.5% responded positively to this statement. Eleven (27.5%) remained undecided because they were not sure about their word count after 6 classes of treatment. Table 4.43 shows that 24 participants (60%) agreed and 9 (22.5%) of them strongly agreed that they could use more than 5 words after the treatment and in the oral test. This means that 82.5% feel positive about CL helping them to use more new words. While 7 (17.5%) were undecided, none of them indicated that they disagreed or strongly disagreed with Item 3 and Item 4.

**Table 4.44: CL Enhances Class Participation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	0	0	0	0
	Undecided	0	0	0	0
	Agree	31	77.5	77.5	77.5
	Strongly Agree	9	22.5	22.5	100.0
	Total	40	100.0	100.0	

**Table 4.45: Learn New Words Easily in An Integrative Way**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	0	0	0	0
	Undecided	0	0	0	0
	Agree	29	72.5	72.5	72.5
	Strongly Agree	11	27.5	27.5	100.0
	Total	40	100.0	100.0	

Table 4.44 shows that out of 40 participants, 31 (77.5%) agreed and 9 (22.5%) strongly agreed that CL enhances the class participants. In other words, they preferred to work together rather than alone. Thus, 100 percent are positive about CL enhancing their class participation. Meanwhile, from Table 4.45, it can be seen that 29 of the participants (72.5%) agreed and 11 (27.5%) strongly agreed that they can learn new words easily through the integrative way, which again shows a 100 percent agreement that CL by using

an integrative approach helps them to learn new words more easily. Again, none of the participants indicated that they were undecided, disagreed or strongly disagreed with Item 5 and Item 6.

**Table 4.46: More Confident in Speaking**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	0	0	0	0
	Undecided	0	0	0	0
	Agree	25	62.5	62.5	62.5
	Strongly Agree	15	37.5	37.5	100.0
	Total	40	100.0	100.0	

**Table 4.47: Love CL Method of Learning**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	0	0	0	0
	Undecided	0	0	0	0
	Agree	18	45.0	45.0	45.0
	Strongly Agree	22	55.0	55.0	100.0
	Total	40	100.0	100.0	

Table 4.46 shows that 25 of the participants (62.5%) agreed and 15 (37.5%) strongly agreed that they became more confident in speaking after the implementation of CL. This means 100 percent have a positive perception about CL helping them to be more confident in speaking. According to Table 4.47, 18 of the participants (45.0%) agreed and 22 (55.0%) strongly agreed which again reflects that 100 percent had a positive perception of wanting to work in groups, and they preferred the CL method over the teacher-centred learning method. None of the participants indicated that they were undecided, disagreed or strongly disagreed with Item 7 and Item 8.

In conclusion, the analysis of data obtained from the post-intervention questionnaire indicates very clearly that the participants perceive CL in a very positive manner for enhancing their vocabulary in spoken English.

#### **4.7 Findings from Focus Group Interview (Qualitative Analysis)**

To address RQ2, beside the post-intervention questionnaire, at the end of the intervention, the treatment group was required to participate in a focus group interview (FGI) to ascertain students' perceptions toward CL. Three focus group interview sessions were conducted with 24 students selected from the treatment group based on their test results. The optimal number for conducting such interviews is eight (Kruger 2002), therefore eight students with the highest percentage of improvement was assigned as Group 1, eight of those with the next highest percentage of improvement to Group 2, while Group 3 comprised the lowest scorers and was considered as the regressive group. A semi-structured interview was conducted with each group. Data from the FGI were analysed qualitatively using Thematic Analysis to discern similarities and relationships among the themes more clearly. Finally, data triangulation was attempted by comparing the quantitative data from the questionnaire and oral tests, and the qualitative data from the FGI.

This section presents the results obtained from the FGI. Since the results are derived from qualitative methods, the results will be displayed according to the items in the instrument. Interview question 1 is labelled 'IQ1', interview question 2 as 'IQ2' and so on to the last interview question which is IQ6'. Going by the thematic analysis of the data, the first theme was classified as 'Peer Relation'(PR); the second theme as 'Fun Learning'(FL) while the third was 'Teamwork Is More Efficient' (TME). The fourth theme was labelled as 'Better Achievement' (BA), while the last theme was known as 'Problem Solving Skill' (PSS). Meanwhile, the interviewees were also coded for easy reference. The code of the first respondent is R1, the second respondent is R2, and the code of the last respondent is R24. R1 to R8 were the respondents from Group 1, R9 to R16 from Group 2, while R17 to R24 were from Group 3. As mentioned earlier, data collected via the FGI is intended to answer RQ2 of the study.

#### 4.7.1 Theme 1 – Peer Relations (PR)

The interaction between peers in the classroom is a normal and indispensable part of the learning process, which will affect students' lifelong learning habits. Hence it was not surprising that 'Peer Relations' (PR) emerged as one of the main themes of the FGI data. The sub-themes under the theme of 'Peer Relation' (PR) are 'Learning Together' (LT), 'Peer-Support' (PS) and 'Peer-Feedback' (PF). In the table below, Interview question 1 is labelled as 'IQ1', while R4 refers to respondent number four.

**Table 4.48: Results of First Theme – Peer Relations (IQ1)**

Coded	Data Extract
<b>Learning Together (LT)</b>	<p><b>IQ1 Do you prefer working in a group rather than working on your own? Why?</b></p> <p><i>Yes, I prefer working in the group rather than working on my own because I can learn more new words in group. (IQ1 R4)</i></p> <p><i>Yes, I do. I can learn more words from my friends. I also can ask some words from my friends. (IQ1 R12)</i></p> <p><i>Yes, I prefer working in the group because it is very interesting. I can learn new words from my group members. (IQ1 R14)</i></p> <p><i>I do prefer because it is very... because I can learn more new words. (IQ1 R19)</i></p> <p><i>Yes, I do. Because I can learn more words with my friends. (IQ1 R22)</i></p> <p><i>I prefer because it is interesting. I can learn many new words from my group. (IQ1 R23)</i></p>
<b>Peer-Support (PS)</b>	<p><b>IQ1 Do you prefer working in a group rather than working on your own? Why?</b></p> <p><i>Yes, I do. It is because when I work in a group I will make some mistake and my group will help me. (IQ1 R8)</i></p> <p><i>Yes, I do. It is because we can help each other. (IQ1 R24)</i></p>
<b>Peer-Feedback (PF)</b>	<p><b>IQ1 Do you prefer working in a group rather than working on your own? Why?</b></p> <p><i>Yes, I prefer working in the group rather than working on my own it is because while I face some problem, my friend will teach me and guide me. (IQ1 R6)</i></p>

Table 4.48 shows some of the interviewees' responses to IQ1, under the main theme of PR. In sum they felt that as a group, they could learn together the meaning of the new words and form the sentences with the new vocabulary. Under the subtheme of LT, 6 respondents (R4, R12, R14, R19, R22, R23) from 3 groups mentioned that they prefer to work in groups because they could learn more new words and they could also ask their friends about words unfamiliar to them. Under the subtheme of PS, the respondents from Group 1 (R8) and Group 3 (R24) preferred the CL method as they could learn new words from group members via the CL method and when they made mistakes, friends would help them share their ideas with the group members. Under the subtheme of PF, the respondent from Group 1, R6 mentioned that when he made mistakes or errors, the team members would correct and guide him.

**Table 4.49: Results of First Theme – Peer Relations (IQ2)**

<b>Coded</b>	<b>Data Extract</b>
<b>Learning Together (LT)</b>	<p><b>IQ2 How did you learn new words in the CL method?</b></p> <p><i>I listen the explanation with my friends and memorise the words during my leisure time. (IQ2 R7)</i></p> <p><i>I will ask them the meaning of the words when I don't know the words. (IQ2 R8)</i></p> <p><i>I listen the explain of my friends and memory the words during my leisure time. (IQ2 R9)</i></p> <p><i>My friends and I discuss the new words. We learnt together. (IQ2 R13)</i></p>
<b>Peer-Feedback (PF)</b>	<p><b>IQ2 How did you learn new words in the CL method?</b></p> <p><i>When I speak to my friends, when I have mistakes, my friends will correct my mistakes. (IQ2 R14)</i></p>

Under the same main theme of PR, Table 4.49 shows some of the interviewees' responses to IQ2. Under the subtheme of LT, the respondents from Group 1 (R7, R8) and Group 2 (R9, R13) mentioned that they learnt new words in group by listening to the explanation of the words from team members; asking for the meaning of the words or discussing new words with friends and learning together. Under the subtheme of PF, one



of the respondents from Group 2 (R14) mentioned that when he made mistakes or errors, his team members would correct and guide him.

