

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG



KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH

Sinh viên : Nguyễn Công Thành

HẢI PHÒNG – 2023

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**

**AN EXPLORATORY STUDY ON USING TEAM WORK
TO IMPROVE ENGLISH SPEAKING SKILL FOR THE
FIRST YEAR STUDENTS AT HPU**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: NGÔN NGỮ ANH**

**Sinh viên : Nguyễn Công Thành
Giảng viên hướng dẫn : TS. Trần Thị Ngọc Liên**

HẢI PHÒNG – 2023

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên: Nguyễn Công Thành

Mã SV: 1512751041

Lớp : NA1901T

Ngành : Ngôn ngữ Anh

Tên đề tài: An exploratory study on using team work to improve English speaking skill for the first year students at HPU

Contents

CHAPTER 1: INTRODUCTION	5
1.1. Rationale of the study.....	5
1.2. Aims of the study and research questions.....	5
1.3. Research questions.....	6
1.4. Scope of the study	6
1.5. Methodology	6
1.6. Significances of the study	9
1.7. Research structure	9
CHAPTER 2: LITERATURE REVIEW	10
2.1. Speaking skills.....	10
2.1.1 Definition	Error! Bookmark not defined.
2.1.2. Characteristics of a successful speaking activity	10
2.1.3. Factors affecting students' speaking performance	12
2.1.4. Techniques to teach speaking skills.....	12
2.2 Teamwork.....	12
2.2.1 Definition	Error! Bookmark not defined.
2.2.2 Common teamwork activities	Error! Bookmark not defined.
2.2.3 Advantages and disadvantages of using teamwork to teach English speaking for students.....	16
CHAPTER 3: FINDINGS AND DISCUSSION	20
3.1. Findings from the questionnaires	Error! Bookmark not defined.
3.2. Findings from interviews	26
CHAPTER 4: CONCLUSION.....	28
4.1 Recapitulation.....	28
4.2 Limitations of the study.....	31
4.3 Suggestions for further study	32
REFERENCES	33

CHAPTER 1: INTRODUCTION

1. Rationale of the study

English plays a crucial role in transboundary communication. This language has been popularly used worldwide and in Vietnam as well. The mastery of English is believed to bring about many good opportunities for people both in life and at work. Teaching English therefore has attained great investment both from the schools and parents. Albeit this significance and investment, learning and teaching English at school is never an easy job. There is a fact that in Vietnam, students focus much more on learning grammar and vocabulary to pass the tests than to be good at all the four skills of English. As a consequence, when they enter university, their English speaking skill is not quite well. The same situation could be observed at HPU when the first year English students studied speaking lessons.

This raises a question how to improve first year students' English speaking skills in the condition that some of them had never learnt this skill seriously before. Yang (2012) stated that the behavior of teamwork is considered to be effective in achieving higher work output. A group can bring high efficiency when there is cooperation of members, minimizing individual working time instead of cooperation and sharing work of members. Jayanth & Soundiraraj (2017) stressed that group work activities can help to develop speaking skills of the ESL learners. Keeping this in mind, the researcher of this study would like to have a better insight into whether teamwork can help students to improve their speaking skills. This is an exploratory study in which the research would like to do a survey and an interview to make sure that the use of teamwork could work. The research topic is **“An exploratory study on using teamwork to improve English speaking skills for the first year students at HPU”**

2. Aims of the study and research questions

2.1. Aim of the study.

The study aims to figure out whether using teamwork can help to improve English speaking skills of the first year students at HPU.

2.2. Research objectives

To fulfil the aforementioned overarching aim, the following objectives need to be fulfilled.

- To examine the effectiveness of using teamwork to teach English speaking for the first year students at HPU.
- To figure out the students' attitudes towards the use of teamwork in their English speaking lessons?

3. Research questions

- 1) How effective is the use of teamwork to teach English speaking for the first year students at HPU?
- 2) What are students' attitudes towards the use of teamwork in their speaking lessons?

4. Scope of the study

- Participants: 50 students from two classes: One from English major class, and the other from a non-English major class.
- Timeline: 8 weeks from August 2023 to October 2023.
- Major aspect: students' perception of the effectiveness of teamwork and the applicability of this technique in their speaking lessons.

5. Methodology

This study was conducted at HPU with the participation of 50 students. 22 of them were English majors (CLASS A) and the remaining were English non-majors (CLASS B). Of the 50 participants, 10% were good speakers (who often got mark 8 and over), 10% were rather good speakers (who often got mark 6 to 7), 50% were

normal speakers (who often got mark 5), and 30% were poor speakers (who often got under 4)

The materials in use is the textbooks published by Cambridge University Press with four skills included for teaching.

