

The Impact of Cooperative Activities on Increasing Learners' Interest in Learning Interpreting Skill

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Abstract

This purpose of this study is to show the impact of cooperative activities on raising learners' interest in interpreting language. To lead sophisticated design and method, grouping strategies including supported tools are integrated into cooperative activities. Data are gathered from 100 numbers of students at UTYYCC to show students' comprehension language level, interest in interpreting skill and other language areas providing reading ability. In research design, questionnaires are handed out to express their self-concepts and achievement tests including pre-test and post-test have been done to know their enhancement in interpreting skill. In this study, mean values and standard deviation indicate that cooperative activities have large effect on growing the interest's rate of learners and developing interpreting ability.

Keywords: Cooperative activities, Interest, Interpreting, learners, Effect

1. Introduction

With the focusing on student-centered method and challenge of education changes, contriving teaching and learning ways in language classrooms have been changing all the time to raise the level of educational quality. Besides, some essential factors like teaching aids, methods are contributed to education progression with the hope of building modern developed education system. The purpose of this research is to get high interest and motivation in learning interpreting skill because reading proficiency is a great impact on not only learners' academic path but also their future extensive studying. Some issues like aspiration to consume time for difficult skill, long reading passage with unfamiliar vocabularies lead low interest rate in interpreting skill. In these critical situation, how to persuade learners and get high interest rate are burdens for trainers as the big challenges. Sometimes teacher-centered method occurs passive learning. To reach the path of active learning, innovative strategies are created by integrating grouping strategies into jigsaw, pair read and search-pair-share. Grouping strategies are supported short and first part of raising interest and cooperative activities are long and ongoing part of interest.

In this study, with the support of the calculation of the mean and standard deviation, the high impact of

cooperative activities on learning comprehension language of students are shown and some grouping ways to assist cooperative activities are identified and how to encourage learners' cooperation in learning reading skill is expressed. With qualitative and quantitative research methods are designed. Instead of using traditional ways, cooperative activities specifically Jigsaw, Search-pair-share and Pair-read are used in this research to rise students' interest in interpreting language. In this research paper, 100 numbers of students at University of Technology (Yatanarpon Cyber City) are organized and tested to collect data and show results.

In accordance with the results, it is evidencedly seen that the interest rate of students is high, learners energetically participate in cooperative activities and some tests consisting of interpreting skill, vocabulary and grammar have expressed the satisfactory results due to achievement tests.

2. Review of Related Literature

Cooperative learning or collaborative learning is a wide spread in ESL/EFL classrooms. Some meaning of cooperation, grouping strategies and the definition of reading are expressed in the part. According to Azmin (2016), cooperative activities in the classroom by applying jigsaw method make students to do free follow of their knowledge and experience. Moreover, they have opportunities to do peer discussion, peer review, peer construction and group competition. Using grouping strategies, different pairs are put together and discussed their tasks together. In search pair share, references are organized in advance and materials are needed to preview[2].

Macpherson (2007) pointed out that most of students can cultivate the habit of self-reliance and self-confidence in the language learning due to group learning. By doing like that again and again, their language acquisition skill and social skill become improved more and more.

To improve reading skill (interpreting skill) reading a passage with group by distributing paragraph and sharing to each other not only can save the time but also can show their ability individually (Marzban, 2014)

2.1. What is Cooperation?

Cooperative learning means that a small group of learners performing together as a team or group to

tackle a problem complete a task or achieve a common goal (Artz & Newman, 1990, p. 448)[3]. In cooperative learning, every student in a team has been tackling his or her specific task in order to reach goal or get reward. Cooperative activities give chances to every participant in every group or pair to improve and practice methods and technique for acquiring language [6].

Instead of using traditional methods, suitable cooperative activities are usually selected to build modern and innovative teaching and learning. In this paper, Jigsaw, Pair reading and Search-pair-share activities are facilitated to increase students' interest in learning interpreting skill. To improve peer-to-peer learning, the jigsaw activity is one of the best ways for both educators and learners and in this type, students' engagement is developing. Pair reading strategy is an effective and appropriate type of approaching interpreting skill and pairs of students take turns interpretation to each other. Search- pair-share activity motivates learners to follow learning interpreting skill and this kind of cooperative activity intends for students to identify references.