**Table 4.50: Results of First Theme – Peer Relations (IQ6)**

<b>Learning Together (LT)</b>	<b>IQ6 Compared to the usual way you learnt spoken English, is the CL method better or worse? Explain your answer.</b>
	<i>I think the CL method is better because I can discuss with my group members and find the dictionary to learn. (IQ6 R10)</i>
	<i>CL is better because I can learnt the meaning of new words in the group. (IQ6 R19)</i>
	<i>CL is better because I can learnt the meaning of new words and I can learnt the new words I learnt. (IQ6 R20)</i>
	<i>I think CL method is better because I learnt many new words and make more friends. (IQ6 R21)</i>
<b>Peer-Support (PS)</b>	<b>IQ6 Compared to the usual way you learnt spoken English, is the CL method better or worse? Explain your answer.</b>
	<i>I think CL method is better it is because has a group can help our English up and also can learnt more new words in the group. (IQ6 R24)</i>
<b>Peer-Feedback (PF)</b>	<b>IQ6 Compared to the usual way you learnt spoken English, is the CL method better or worse? Explain your answer.</b>
	<i>I think the CL is better. It is because I can learn from my mistake when my group member told me about it. (IQ6 R3)</i>
	<i>CL method is better than the usual way I learn English it is because my friends can correct me when I was on mistakes. (IQ6 R14)</i>
	<i>I think CL method is better than the usual way I learnt spoken English. It is because my friends can correct me when I use the wrong words in speaking. (IQ6 R15)</i>

Table 4.50 shows some of the interviewees' responses to IQ6 under the main theme of PR. Where IQ6 is concerned, the respondents believed CL is better as they can discuss the unknown words together; find the meanings and also learn the meaning of new words from group members. Under the subtheme of PS, for IQ6, the respondent (R24) preferred the CL method as he or she can learn new words with the help from the group members via the CL method. Under the subtheme of PF, they (R3, R14, R15) mentioned that when they made mistakes or errors, their team members would also correct and guide them.

#### 4.7.2 Theme 2 - Fun Learning (FL)

'Fun learning' (FL) is a teaching method that enables students to discover the joy of learning and become lifelong learners. It drives motivation, process, passion and participation by using interesting and innovative learning methods. Its purpose is to promote the overall well-being of students and educators.

**Table 4.51: Results of Second Theme - Fun Learning (IQ1)**

Coded	Data Extract
<b>Fun Learning (FL)</b>	<p><b>IQ1 Do you prefer working in a group rather than working on your own? Why?</b></p> <p><i>Yes, I prefer working in the group rather than working on my own because it is interesting and fun. (IQ1R3)</i></p> <p><i>Yes, I do. It is because working in the group is interesting and unborning. (IQ1R7)</i></p> <p><i>Yes, I do. It is because working in group is not boring. (IQ1R9)</i></p> <p><i>Yes, I prefer working in the group because it is very interesting. (IQ1R10)</i></p> <p><i>Yes, I prefer working in the group because it is very interesting. I can learn new words from my group members. (IQ1R14)</i></p> <p><i>Yes, I do. It is because it is very interesting. (IQ1 R18)</i></p> <p><i>I prefer because it is interesting. I can learn many new words from my group. (IQ1 R23)</i></p>

Table 4.51 indicates that for IQ1, two of the respondents from Group 1 (R3, R7); three respondents (R9, R10, R14) from Group 2 and two respondents from Group 3 (R18, R23) preferred CL method because the CL method is fun, easier, and interesting for learning new words. For IQ1, the respondents from Group 2 (R14) and Group 3 (R23) were classified in two difference themes which were PR and FL.

**Table 4.52: Results of Second Theme - Fun Learning (IQ6)**

Coded	Data Extract
<b>Fun Learning (FL)</b>	<p><b>IQ6 Compared to the usual way you learnt spoken English, is the CL method better or worse? Explain your answer.</b></p> <p><i>Compare to the usual way I learnt spoken English, the CL method is better it is because we can learn more words in easier, interesting and fun way. (IQ6 R4)</i></p> <p><i>I think CL method is better so that I can learn some new words with my friends using the interesting way. (IQ6 R5)</i></p> <p><i>Compare to the usual way I learnt spoken English, the CL method is better. I will feel bored and start to lose concentration when I use the usual way. (IQ6 R7)</i></p> <p><i>Compared to the usual way you learnt spoken English, the CL method is better. I will feel bored and start lose concentration when working on my own. (IQ6 R9)</i></p>

Table 4.52 indicates that for IQ6, the respondents (R4, R5) preferred CL method because the CL method is fun, easier, and interesting for learning new words. Two of the respondents (R7, R9) also mention that they felt bored and would easily lose their concentration when using the traditional, teacher-centred method of learning.

#### **4.7.3 Theme 3 - Teamwork Is More Efficient (TME)**

Effective and efficient teamwork goes beyond personal achievement. When all relevant personnel coordinate their contributions and work towards a common goal, the most effective teamwork can be produced. The sub-themes under ‘Teamwork is more Efficient’ are ‘Faster Learning’ (FL), ‘Learning Through Discussion’ (LTD), ‘Easy to Learn’ (ETL), ‘Apply in Writing and Speaking Skills’ (AWS), ‘Learning Extra Words’ (LEW).

**Table 4.53: Results of Third Theme - Teamwork Is More Efficient -(IQ1)**

Coded	Data Extract
<b>Faster Learning (FL)</b>	<p><b>IQ1 Do you prefer working in a group rather than working on your own? Why?</b></p> <p><i>Yes, I prefer working in the group because working in a group can work faster. (IQ1 R13)</i></p> <p><i>Yes, I prefer working in the group. It is because I can learn fastly... (IQ1 R16)</i></p>
<b>Learning Through Discussion (LTD)</b>	<p><b>IQ1 Do you prefer working in a group rather than working on your own? Why?</b></p> <p><i>Yes, I prefer working in group. I can discuss the words with my friends. (IQ1 R1)</i></p> <p><i>Yes, I prefer working in the group rather than working on my own because I can discuss with my friends when I face something difficult. (IQ1 R5)</i></p>

Table 4.53 shows some of the responses under the sub-theme of FL. For IQ1, two interviewees from Group 2 (R13, R16) responded positively to say that while working in groups, they can work faster and be more effective in learning. Under the sub-theme of LTD, for IQ1, the respondents from Group 1 (R1, R5) mentioned that they would discuss with their friends the meaning of the words.

**Table 4.54: Results of Third Theme - Teamwork Is More Efficient (IQ2)**

Coded	Data Extract
<b>Learning Through Discussion (LTD)</b>	<p><b>IQ2 How did you learn new words in the CL method?</b></p> <p><i>I learn new words by discussing with my friends. (IQ2 R1)</i></p> <p><i>I learn new words with CL method by discussing the meaning with my group members. (IQ2 R2)</i></p> <p><i>I can learn new words with my friends when we discuss things. (IQ2 R3)</i></p> <p><i>My friends and I discuss the words, we learn together. (IQ2 R6)</i></p> <p><i>I learnt new words in the CL method. When I find a new word, I do discussion with my friends and learn how to use it. (IQ2 R15)</i></p>

**Table 4.54: Continued Results of Third Theme - Teamwork Is More Efficient (IQ2)**

Coded	Data Extract
	<i>I discuss to learn new in a CL method. (IQ2 R16)</i>
	<i>I learn new words in the CL method by discussing the meaning with my group members. (IQ2 R17)</i>
	<i>I learn new words in the CL method by discussing with my friends. (IQ2 19)</i>

For IQ2, four of the respondents from Group 1 (R1, R2, R3, R6), two from Group 2 (R15, R16) and Group 3 (R17, R19) mentioned that they would discuss with their friends the meaning of the words as shown in Table 4.54.

**Table 4.55: Results of Third Theme - Teamwork Is More Efficient (IQ4)**

Coded	Data Extract
<b>Apply in Writing and/or Speaking Skills (AWS)</b>	<b>IQ4 Are you able to actively use the new words you learnt? Writing and Speaking Skills</b>
	<i>Yes, I will use the new words I learnt. I know how to use this words when writing essay and speaking with my family or friends. (IQ4 R5)</i>
	<i>Yes, I can actively use the new words I learnt in speaking or writing. (IQ4 R7)</i>
	<i>Yes, I am actively use the words that I learnt in writing and speaking. (IQ4 R9)</i>
	<i>Yes, I can use in my essay and I can use it while speaking with my parent, teacher and or my friend. (IQ4 R11)</i>
	<i>Yes, I can use to communicate with my friends and use in essay. (IQ4 R21)</i>
	<b>Writing Skills</b>
<i>I able to actively use the new words I learnt when I writing my essay. (IQ4 R19)</i>	
<i>Yes, I can use in my essay. (IQ4 R20)</i>	

Under the subtheme of AWS, respondents (R5, R7, R9, R11, R21) from IQ4, showed positive attitude towards the CL method as they claimed they can apply the vocabulary they learnt in the English speaking class and in their writing. While respondents (R19, R20) claimed they can apply the vocabulary they learnt in their writing. (see Table 4.55)

**Table 4.56: Results of Third Theme - Teamwork Is More Efficient (IQ5)**

<b>Coded</b>	<b>Data Extract</b>
<b>Learning through Discussion (LTD)</b>	<p><b>IQ5 Do you think you have made improvement in your spoken English in group discussion?</b></p> <p><i>Yes, I do. I learnt many vocabulary in my groups and I also learnt how to use the words. (IQ5 R22)</i></p> <p><i>Yes, I think because in the group people can tell me the words mean so I think my English have some improvement. (IQ5 R24)</i></p>
<b>Easy to Learn (ETL)</b>	<p><b>IQ5 Do you think you have made improvement in your spoken English in group discussion?</b></p> <p><i>Yes, I think I have made improvement in spoken English in group discussion because I discuss with my group members and we work together to make learning more easier. (IQ5 R4)</i></p>
<b>Apply in Writing and/or Speaking Skills (AWS)</b>	<p><b>IQ5 Do you think you have made improvement in your spoken English in group discussion?</b></p> <p><b>Writing Skills</b></p> <p><i>Yes, I do. I can improve my writing. (IQ5 R20)</i></p>

Where IQ5 was concerned, the respondents agreed that they did make improvement as they learnt together through discussion and it helped them to improve their vocabulary and English proficiency in general. The sub-theme of ETL revealed that one of the respondent (R4) stated that discussions made learning easier. Under the subtheme of AWS, R20 from Group 3 showed positive attitude towards the CL method as he/she claimed he/she can apply the vocabulary he/she learnt in the English speaking class in his/her writing.