The research method in use is a survey research. Nunan (1991) proposed that a survey is "widely used for collecting data in most areas of social inquiry, from politics to sociology, from education to linguistics" (p.40). Kasunic (2005, p.3) stated that a survey enables the researchers to "generalize about the beliefs and opinions of many people by studying a subset of them." Leedy & Ormrod (2005) said a survey research is employed to gather information about population groups to learn their characteristics, opinions, attitudes, or previous experiences. The method applied in this study is an exploratory survey as this type is very flexible, cost-effective, and open-ended. It does not require any fixed models or prior studies and allows great flexibility and adaptability (Cohen & Mansion, 1985). The goal of exploratory research is to explain why or how a previously studied phenomenon takes place and it is really helpful in narrowing down a challenging or nebulous problem that has not been previously studied. Also, its preliminary results can lay the groundwork for future analysis. This research made use of Kasunic's model and its procedure for simplicity and specification.

The first tool for data collection is the questionnaire. In second language research, the questionnaire is considered the first technologically advanced tool to build questionnaires and is considered a valuable research tool in second language research (Dornyei, 2007). In the definition of a questionnaire, it can be understood that it is a tool collected based on any text that has been provided to the survey through a certain group of people or individuals to answer the questions that have been asked built into the questionnaire or in the form of an answer by indicating the answer - by marking a page, writing a number or ticking any answer box through a

paper board or other online forms (Brown, 2001). A questionnaire is a form of survey that is presented in the form of quantitative data, is affordable, and is easy to complete (Vanderstoep & Johnston, 2009; Mills, 2014). The questionnaire form is also presented in the form of a personal interview structure but is time consuming. In social science research, questionnaires are the most common form used in research (Fife-Schaw, 2006).

Questionnaires are usually for projects, and less experienced research subjects seem to be more interested in conducting questionnaire surveys. As for students, they are the ones who often use questionnaires in their individual projects and dissertations to conduct small-scale surveys. Questionnaires are often used for the following purposes:

In this study, the questionnaire included 20 statements which was divided into two main parts. The first part was to ask for students' opinions about students' improvement in using teamwork in speaking lessons. The second part was to ask for both students and teachers' opinions about the factors that influenced students' speaking skills.

A Likert scale ranging from “strongly agree” to “strongly disagree”, was used to measure participants' responses to each question.

Another tool for data collection is the Interviews. Interviewing is a form of qualitative data from a questionnaire to clarify the content selected in the questionnaire. According to Kvale (1996; 2003), compared to questionnaires, he believes that surveys of information and results will take place at a deeper perspective and data will be reported more quickly. Cohen et al (2007, p.29) add that interviews are more valuable in negotiations. More importantly, interviews allow speakers to use their own language to express and more easily observe their emotions (Berg, 2007, p.96). In this study, I designed 5 interview questions. 10 participants

were asked 5 questions each (see appendix 2). It took the researcher approximately five minutes to interview each student due to the relatively small number of interview questions. The interviews were then transcribed and analyzed by content analysis method.

6. Significances of the study

The research is expected to contribute to the field of English teaching methodology, the specific aspect of teaching English as a foreign language to young learners. In addition, the research findings can be used as a valuable reference for future research related to the topic. Besides theoretical significance, the researcher expected that her study could help both teachers and students at HPU to feel more confident in using teamwork in the speaking lessons. Second, the researcher hoped that the university administrator may take this technique more seriously for that it can be applied more popularly if it is really effective.

7. Research structure

Chapter 1 is the Introduction. In this chapter, the researcher has focused on general introduction of research topic, reasons for choosing research topic, objectives and research questions.

Chapter 2 focuses on presenting the theoretical basis of forming research models, reviewing previous studies related to the topic, pointing out the remaining research gaps, thereby giving the theoretical framework applicable to the research.

Chapter 3 presents and discusses the research's findings.

Chapter 4 presents a summary of the key findings from the research, its implication, its limitation and the researcher's suggestions for further studies.

CHAPTER 2: LITERATURE REVIEW

2.1. Speaking skills

According to Harmer (2007:284) speaking skill is an ability formed from human linguistic capital that comes from the idea of speaking, not only knowledge of linguistic features, but also ability to process information and language 'on the spot'

According to Nunan (in Kayi, 2006:1), speaking is defined as the natural use of language and the idea of speaking in mind to express it naturally and fluently.

Speaking is the process of constructing and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. (Chaney, 1998:13)

According to Chaney and Burk (1998,p.13), speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”.