2.2. Grouping Strategies

In the creation of cooperative activities and shaping cooperative activities in the ESL/EFL classroom, grouping strategies are especially contributed to be more and more standardized language learning and insight into student-centered approach.

Student- selected Group [4]- Students get the chances to select their group members themselves with little or without intervention of teachers. Educators instruct the desired number of learners in each team and consent them form the group suitably.

Randomly- assigned Group [4]- In this type, participants are grouped together in a random way. For example, due to gender diversity or the students sitting next to each other or using number, students may be assigned to the same group.

Homogeneously- assigned Group [4]- Educators set the unambiguous goal of forming groups and every participant is similar in language proficiency or other characteristics, in this type.

Heterogeneously- assigned Group [4]- With the target of building balanced teams, individuals have a wide range of differences such as language abilities, gender or physical and mental conditions.

2.3. What is Reading Proficiency?

Reading proficiency means how much knowledge of language background such as text structure, the study of the structure of phrases and sentences and vocabulary development someone has. [5] Metacognitive strategy significantly shows to be enhancement in comprehension skill. The higher thinking skill the reader has, the higher the interpreting skill is.

2.4 Importance of cooperative activities to solve learners' problems

Innovative teaching strategies come from

challenges of education era and students' demands. Likewise, cooperative activities have created depending on the problems in the classrooms.

Due to this research, teachers usually meet the negative attitudes of students towards interpreting language because of some acceptable issues. One is that most learners having high prior language knowledge have aspiration to consume time for their most weakness skill like listening. Next, most students energetically want to follow productive skills and they happily and interestingly participate. In this crisis, a teacher definitely has challenge to persuade learners' cooperation in teaching interpreting skill. Finally, it cannot be doubted that some students have less interest in the language skill they feel easy. Inversely, some students desire to deny the language skills which are difficult for us.

Therefore, teachers make efforts to create and apply innovative and interesting teaching methods to raise students' interest in learning interpreting skill. In these paper, cooperative activities namely jigsaw, pair read and search-pair-share indicate the great impact on enhancement of learners' interpretation. Before approaching jigsaw, pair read and search-pair –share activities, teams or pairs of students are apportioned by using grouping strategies in order to nurture motivation and interest in learning interpretation of language.

3. Methodology

The aim of this research paper is to show whether the results or outcomes of using cooperative activities in increasing interest in learning interpreting skill significantly improve or not. And it also illustrates whether the interest or motivation of learners' approaching reading comprehension is higher or lower.

3.1. Design

In research design, qualitative and quantitative research methods are designated to show data collection and results as shown in table 4 and table 5. Students' interest rate on four skills of target language is also calculated as shown in figure 1. According to mean value, data gathered from 100 numbers of undergraduate students are calculated. The four research conditions construct on the same course related to interpreting skill as shown in table 4 and due to outcomes, there are differences among four research conditions. All students have done pre-test and post-test to know how much effect of cooperative activities on learners' comprehension is. Before using cooperative activities, students answered pre-survey questions and then did pre-test including reading comprehension passage, grammar and vocabulary tests. After cooperative activities have been provided, all students participate in post-test and then posttest survey questions as shown in table 3. The process of activities is expressed in detail.

Jigsaw: The purpose of jigsaw method is that students depend on each other when they are performing the task. They are put together in each team and make

effort the task until achieving the goal or reward [1]. In this activity, each student in each group definitely touches the tasks or reading passages.

Procedure of activity

Time allowed: 60 minutes

Task: tackling long reading passage including 5 paragraphs (P)

Instructor' role: By using grouping strategies, students' are allotted to 5members of groups depending on number of students in the class. Then, materials to be studied are segmented into parts and one selection is allotted to each student of jigsaw group (J). Next, expert groups (E) are consisted of students from jigsaw groups who have the accountabilities to interpret the same segment.

Learners' role: Jigsaw groups and expert groups are formed under the instructions of educator and each student must take his or her accountability. Students from jigsaw groups need to come back from experts group and teach or explain the materials.

When tackling reading passage, every jigsaw group takes it specific part and read generally and goes to expert groups. Expert groups are formed with students who take same sections. After discussing, they come back to their respective jigsaw group and teach materials.