**Table 4.57: Results of Third Theme - Teamwork Is More Efficient (IQ6)**

Coded	Data Extract
<b>Faster Learning (FL)</b>	<p><b>IQ6 Compared to the usual way you learnt spoken English, is the CL method better or worse? Explain your answer.</b></p> <p><i>I think CL method is better. While I do not know the words, I can ask my friends. For that I can learn many new words faster. (IQ6 R6)</i></p> <p><i>I think it is better. While I do not know the words I can ask my friends. I can learn many words quickly. (IQ6 R13)</i></p>
<b>Learning through Discussion (LTD)</b>	<p><b>IQ6 Compared to the usual way you learnt spoken English, is the CL method better or worse? Explain your answer.</b></p> <p><i>I think the CL is better because I can know my mistake by discussing in the CL. (IQ6 R1)</i></p>
<b>Apply in Writing and/or Speaking Skill (AWS)</b>	<p><b>IQ6 Compared to the usual way you learnt spoken English, is the CL method better or worse? Explain your answer.</b></p> <p><b>Writing Skills</b></p> <p><i>I think the CL method is better. It is because I can learn about the meaning of the new words and I can use the new words that I learnt in the essay. (IQ6 R11)</i></p>
<b>Learning Extra Words (LEW)</b>	<p><b>IQ6 Compared to the usual way you learnt spoken English, is the CL method better or worse? Explain your answer.</b></p> <p><i>Yes, the CL better. It can let the words out from the books. (IQ6 R12)</i></p> <p><i>Yes, the CL better a lot, it can let me learnt the words out of the books. (IQ6 R18)</i></p> <p><i>Yes, the CL is better a lot. It can help me learnt many words out of the books. (IQ6 R22)</i></p>

Table 4.57 shows some of the responses under the sub-theme of FL. For IQ6, two interviewees (R6, R13) responded positively to say that while working in groups, they can work faster and be more effective in learning. Under the sub-theme of LTD, one respondent (R1) from Group 1 mentioned that he would realise his mistake by discussing in group. Under the subtheme of AWS, respondent (R11) showed positive attitude towards the CL method as he or she claimed can apply the vocabulary they learnt in the English speaking class in their writing. In response to IQ6, the respondents reacted

positively to CL as through it, they could also get the opportunity to learn more new words which were not from their textbook as mentioned by R12, R18, R22.

#### 4.7.4 Theme 4 - Better Achievement (BA)

The findings show that CL helps to improve students' performance and achievement. Student achievement measures the amount of academic content that a student learns within a certain time. Each grade has learning goals or teaching standards that educators are required to teach. When high-quality guidance is used to teach instructional standards, students' academic performance will improve. The sub-themes under "Better Achievement" are 'Sharing of Ideas' (SI), 'Achievement' (A), 'Better memory' (BM), 'Activate Vocabulary' (AV), 'Improvement' (I), 'Confidence and Improvement' (CI).

**Table 4.58: Results of Fourth Theme - Better Achievement (IQ1)**

Coded	Data Extract
<b>Sharing of Ideas (SI)</b>	<p><b>IQ1 Do you prefer working in a group rather than working on your own? Why?</b></p> <p><i>Yes, I do. It is because I can say our ideas to friends. (IQ1 R11)</i></p> <p><i>Yes, I do. It is because we can share our ideas with others. (IQ1 R20)</i></p>
<b>Achievement (A)</b>	<p><b>IQ1 Do you prefer working in a group rather than working on your own? Why?</b></p> <p><i>Yes, I prefer working in the group. It is because working in the group it is because works in a group can achieve much more than working on myself. (IQ1 R15)</i></p>

The theme of BA, the respondents (R11, R20) indicated that they did share their ideas with others under the subtheme of SI while R15 noted that working in a group can achieve much more than working alone as shown in Table 4.58.



**Table 4.59: Results of Fourth Theme - Better Achievement (IQ3)**

<b>Coded</b>	<b>Data Extract</b>
<b>Better memory (BM)</b>	<b>IQ3 Do you remember the words learnt?</b>
	<i>Yes I remember the words I learnt like sightseeing, leisure, refreshing and many more. (IQ3 R1)</i>
	<i>Yes I remember the words I learnt such as lifestyle, stimulation and many more. (IQ3 R2)</i>
	<i>Yes, I remember the words I learnt such as leisure, refreshing, discovering and many more. (IQ3 R3)</i>
	<i>Yes, I do. I can remember the words such as benefit and adventure. (IQ3 R9)</i>
	<i>I remember some of the words that I learnt. Example, gain, lose weight. (IQ3 R10)</i>
	<i>Yes, I do. Such as immune system, stimulation, and more others. (IQ3 R11)</i>
	<i>Yes, I do remember the words such as lifestyle, stimulation and many more. (IQ3 R17)</i>
	<i>Yes, I remember. The words I learnt is anxiety, immune system, sightseeing and lose weight. (IQ3 R18)</i>
	<i>Not all I remember. (IQ3 R23)</i>
	<i>Yes, I remember example improve and healthy. (IQ3 R24)</i>

For IQ3, under the subtheme of BM, it can be noted that through discussions, they cultivated a better memory for new words than when using the traditional method. Furthermore, all the respondents mentioned that they did remember some of the words learnt through the CL method of learning. Most of them mentioned at least two words such as “immune system”, “exploring”, and “stimulation” except R23 from Group 3 did not give example of the words that he or she remembered. In the excerpts (see Table 4.59), I only mentioned some of the examples from each group.

**Table 4.60: Results of Fourth Theme - Better Achievement (IQ4)**

<b>Coded</b>	<b>Data Extract</b>
<b>Activate Vocabulary (AV)</b>	<p data-bbox="655 264 1474 297"><b>IQ4 Are you able to actively use the new words you learnt?</b></p> <p data-bbox="655 302 1474 331"><b>Speak with parents and friends</b></p> <p data-bbox="655 336 1474 398"><i>Yes, I am actively use the words. Yes, I can use the new words I learn at my home. Speak...Speak with my parent and friends. (IQ4 R1)</i></p> <p data-bbox="655 432 1474 495"><i>I am able to actively use the vocab... I am able to actively use the new words when I am communicating with my parent and friends. (IQ4 R2)</i></p> <p data-bbox="655 528 1474 591"><i>Yes, I will use the new words I learnt. I know how to use this words when writing essay and speaking with my family or friends. (IQ4 R5)</i></p> <p data-bbox="655 624 1474 687"><i>Yes, I can. I use the words in speaking with my family at home. (IQ4 R6)</i></p> <p data-bbox="655 721 1474 750"><i>Yes, I can use the new words in my speaking. (IQ4 R8)</i></p> <p data-bbox="655 784 1474 846"><i>Yes, I use the words when I talking... When I talk with teacher, friends and family. (IQ4 R10)</i></p> <p data-bbox="655 880 1474 943"><i>Yes, I can use in my essay and I can use it while speaking with my parent, teacher and or my friend. (IQ4 R11)</i></p> <p data-bbox="655 976 1474 1039"><i>Yes, I will use the new words when I talk to the teacher, my friends and also my parent. (IQ4 R12)</i></p> <p data-bbox="655 1072 1474 1102"><i>Yes, I use the new words I learnt in the speaking. (IQ4 R15)</i></p> <p data-bbox="655 1135 1474 1198"><i>Yes, I will use the new words when I talk to teacher, my friends and also my parent. (IQ4 R18)</i></p> <p data-bbox="655 1232 1474 1294"><i>Yes, I will use the new words when I talk with my friends and teacher. (IQ4 R22)</i></p> <p data-bbox="655 1328 1474 1357"><b>Knowing the Meaning of Words</b></p> <p data-bbox="655 1361 1474 1424"><i>Yes, I am able to actively use the new words that learnt because I know the meaning of the words. (IQ4 R4)</i></p> <p data-bbox="655 1458 1474 1487"><b>Speaking and Writing</b></p> <p data-bbox="655 1491 1474 1554"><i>Yes, I can actively use the new words I learnt in speaking or writing. (IQ4 R7)</i></p> <p data-bbox="655 1610 1474 1673"><i>Yes, I am actively use the words that I learnt in writing and speaking. (IQ4 R9)</i></p> <p data-bbox="655 1751 1474 1814"><i>I able to actively use the new words I learnt when I writing my essay. (IQ4 R19)</i></p>

**Table 4.60: Continued Results of Fourth Theme - Better Achievement (IQ4)**

Coded	Data Extract
	<i>Yes, I can use in my essay. (IQ4 R20)</i>
	<i>Yes, I can use to communicate with my friends and use in essay. (IQ4 R21)</i>
	<b>Without Further Explanation</b>
	<i>Yes, I able to actively use the new words I learnt. (IQ4 R13, R16, R17, R23, R24)</i>
<b>Improvement (I)</b>	<b>IQ4 Are you able to actively use the new words you learnt?</b> <i>I will use the new words I learnt to improve my English. (IQ4 R14)</i>

IQ4 prompted the respondents to state that through CL, they could actively use the words they had been exposed to. They also think that the learning of vocabulary has been very helpful in writing and speaking (subtheme of AV). Five respondents from Group 1 (R1, R2, R5, R6, R8), four from Group 2 (R10, R11, R12, R15), and two from Group 3 (R18, R22) mentioned that with the understanding of the meaning of the new words that they had learnt, they able to speak with friends and family. The respondents from 3 groups (R7, R9, R19, R20, R21) also mentioned that they can use the words they learnt in either speaking or writing. R14 mentioned that he or she would use the words to improve English while R4, R13, R16, R17, R23 and R24 responded only in short sentence without further explanation. One of the respondents responded negatively as he mentioned he did not used the words actively as he did not speak English every day. As a conclude for IQ4, there were six of the respondents (R5, R7, R9, R19, R20, R21) were classified in two difference sub-themes AV and AWS.