Nunan (2003, p.48) defined speaking as “the productive oral skill which consists of producing systematic verbal utterance to convey meaning”

There are three types of learning objectives in speaking activities: accuracy, fluency, and complexity (Thornbury, 2000). In addition, Nunan (1999, p.25) states that speaking requires learners to know how to produce linguistic features, such as grammar, pronunciation or vocabulary, but also to understand when and how to create language

To sum up, speaking is the ability to share meaning via verbal communication with the security of accuracy, fluency, and complexity.

2.2. A successful speaking class

According to Underhil (1987, p.120), there are several characteristics of a supposedly successful speaking class:

Students talk a lot

The more time, the better allotted for students to participate in the discussion in speaking activities. This is obvious, but most of the time for students to participate in speaking in class is very little because the size of each lesson is very short, lasting only 45-90 minutes. That means the students have to actively talk to their friends as much as possible. Obviously students are busy, but they rarely take the time to talk to their teachers.

Equal participation

Classroom discussion is not dominated by a group of talkative participants: All students have the opportunity to participate equally in class speaking sessions, i.e. to the benefit of individuals and groups are equally guaranteed

High motivation

Students are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving an objective task. That means students are highly motivated to speak English. When highly motivated, students will be interested in learning English, especially speaking skills. At this time, students will confidently express and speak in front of a group and then to a crowd they still have the ability to express what they want.

Acceptable language

Students express themselves by making statements that are relevant, mutually intelligible, and have an acceptable level of linguistic accuracy, where grammar and sentences are expressed appropriately, are standardized, and create understand for the listener. That means they use speech components appropriate to an acceptable level of language, such as pronunciation, grammar, fluency, and intelligibility.

2.3. Factors affecting students' speaking performance

According to Illyin, Hanifah, and Yunianti (2019), there are three main factors: self-confidence, motivation, and anxiety. Self-confidence is the most influential factor in speaking ability. If students' self-confidence is higher, then students' speaking abilities will also be high. But, if students' self-confidence is lower, then students' speaking abilities will also be low because self-confidence of students is very influential toward students' speaking abilities.

The second most influential factor in speaking ability is motivation. Students' motivation positively correlated to students' speaking performance. If motivation is higher, then students' speaking abilities is high and vice versa.

The last factor is anxiety. However, this factor did not influence speaking ability. It can be proven by the results of significant value in the anxiety variable. His finding contrasted with the finding of Ni Hui (2012) which stated that anxiety is also one of considerable impacts on the students in English. If students had low anxiety then their abilities in speaking English would be high and the opposite was true when the students had high anxiety.

3.4. Techniques to teach speaking skills

According to Kayriye Kayi (2006), there are a range of activities that can be used to promote students' English speaking skills.

Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved

in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups.

Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..."

Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a

problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language. *Brainstorming*

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to

the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

Story completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Picture describing

One way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Find the difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

2.4. Teamwork

Teamwork is not just a group of people doing something. It's the ability to work with others and to help others attain their full potential and achieve the shared goals. As well, teamwork is one of the most desirable skills an employer can seek in its employees. The main reason why teamwork is so important in the workplace is that it builds trust among co-workers. This is true for a variety of reasons. Good teamwork increases productivity and makes your employees happier. It helps foster a sense of community within the workplace and it creates more opportunities for training and advancement.

According to Wikipedia, teamwork is the collaborative effort of a group to achieve a common goal or to complete a task in the most effective and efficient way. This concept is seen within the greater framework of a team, which is a group of interdependent individuals who work together towards a common goal.

The four key characteristics of a team include a shared goal, interdependence, boundedness and stability, the ability to manage their own work and internal process, and operate in a bigger social system. Basic requirements for effective teamwork are an adequate team size. The context is important, and team sizes can vary depending upon the objective. and clearly defined roles within the team in order for everyone to have a clear purpose. Teamwork is present in any context where a group of people are working together to achieve a common goal.

2.5. Advantages and disadvantages of using teamwork to teach English speaking for students

Opinions may diverge when it comes to the positive and negative sides of using teamwork. However, it is common that there are both advantages and disadvantages when teachers use teamwork in their English speaking lessons.

To begin with the benefits of using group work, the first advantage is that teamwork as a result of better task completion reduces error rates, members can support each other. are weaker and they can strive together, shortening the time to do the job (Rosen et al,2015). If speaking English is done individually, better learners can develop themselves independently. Moreover, weaker students can be supported by their peers. Students in the same group can support each other, that is, the better and better students will support the weaker students so that they can progress together in speaking ability, they can bond to together exchange and achieve common goals for the group and for themselves. By doing this, both good and weak students can get benefits and as a result, their speaking level can be improved

Another benefit is this technique helps to save time to examine when each group and individual will assign their members to speak and each group assigns its own speaking time so that their members can speak together. This way allows students to talk a lot and develop their speaking ability, vocabulary ability to form a good way of thinking through group work.