Table 1. Flow chart of jigsaw activity

Jigsaw groups	
J1 (P1, P2, P3, P4, P5)	J2 (P1, P2,P3, P4, P5)
J3 (P1, P2, P3, P4, P5)	J 4 (P1, P2, P3, P4, P5)
J5 (P1, P2, P3, P4, P5)	
Experts groups	
E1 (P1, P1, P1, P1, P1)	E2 (P2, P2, P2, P2, P2)
E 3 (P3, P3, P3, P3, P3)	E4 (P4,P4, P4, P4, P4)
E5 (P5, P5, P5, P5, P5)	

Pair Read: The aim of this activity is to grow comprehension level with the facilitation of shared reading. In this type, every pair is able to describe the whole passage and try to get the correct answers for reading comprehension questions. Paris can be comprised of a high-fluency reader with low-fluency reader and also contained same-level reader together or other suitable ways.

Procedure of activity

Time allowed: 60 minutes

Task: Tackling reading passage with difficult words

Instructor' role: Students in pairs are permitted to pick their own reading partner. Information is provided and the process of task is explained.

Learners' role: Follow the teacher' instruction

When performing task, every pair takes responsibilities to interpret each segment they have to be assigned and also handles the questions and answers sessions or contents. Finally, every pair shares their findings to the whole class.

Search-pair-share: In this paper, this type of activity

is mainly focused on surging interest in grammar and vocabulary learning so as to improve interpreting skill. In research design, specific titles or types of grammar and vocabulary namely tenses and word formation, are proposed to every pair of students in order to search rules and ways which approach these grammar and vocabulary types.

Procedure of activity

Time allowed: 60 minutes

Task: grammar and vocabulary

Instructor' role: Specific titles (for example, adverbs and nouns) are assigned and the processes are instructed. It is significantly allowed that students can search materials by using many ways.

Learners' role: Follow the instruction of teacher

Students list references sources and announce the sources where they search from. They search and apply references with the help of different ways such as books, Google through using mobile phone. They accountably express authors of books and the place and date of the documents published. Finally, every pair checks the answers with the whole class.

Table 2. Procedure of Achievement Test

Week	Students (100)	pretest
1	50 25 25	Reading Grammar vocabulary
2-4	Facilitating and doing cooperative activities	
5	Students (100)	posttest
	50 25 25	Reading Grammar vocabulary

Before the pretest, as shown in table 2, survey questionnaires for four skills were collected and do pretest. Within week 2-4, cooperative activities were facilitated. After the posttest has been performed, the posttest survey was done. The results are shown in table 4 and 5.

3.2. Participants and Instruments

Data are gathered from 100 numbers of undergraduate engineering students at University of Technology (Yatanarpon Cyber City), Pyin Oo Lwin. English subject is taught as supporting subject. But most of students interestingly participate to fill survey forms and express their views on language learning.

In this study, to know how much improvement and interest in learning interpreting skill, Achievement Tests are done. Before using cooperative activities and tackling the test, students initially do pre-test in the first week. After being trained cooperative activities, they have completed the post-test. Instructional materials and teaching aids are used to display the explicit impact of cooperative activities. Students prompt their views about language on questionnaires form. Data were gathered by means of questionnaires, observation and Achievement Tests assessing language proficiency.

4. Results

To measure the interest rate of four language skills, questionnaires are distributed to 100 numbers of engineering students at UTYCC to answer the questions.

Questionnaires

1. Which skill do you want to study most?
2. Are you interested in interpreting passage?
3. What is the most weakness skill of you?
4. What is the second most wanted skill for you?

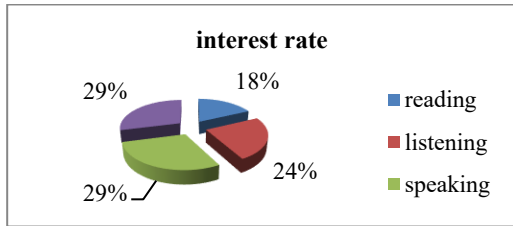


Figure 1. Students' interest rate on language

Upon their responses, the least interest rate can be seen as one of the respective skill called interpreting skill at only 18%. While listening skill reaches interest rate with 24% and the interest rate of the productive skills are similar at 29% as shown in figure 1. With the purpose of increasing interest rate of learning interpreting skill, in this study, cooperative activities are facilitated.