**Table 4.61: Results of Fourth Theme - Better Achievement (IQ5)**

Coded	Data Extract
<b>Activate Vocabulary (AV)</b>	<p><b>IQ5 Do you think you have made improvement in your spoken English in group discussion?</b>  <i>Yes, I do. I learnt many vocabulary in my groups and I also learnt how to use the words. (IQ5 R22)</i></p>
<b>Improvement (I)</b>	<p><b>IQ5 Do you think you have made improvement in your spoken English in group discussion?</b>  <b>Speak Better in Group Discussion</b>  <i>Yes, I think I have made improvement in your spoken English in group discussion because I can speak English with my friends... Erm in discussion. (IQ5 R1)</i></p> <p><i>Yes, I think so. It is because I speak my English better in group discussion. (IQ5 R8)</i></p> <p><i>Yes, I think I have made improvement in my spoken English in group discussion. (IQ5 R10)</i></p> <p><i>Yes, I have made improvement in my spoken English in group discussion. (IQ5 R13)</i></p> <p><i>Yes, I do. I think I have made improvement in my spoken English in group discussion. (IQ5 R15)</i></p> <p><i>Yes, I think I have made improvement in my spoken English in group discussion. (IQ5 R16)</i></p> <p><b>Speak more Fluently</b>  <i>Yes, just a little bit of improvement. I can now use vocabulary to speak more fluently. (IQ5 R2)</i></p> <p><i>Yes, I do. I can speak more fluently in my spoken English in group discussion. (IQ5 R7)</i></p> <p><i>Yes, I do, I can speak more fluently in my spoken English in group discussion. (IQ5 R9)</i></p> <p><i>Just a little bit of improvement which I can now use new vocabulary to speak more fluently. (IQ5 R17)</i></p> <p><b>Speak with Family</b>  <i>Yes, I think I have made improvement in my spoken English in group discussion. I will speak English with my family sometime. My English is better than last time so we can speak better. (IQ5 R5)</i></p> <p><i>Yes, I think so. While I talk to my family using English. They told me that my English had improve. (IQ5 R6)</i></p>

**Table 4.61 Continued Results of Fourth Theme - Better Achievement (IQ5)**

Coded	Data Extract
	<p><b>Easier in Learning More Vocabulary</b></p> <p><i>Yes, I think I have made improvement in your spoken English in group discussion because I discuss with my group members and we work together to make learning more easier. (IQ5 R4)</i></p> <p><i>Yes, I do. I have improved my vocabulary. (IQ5 R21)</i></p> <p><i>Yes, I think because in the group people can tell me the words mean so, I think my English have some improvement. (IQ5 R24)</i></p> <p><b>Improve Writing</b></p> <p><i>Yes, I think I have made improvement in my spoken English in group discussion in order to improve my writing. (IQ5 R11)</i></p> <p><i>Yes, I do. I can learn a lot of words in group discussion. I also learnt how to use the words to make a sentence. (IQ5 R12)</i></p> <p><i>Yes, I do I learnt a lot of words in group discussion. I also learnt how to use the words to make a sentences. (IQ5 R18)</i></p> <p><i>Yes, I do. I can improve my writing. (IQ5 R20)</i></p>
<b>Confidence and Improvement (CI)</b>	<p><b>IQ5 Do you think you have made improvement in your spoken English in group discussion?</b></p> <p><i>Yes, I think I have made improvement in spoken English in group discussion it is because when I speak English I have more confidence. (IQ5 R3)</i></p> <p><i>Yes, I think I have made improvement in my spoken English in group discussion because I will be more confidence in speaking English. (IQ5 R14)</i></p>

Twenty-two respondents from the 3 groups indicated that they had made improvement in their spoken English in group discussion under the sub-theme of I. Respondents R1, R8, R10, R13, R15 and R16 said they could able to speak with friends since they had gained experience by taking part in group discussions in class. Respondents R2, R7, R9, R17 said something to the same effect as they mentioned they can speak more fluently while respondents R3, R14 mentioned that they had improved and became more confidently, and they felt their English was better than before. The subtheme of CI is placed under the theme of ‘Better Achievement’ as the improvement and achievement lead to the students’ self-confidence. Respondents R5, and R6 noted they could speak to

family while respondents R11, R12, R18, R20 said something to the same effect, i.e. they have improved in writing in English as they can now compose whole sentences. Respondents R4, R21, and R24 claimed that their vocabulary had expanded. One of the respondent's (R23) did not respond in IQ5.

**Table 4.62 Results of Fourth Theme - Better Achievement (IQ6)**

Coded	Data Extract
<b>Better memory (BM)</b>	<p><b>IQ6 Compared to the usual way you learnt spoken English, is the CL method better or worse? Explain your answer.</b>  <i>CL method is better because discussion give me strong memory. (IQ6 R16)</i></p>
<b>Improvement (I)</b>	<p><b>IQ6 Compared to the usual way you learnt spoken English, is the CL method better or worse? Explain your answer.</b>  <i>The CL is better it is because I can communicate with my group members which can improve my speaking skill. (IQ6 R2)</i></p> <p><i>Compare to the usual way I learnt spoken English, CL method is better it is because I can learn more words and speak English more fluently. (IQ6 R8)</i></p> <p><i>CL method is better it is because I can conversate with my group members which can improve my English skills. (IQ6 R17)</i></p> <p><i>Yes, I think CL method better compare to the usual way I learnt so I learnt spoken English. My mother also praise my spoken English improve after CL method. (IQ6 R23)</i></p>

Table 4.62 shows one respondent (R16) from Group 2 under the sub-theme of BM. For IQ6, four interviewees responded positively to say that CL is better as it helps to improve speaking skills; learnt more new words and speak more fluently and had shown improvement with the implement of CL.

#### **4.7.5 Theme 5– Problem Solving Skill (PSS)**

Students need to define the ultimate goal in order to solve problems. This step is crucial for successfully learning problem-solving skills. When facing new problems, students

need to develop the ability to use problem-solving skills. The development and use of problem-solving skills can also improve learning.

**Table 4.63 Results of Fifth Theme – Problem Solving Skill (IQ1)**

Coded	Data Extract
<b>Problem Solving (PS)</b>	<p><b>IQ1 Do you prefer working in a group rather than working on your own? Why?</b></p> <p><i>Yes, I do prefer working in the group rather than working on my own because I can discuss all the problems with my group member and the problem can be solve easily. (IQ1 R2)</i></p> <p><i>Yes, I do prefer working in a group rather than working on your own. It is because I can discuss all the problems with my group members and the problems will be solve easily. (IQ1 R17)</i></p>

From Table 4.63, it can be observed that the respondents indicated that when they faced problems and difficulties, they would discuss these with their group members and the problems would be solved easily. Among all the respondents, there was one respondent from Group 3, R21 who did not respond for IQ1.

**Table 4.64 Results of Fifth Theme – Problem Solving Skill (IQ2)**

Coded	Data Extract
<b>Problem Solving (PS)</b>	<p><b>IQ2 How did you learn new words in the CL method?</b></p> <p><i>We can.. we find the meaning so we know the words. (IQ2 R4)</i></p> <p><i>I learn new words when I found the meaning of the words from dictionary. (IQ2 R5)</i></p> <p><i>I learn new words in CL method with English dictionary. I discuss with friends. (IQ2 R10)</i></p> <p><i>I use the dictionary to find new words mean and learn it. (IQ2 R22)</i></p> <p><i>I use the dictionary to find new words mean (IQ2 R23)</i></p>

Under the theme of PSS, for IQ2, the respondents mentioned that when they failed to understand the meaning of the word, they would find the meaning of the word through dictionary. As a conclude for IQ2, there were five respondents (R11, R12, R18, R20, R21)

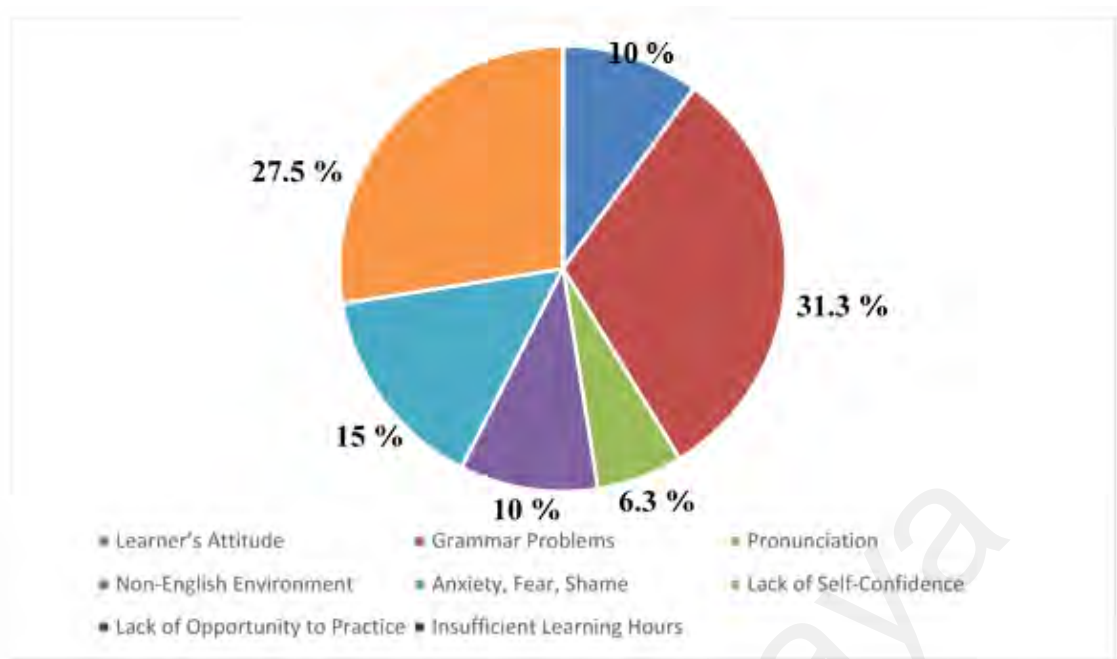
failed to answer the IQ2 accordingly as they mentioned they learned new words in the CL method from my teacher and parents which does not make sense as CL method is the learning through friends. There was one respondent (R24) did not respond for IQ2.

As a conclude in this section, for IQ1 the respondents from 3 groups responded according to five main theme which are 'Peer Relations' (PR), 'Fun Learning' (FL), 'Teamwork is More Efficient' (TME), 'Better Achievement' (BA), and 'Problem Solving Skills'(PSS). For IQ2, there were only classified into three main theme which are 'Peer Relations' (PR), 'Teamwork is More Efficient' (TME) and 'Problem Solving Skills' (PSS) while IQ3 is just one main theme- 'Better Achievement' (BA). For IQ4 and IQ5 they fell in two same themes of 'Teamwork is More Efficient' (TME) and 'Better Achievement' (BA). For IQ6, the respondents from 3 groups responded according to four main themes - 'Peer Relations' (PR), 'Fun Learning' (FL), 'Teamwork is More Efficient' (TME) and 'Better Achievement' (BA).

#### **4.8 Issues Faced by Students in Speaking the English Language**

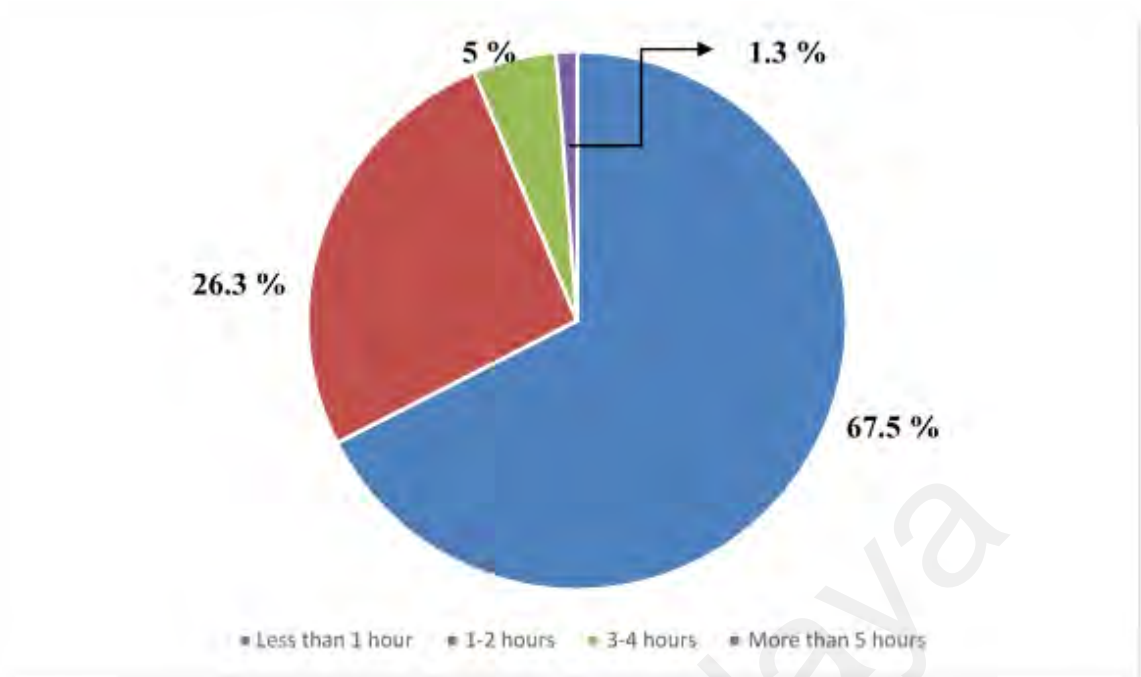
To answer RQ3, a survey questionnaire on the use of English was administered to both treatment and comparison group students at the beginning of the study to find out other problems they faced in speaking in English. There were total of 7 questions. The data were analyzed using Descriptive Statistic - frequency and percentages.





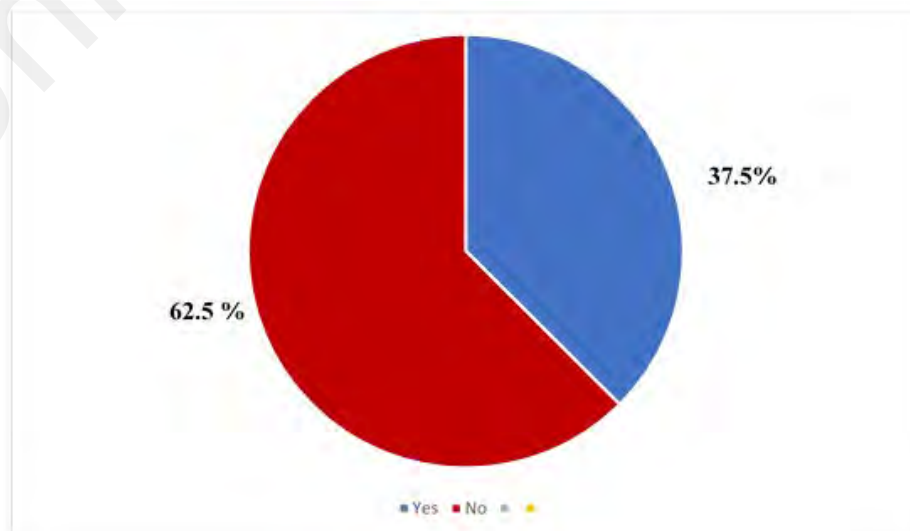
**Figure 4.13: Problems of Oral Communication**

Figure 4.13 shows the problems students face in speaking in English, besides the mastery of vocabulary. As given them 8 potential problems and the students were asked to range them according to the order of difficulty. Among the 8 problems stated, participants think that grammar problems (frequency 25; percentage 31.3%) and lack of self-confidence (frequency 22; percentage 27.5%) are the major issues they have to deal with. Less difficult problems were anxiety, fear and shame (frequency 12; percentage 15.0%). Respondents gave the same level of importance to non-English environment and learner's attitude (frequency 8; percentage 10.0%). Pronunciation did not seem to be much of a problem as only 5 students (6.3%) mentioned it. All the students thought that the lack of opportunity to practice and insufficient learning hours were not that important compared to the other problems.