Table 3. Collecting quantitative data for interest rate on cooperative activities

<i>Questionnaires survey form</i>			
		Yes	No
1	In language classroom, are you interested in learning interpreting skill with the mainly support of traditional way?		
2	In group activities, are you interested in to participate in jigsaw in learning interpreting skill?		
3.	Do you have interest and motivation to do pair read?		
4	Does search-pair-shared activity make you to improve your interest in learning interpreting skill?		

Table 4. Measuring the interest & motivation of Learners

	Tradition al way	Jigs aw	Pair read	Searc h- pair- share
Increase in Interest & Motivation	65%	95%	90%	92%

As shown in table 4, the responses of students differ from approaching language. With the comparison of traditional ways, it can be seen that students desire to cooperate activities. After providing cooperative activities, the results of 100 students on learning these activities are known due to answering the questions related to these types of activities. Upon their responses, it can clearly be noticed that jigsaw is the greatest impact on learning interpreting skill and the interest and motivation are the highest at 95%, compared to the lowest rate in traditional ways with 65%. While the second highest rate is search-pair-share at 92%, pair read reaches the third place with 90%. Due to the results, students-centered method should be widely used in the language classroom instead of using teacher-centered.

Table 5. Results of Achievement tests

Specific area of language	Nu mb er	Pre-test		Post-test	
		Me an	SD	Mea n	SD
Interpreting skill	100 (Total)	23.95	4.7606829934477	32.475	3.00416377716
Terminology	25	12.36	4.0505143706238	18.24	1.614517471775
Syntax	25	12.64	3.9251326941476	18.44	1.5022205785658

This study reveals how much interpretation proficiency students have due to using both forms of achievement tests. Before giving cooperative activities namely jigsaw, pair read and search-pair-share, pre-test was done with the 100 number of students. The results are expressed in detail in table 5. In pre-test, means of testing interpreting skill (50 students), terminology (25 students) and syntax (25 students) are 23.95, 12.36 and 12.64 respectively as shown in table 5. After these activities have done, post-test with the similar students, who have done the pre-test, has been performed. In post-test, means of interpreting skill, terminology and syntax are 32.475, 18.4 and 18.44 respectively. As means of post-test of these language tests are higher, it is absolutely proved that these cooperative activities have large effects on learner's interest in learning interpreting skill and comprehension ability. This study also shows SD (Standard Deviation) of post-tests of specific areas of language is lower than SD of pre-tests. Getting low standard deviation points out getting the expected value so most of the students are improving their interest in learning interpreting skill and their

interpretation fluency and accuracy after following cooperative activities.

Viewed to the results of the study, it can be evidently explored that also cooperative activities absolutely improve learners' motivation and interest in interpretation and significantly develop terminology (vocabulary) and syntax (grammar rules) too. And, active learning and teaching are cycled in the classroom and social ability of students is totally developed not only among students but also outside the classroom. These activities have the great impact on the development of critical thinking skill and problem-solving skill and encourage team work. Due to sharing idea, learners' thinking power is higher and higher and they can comprehend any kind of reading comprehension. These activities describe the high impact on the improvement of comprehension, communication and listening. The most beneficial fact is that they energetically want to learn interpreting skill without hesitating and feeling bored. These activities describe the high impact on the improvement of comprehension, communication and problem-solving.

5. Conclusion and Discussion

The study discloses the results of cooperative activities to upgrade learner's interest in interpretation proficiency with the combination and facilitation of quantitative and qualitative methods including questionnaires, observation and achievement tests. With the facilitation of jigsaw, pair read and search-pair-share activities, students improve reading fluency and accuracy and also master interpretation, word development and finally these activities lead students to achieve standardized interpreting ability. Besides, learners have been developing mutual understanding, mutual respect and social interaction among peer-to-peer as they know how to work with other well. Therefore, these types of activities have given many beneficial for developing language proficiency and increasing interest and motivation of students. For educators, teaching and learning procedures are upgraded and teachers set many kinds of teaching-learning goals and are able to measure students' performance in innovative ways. Teachers' planning strategy is enhancement and also, they nurture learners to have good self-concepts towards interpreting skill. Students-centered method is focused and active learning environment is created. Educators' ongoing studies are the most significant facts in relation to academic achievements.

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