**Figure 4.14: English Use in a Day**

Figure 4.14 shows the duration of English used by respondents in a typical day. The majority, 54 of the students or 67.5%, stated they use English less than an hour a day. 21 of the students (26.3%) use English for 1-2 hours; 4 students (5.0%) use English 3-4 hours; while only one of them (1.3%) use English more than 5 hours. The single participant who had stated using English more than 5 hours noted that the time was spent practicing speaking the language at home (please refer to Figure 4.18)



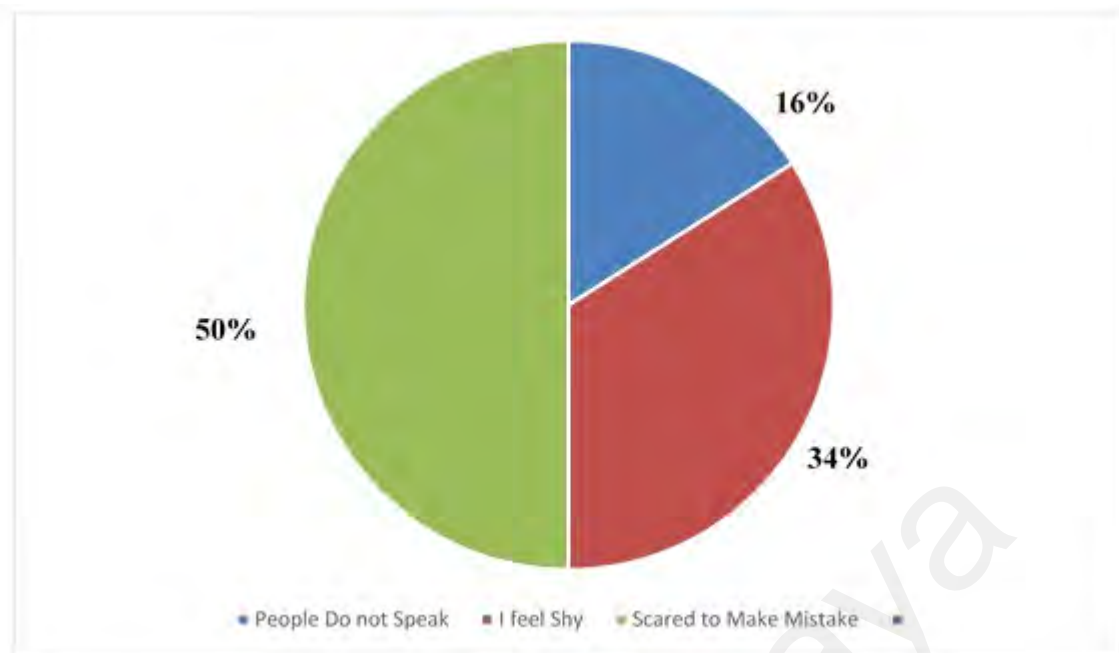
**Figure 4.15: Speak English Outside the Classroom**

Figure 4.15 shows that 50 students (62.5%) do not speak English outside the classroom, while 30 (37.5%) do speak English. In the textboxes provided, the students mentioned that they needed to speak English to their English teacher during recess time; during English tuition; and sometimes with their parent and siblings.



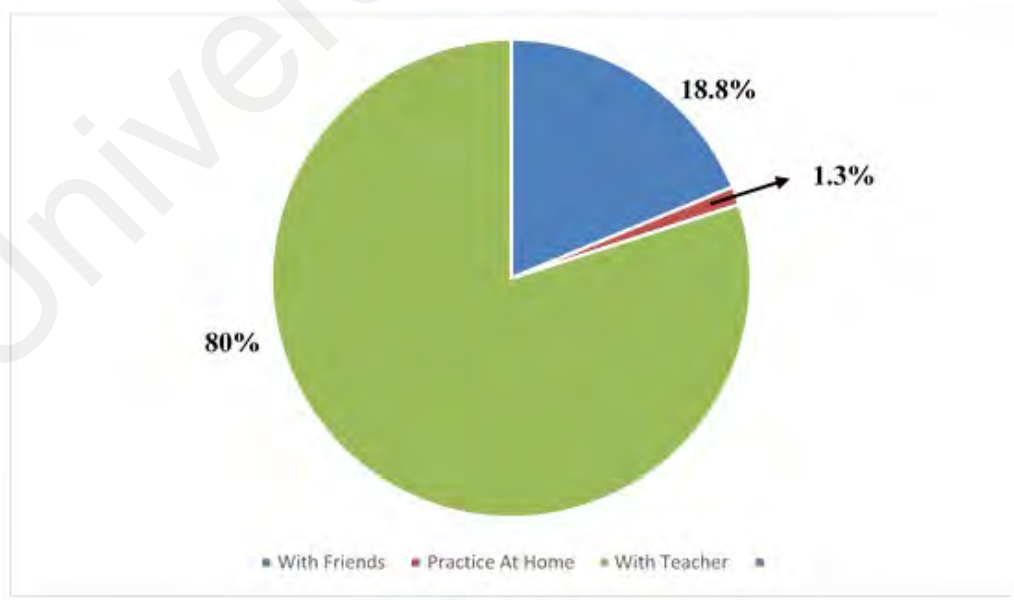
**Figure 4.16: Reason for Speaking in English**

From Figure 4.16 it can be seen that out of the 30 participants who had noted that they do speak English, 20 (66.7%) noted the reason why they speak English is because they want to practice the language so they can be more fluent. 5 (16.7%) of the students speak English because everyone around them speaks in English while another 5 do so because they feel motivated when speaking in English.



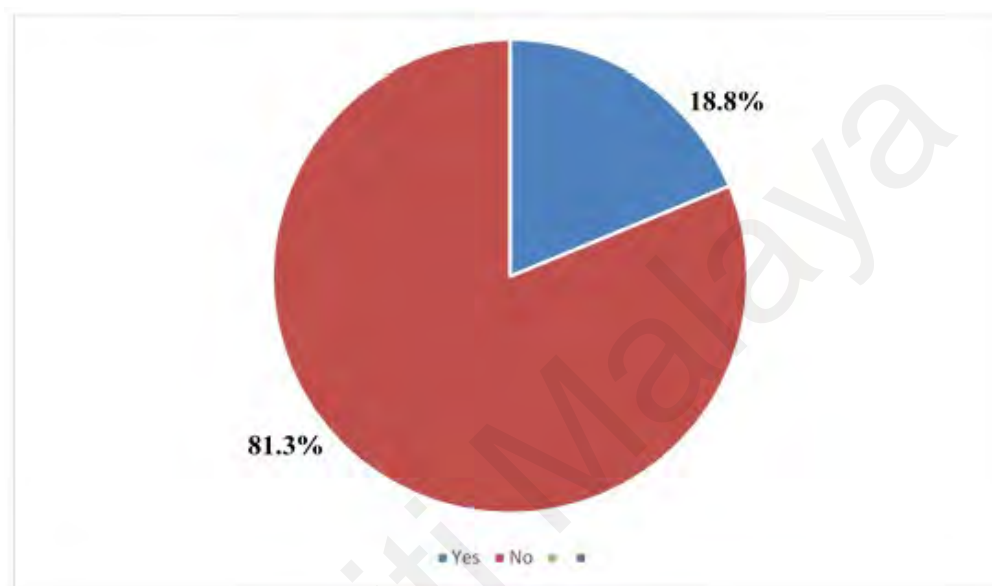
**Figure 4.17: Reason for Not Speaking in English**

Figure 4.17 shows the reasons why 50 participants had stated that they do not speak in English. 25 (50.0%) gave the reason that they are scared to make mistakes while 17 or 34.0% mentioned feeling I shy about speaking in English. 8 of the participants (16.0%) gave the reason that people around them do not speak much English.



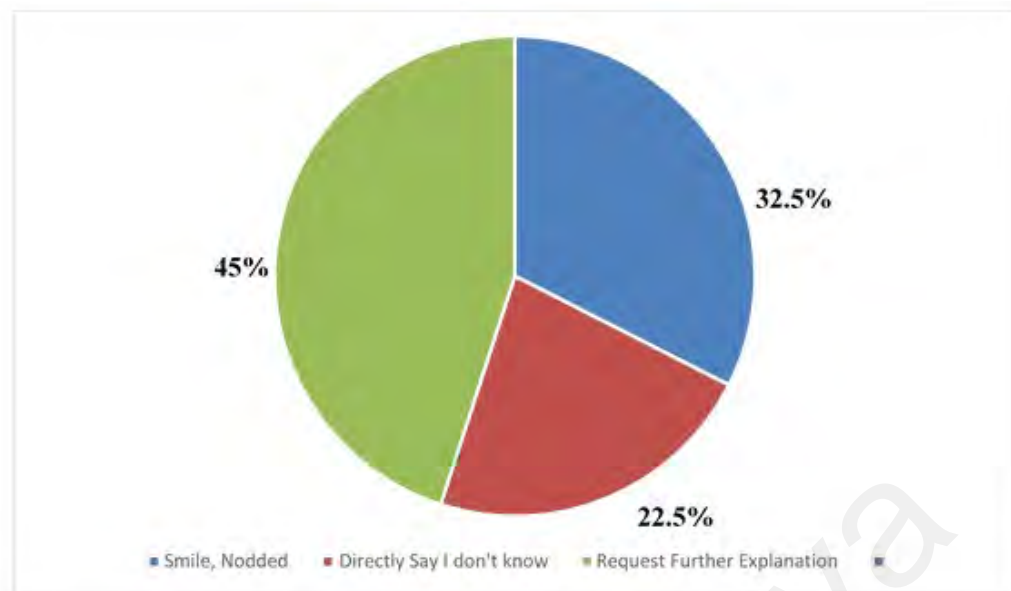
**Figure 4.18: When You Use English**

When asked when they use English, 64 of the participants (80.0%) stated that they only used it with their teachers. (Figure 4.18). Fifteen (18.8%) spoke English with their friends while 1 (1.3%) practiced English at home. This single participant was also the one who had earlier claimed to use English more than 5 hours, and the reason for this high use was because he or she used English as home language (please refer to Figure 4.14).



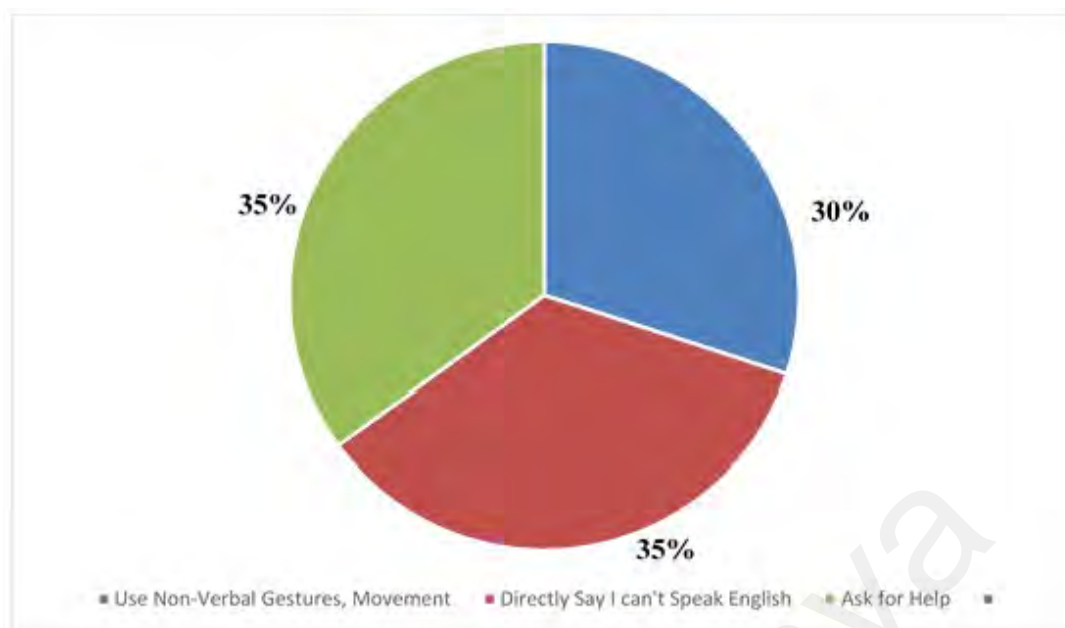
**Figure 4.19: Does Teacher- Centre Learning Help?**

Figure 4.19 clearly shows that the majority (65 of the participants or 81.3%) are of the opinion that teacher-centred learning cannot help them in improving their spoken English. Some mentioned in the textboxes that teacher-centred learning was dominated by the teacher and they seldom had the chance to speak and give opinion. On the other hand, 15 of the participants (18.8%) thought that teacher-centred learning did help them in their spoken English.



**Figure 4.20: Coping Mechanisms When Cannot Understand English**

When asked about their coping strategies in facing problems in understanding spoken English, 36 of them (45.0%) stated they would ask for further explanation so that they could be clearer about what the speaker intended to convey (Figure 4.20). While 26 (32.5%) of them would just smile and nod without saying anything, 18 (22.5%) stated that they would directly tell the speaker that they did not understand what had been said.



**Figure 4.21: Coping Mechanisms When Cannot Speak in English**

Figure 4.21 shows what students would do if they did not know how to respond in English. 28 (35%) said they would ask for help while another 28 or 35% would directly tell the speaker that they do not how to speak in English. Twenty-four of them (30%) would use non-verbal gestures and movement to help them communicate with the speaker.

#### **4.9 Triangulation and Integration of Results**

The use of mixed-methods sequential explanatory is the stage in the process of connecting quantitative and qualitative data and integrating the results. The results for the FGI have been triangulated with the data from the post questionnaire as the results for the latter would only allow me to know the degree of agreement or disagreement, without any further explanation. Therefore, the use of qualitative data (via the FGI) enabled respondents to further express their views, thus allowing me to understand more deeply the reasons for respondents' choice. As in the post intervention questionnaire, the respondents mentioned that they believed the CL method is better than the traditional approach. The reason they preferred and loved to work in groups is that they can learn from friends and they feel, CL is more interesting which merges with the theme of 'Peer

Relation' (PR) and 'Fun Learning' (FL). According to the questionnaire data, 72.5% of the respondents agreed that they can learn more new words which parallels the subthemes 'Learn Through Discussion' (LTD) and 'Learn Extra Words' (LEW). 82.5% agreed that they can use new words which is supported by the qualitative data - the sub-theme of 'Apply in Writing or/and Speaking Skills' (AWS) and 'Active Vocabulary'(AV). The fact that respondents also mentioned some of the example of the words that they had learnt and were able to actively use in speaking or writing shows how qualitative data can enhance the quantitative approach.

In addition, the quantitative results indicated that students showed a positive perception that they can learn easily via integrative way which in turn enhanced their class participation and thus improvement was shown. This is in accordance to the theme of 'Teamwork Is More Efficient' (TME). The students preferred the CL method over the traditional method as they had become more confident in speaking which implies the same effect as the subtheme of 'Confidence and Improvement'(CI). Besides that, the results of both tests showed that the CL has brought about greater improvement compared to the usual way of learning as they can speak more fluently and confidently after the exposure to CL.

#### **4.10 Conclusion**

This chapter presented the quantitative data obtained which were analysed and interpreted using SPSS as well as the qualitative data. The research findings corresponded with the three research objectives: the improvement of English vocabulary in speaking via CL, the treatment group's perception towards CL, as well as other difficulties faced by students in their spoken English. Chapter 5 will conclude with the discussion of the findings, limitations of the study and suggestions for further research.



## CHAPTER 5: DISCUSSION AND CONCLUSION

### 5.1 Introduction

This chapter provides a discussion of the findings of this study (Section 5.2) incorporating insights from previous research. Section 5.3 recommends some suggestions for the teachers and students. Section 5.4 details the limitations of the study as well as suggestions for further research. Section 5.5 concludes the study.

### 5.2 Discussion

This study examined Chinese Primary students' vocabulary mastery in spoken English and the effectiveness of using the Cooperative Learning approach as a teaching method to enhance their vocabulary in spoken English. Based on the three research questions of this study, the findings are discussed below.

The first research question was to establish whether CL has an influence on vocabulary mastery of L2 learners, in particular, Chinese primary school students in the English speaking skill. After exposure to CL, the performance of the treatment group showed a significant difference between them and the comparison group. The treatment group showed a positive score difference and improvement in both vocabulary mastery (see Table 4.2) and oral performance after the CL method was introduced as a teaching technique in the speaking skills classroom (see Table 4.29 / Figure 4.9). Although the performance of the comparison group which had been exposed to the traditional method of learning vocabulary also showed a significant difference in the pre- and post-test results, when their achievement was compared at band level, it showed that 12 out of 40 of the participants remained at the same band level for speaking (see Table 4.35 / Figure 4.11).

Compared to the comparison group, the treatment group showed a tremendous improvement after the implementation of CL. This improvement can be attributed to CL

because in the process of being exposed to the CL method, they were given lots of opportunity to collaborate with their peers and to speak/present, something which was not available to their counterparts in the comparison group (see Table 4.53; the sub-theme of 'Learning Through Discussion'(LTD) ). This finding is consistent with the finding of Ning (2011) (see Section 2.5.2) that there was a significant difference between the pre- and post-test scores of the treatment group in her study. This indicates that the treatment group that had received CL treatment in listening, speaking, reading, writing and vocabulary has clearly benefited from it. The results prove that CL is essential to maximize students' vocabulary mastery, which in turn improves their speaking proficiency. As speech cannot be produced without vocabulary, the increase in vocabulary will help learners improve their oral ability. Vocabulary is one of the basic and crucial elements of communication (Levelt, 1993). Laufer (1997) emphasized the importance of vocabulary knowledge and added that if there is no word to express a broader meaning, L2 communication will not happen in a meaningful way. The improvement in learners' speaking proficiency enables them to carry on a conversation because they have the vocabulary they need. Similarly, the findings of Johnson & Johnson, & Stanne (2012) support the claim that CL leads to higher personal achievements. The results of their research raise the hope that if CL is effectively implemented, the probability of achieving positive results is quite high.

The results of this study provide corroborative evidence for the findings of Talebi & Sobhani (2012), Pattanpichet (2011), Ning (2011) and Yang (2005), which claim that the CL method can help in improving students' oral English (see Section 2.5.2). This current study also draws the same conclusion as Kandasamy & Habil's (2018), a Malaysian-based research which shows that through CL, learners experienced social interaction among themselves through groupwork such as discussions, rephrasing, pronunciation, explanations, elaborations and motivating peers before the actual speaking or presentation

sessions (see Section 2.5.2.1). CL methods are different from traditional learning methods and have certain benefits due to social interactions between students (Levine, 2005). Mackey (2007) & Ellis (2003) believe that classroom social interaction is beneficial to overall language development. It has been observed that in most cases, students who interact and speak in the class are better at speaking than those who always remain silent (Khadidja, 2010). In this regard, it must be noted that many studies have shown that using the CL method has many positive results. The conclusion is that students who complete CL group tasks often have higher academic test scores and understanding of skills they are studying (Johnson, Johnson, & Holubec 1993; Slavin 1991). A closer look at the data of the current study shows that CL could work for teaching English vocabulary and enhance the speaking skill at primary school level in Malaysia but more research needs to be done. This study signifies the possibility of implementing the CL method in primary schools especially Chinese primary schools in order to help ESL learners increase their communicative ability.

The second research question attempted to gather students' perception towards the CL method in learning speaking skills. The questionnaire made it apparent that most of the participants showed a positive perception towards the use of CL in learning vocabulary (see Table 4.39). The qualitative results from the FGI triangulated with the data from the post questionnaire in that the respondents mentioned they liked and preferred the CL method. The students preferred and loved to work in groups and they agreed that CL helps to realise their own mistakes (see Table 4.49; the sub-theme of 'Peer-Feedback' (PF)). As they learnt new words in an integrative way, they agreed that CL enhanced their class participation. The students noted that they prefer the CL method compared to the traditional method as they became more confident in speaking after being exposed to CL. This can be evidenced from the fact that they learnt and used more new words in the oral test after the treatment.

According to the findings from the post-treatment questionnaire and the FGI, compared with participants exposed to traditional methods, the CL class participants have a positive attitude towards vocabulary learning in small groups. The students mentioned they preferred the exposure of CL as they can speak more fluently and confidently (see Table 4.61; the sub-theme of 'Improvement' (I) and 'Confidence and Improvement' (CI)). The results of this study are supported by Suhendan & Bengu (2014) who found that students were favourable towards the CL method. A large number of studies have shown that the use of CL method can lead students to have a positive attitude towards CL and enhance their oral communication skills (Suhendan & Bengu, 2014; Ning and Hornby, 2010; Ning, 2011; Pattanpichet, 2011; Yang, 2005).

This third RQ's analysis revealed that the other major problems encountered by the Year 4 students are either linguistic difficulties such as grammar mistakes, pronunciation, or cognitive impairment such as lack of self-confidence, and feelings of anxiety, fear, and shame when they attempt to speak in English. Since they come from a non-English environment, they do not speak English because they do not know how to express themselves, which leads them to switch to their mother tongue. The students also thought it was embarrassing to make mistakes when speaking in front of their classmates, which led them to prefer not to speak and avoid such awkward situations or what is known as 'losing face'. The concept of "face" in Chinese culture may be most closely defined as "dignity" or "prestige" and "losing face" means to be humiliated. As Tang (2014)'s study showed, "face" was found to be an aspect of social interaction among the Chinese that is related to familism, filial piety, and Confucian moderation. One of the worst things that can happen to someone in the Chinese culture is to 'lose face'.

In the Malaysian Chinese medium school environment, there is limited opportunity for students to practise speaking in English in a 'safe' situation where there is less fear of

“losing face”. Curricular activities that aim to improve students’ speaking skill are very rare and limited to the monthly English activities which are conducted before the whole school during the assembly. Furthermore, the speaking skill is given less teaching emphasis as it is the only skill that is not included in the government examination at that the primary level. In addition to grammar and vocabulary, the focus is mainly on the teaching of reading and writing. Although teaching of the spoken language can be combined with other skills such as reading and writing, teachers are largely of the opinion that there is not enough time to do this.

The hypothesis of this research is that “The use of CL has positive influence on students’ learning of vocabulary for speaking” while the null hypothesis is “The use of CL has no effect on students’ learning of vocabulary for speaking”. This study showed that the treatment group had significantly higher level of the mastery in content words compared to the comparison group as the treatment group tended to have a higher content word count than the comparison group after the treatment (see Table 4.4). The implementation of the CL method not only helped students to learn and master more words, the level of words that were used by the students was also higher for the treatment group than those taught via the traditional way of learning, i.e. the comparison group (see Table 4.29 and Figure 4.9). Besides that, the treatment group showed great improvement after the treatment compared to comparison group according to Band Level - School Based Assessment (see Table 4.36). As this represents a statistically significant difference between treatment group and comparison group, the hypothesis of this research that “The use of CL has positive influence on students’ learning of vocabulary for speaking for Year 4 students”, is accepted. On the contrary, the analysis proved that the null hypothesis, “The use of CL has no effect on students’ learning of vocabulary for speaking”, is rejected. In summary, this study showed that the CL was an effective method for

improving vocabulary learning and speaking skill among the Year 4 Chinese primary school students.

### **5.3 Suggestions**

The following suggestions may be useful for students, teachers and other researchers interested in this research:

#### **5.3.1 For ESL Teachers**

In conducting speaking activities, several teaching techniques are recommended for teachers, for example, implementing small group discussion. This technique is another way to promote speaking activity to avoid students from being bored as passive recipients. As shown in the findings from the FGI, with the implementation of the CL method, students would learn vocabulary in a fun way and actively involve themselves in learning. Passive students would become more motivated as CL requires active participation from students to lead group discussions in interesting ways. In addition, one of the finding from the FGI is that students feared speaking publicly in English. With positive encouragement, students would have more confidence to speak in English and consequently improve their speaking skills.

#### **5.3.2 For Students**

As the findings of the study revealed, students who did well were those exposed to small group discussions. Therefore, if students want to improve their speaking skills, they should find ways to use English in small group projects, be brave to speak in front of people and not feel shy to speak or be afraid to make mistakes when speaking. To be able to speak more fluently in English, they should also practice outside the classroom by discussing their problems with friends and finding solutions.

#### **5.4 Limitations and Suggestions for Further Study**

This study has managed to contribute only in a small way to the large field of ESL teaching/learning. In this study, I only dealt with 80 Year 4 students from one Chinese primary school with emphasis on only vocabulary, whereas there are other grades of students and also other problems related to spoken English, whether linguistic or non-linguistic which have not been studied. Besides that, another limitation was the short duration of the study. Due to the year-end examination and school holiday, only 6 weeks of treatment could be conducted. During the interview, the perception of students toward the changes of the role in the treatment group was not mentioned and asked due to lack of time. In future, the learners' reaction of the different roles to this approach needs to be further emphasized.

The study looked at an important skill - oral communication. In future, more researchers should focus on the speaking skill for a longer treatment period to enable a more in-depth study on the difficulties of verbal communication in linguistic and non-linguistic areas. For L2 learners, being able to speak in English is very important. The ability to communicate clearly and effectively in a L2 helps learners succeed in school and in all stages of life. As the CL method is suitable for fundamental learning, more studies should be conducted and the scope should be expanded to the lower primary level (Years 1-3). Such a move would enable researchers to study whether CL would still work with students without much basic English or can it only work with those having some basic English. In addition, researchers should focus on the speaking skill by implementing the CL method and studies should expand to include more Year 4 students from Chinese schools to ascertain if the findings of this study can be generalised.

Future research should expand to include not just Chinese schools but also national (SK) and national type (SJK (T)) schools to ascertain whether CL only works with

Chinese school students or with all Malaysian students regardless of race and medium of instruction. Hopefully, this study can inspire other researchers to conduct other research related to this field, based on other variables such as differences between those from rural and urban schools, differences between male and female students, and so on. Since this study lasted only 8 weeks, potential researchers should spend longer time cross-validating the results of the current study.

## **5.5 Conclusion**

In conclusion, the researcher would first like to emphasize the importance of vocabulary in second language acquisition. Bancroft (2004, p. 201) proposes a vocabulary focused idea in L2 instruction, suggesting that L2 acquisition should shift from grammar plus other types of competence to vocabulary plus other types of competence. In a Chinese primary school environment, where all basic grammatical knowledge would be taught in high school, this vocabulary- focused idea seems to be highly reasonable. Secondly, it is worth highlighting the incremental nature of vocabulary learning. The implication of this is, besides acquiring completely new words, learners should also expand the existing knowledge of their L2 words. When attempting to enhance this partial knowledge, vocabulary learning will depend on what the learner already knows, and how well the learner wishes to know the word. In a nutshell, vocabulary teaching means more than just teaching new words; it also involves nurturing partially known words along to the point where learners can use them at will.

The current study investigated the effectiveness of CL in enhancing students' vocabulary in spoken English. Based on the results of the CL in enhancing the mastery of vocabulary for speaking, it has been shown that positive encouragement and a conducive environment can help them vocalize their understanding of what they have learnt. Relevant content, clear learning goals and feedback, opportunities to build social



skills, and strategies to help students succeed were provided in such an environment (Weimer, 2009). Routman (2005) contends “students learn more when they are able to talk to one another and be actively involved” (p. 207). In short, social interaction is essential to the learning process. In addition, the current method for enabling learners to perform oral communication activities is to teach them by generating task-based learning since traditional learning methods limit learners’ opportunities for two-way communication with learners and teachers (Mohamed & Normala 2006). Learning communication strategies enable learners to become both active speakers and listeners. By doing this, teachers are raising awareness of the usability of strategies that can help learners not to give up conversing in English (Dornyei & Scott 1995, Faucette 2001).

The current study investigated the perception of learners regarding the implementation of the CL method in the classroom. CL, being a student-centred approach improves speaking skill and attitudes among the students as revealed in this study. The findings suggest that teachers who teach English speaking skills should be aware of the benefits and importance of CL. A positive change could take place by changing teaching methods towards a more student-centred approach. A large amount of evidence confirms the view that CL is influential in bringing about a positive attitude among students. Finally, based on the evidence provided by this study, it seems reasonable to conclude that CL has many benefits, such as improving speaking skills and attitudes. Although there is no perfect methodology, CL is a teaching method that can effectively improve the cultivation of spoken English skills and improve students' attitudes.

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