The enhancement in the connectedness between members is also a positive aspect. The team spirit will more cohesive and they can easily share and support each other to develop speaking ability, and each member will have more motivation to progress when they try to imitate the performance of their peers The teacher also finds it good to organize teamwork as it is easy to control between students in the same group to develop the ability of each member of the group in the process of observing the learning of each student.

In order to achieve the group's goals and not be eliminated from the group, the members of the same group will consciously strive for the group's benefits instead of if being an individual is merely a personal responsibility. with the group, the score and the sense of responsibility will be the motivation for all individuals to try to

focus on criticizing, trying to express and say how to make the team members satisfied, so When working as a group, everyone will aim for a common goal rather than an individual goal, and their consciousness will be higher.

Despite some advantages, disadvantages are still available. The first problem is potential *conflicts* between members. When working with others, it's natural that disagreement will arise due to differences in opinions. Some students find it difficult to accept criticism from their peers and struggle to get on board with ideas that aren't their own. Moreover, students who are quiet often have difficulty expressing their ideas in a group and may feel uncomfortable working with people they don't normally speak to. As a result, they may be seen as lazy, creating conflict.

The second problem is *Unequal participation*. In group work, you'll often observe a large discrepancy in participation between the different group members. With a lot of group projects, it's common to find 1-2 students taking the bulk of the workload, whilst other members essentially freeload. This can lead to conflict and breed bitterness amongst the different group members – especially if the student feels others are being rewarded for their hard work. This is more evident in larger groups as individuals tend to diffuse the responsibility of tasks onto others as grades typically don't consider individual contribution. Other times, a student may just give their peers the answer without explaining how they worked it out. Consequently, no real knowledge and understanding have been gained.

Another downside is *Time consuming*. Working in a team can be extremely time-consuming as a student. Not only do meetings have to be scheduled outside of class hours but they have to co-ordinate with everyone's schedule. For sixth-form students in particular, this can be quite difficult due to already being overscheduled.

The final point to be mentioned in this paper is need domination. In other words, Individual needs may be dominated by the needs of the group. Not all students learn at the same speed. Some may need more time to fully understand the task and process the information they're being taught. On the flip side, some students may grasp the material very quickly. Therefore, when working as a group, certain students are either forced to hurry up their learning to the extent that they either learn nothing or resort to copying. Alternatively, those who work faster may actually be going too fast, attempting to move onto the next task before everyone is ready. This can lead to conflict as students may get frustrated by the learning process.

CHAPTER 3: FINDINGS AND DISCUSSIONS

3.1. Findings from questionnaires

Findings from the questionnaires show the effectiveness of using teamwork activities for the first year students in their speaking lessons. There were not much differences in the results of the two classes: English majors and English non-majors.

Here below are the results of the first part of the questionnaire. It is about the factors that might influence students' speaking ability.

Table 1: Factors influencing students' speaking ability – Students' Confidence

Factors affecting students' speaking	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	Class 1	Class 2	Class 1	Class 2	Class 1	Class 2	Class 1	Class 2	Class 1	Class 2
1. Students were ready to speak in front of the class	51	50	29	32	20	18	0	0	0	0
2. Students felt more confident to share my ideas	60	62	25	20	10	15	5	3	0	0
3. Students could make decisions more quickly	47	42	38	40	15	18	0	0	0	0
4. Students were more independent when learning speaking	60	65	25	30	10	5	5	0	0	0

Generally, students' confidence was significantly improved after the teachers used teamwork for the speaking lessons. Most of the students agreed that they were more willing to speaking and felt more confident to share their ideas (more than 80%). Students also agreed that they could make decisions more quickly and they became more independent in their speaking lessons, which was not a common thing before the application of teamwork. What should be kept in mind is that there was not significant difference in the percentage of two classes. The biggest gap was only 5% when it comes to the question about students' confidence.

Table 2: Factors influencing students' speaking ability – Students' Motivation

Factors affecting students' speaking	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	Class 1	Class 2	Class 1	Class 2	Class 1	Class 2	Class 1	Class 2	Class 1	Class 2
Students' Motivation										
5. Students were more active and interested in their study	70	65	20	25	10	8	0	2	0	0
6. Students were more willing to cooperate	65	70	25	20	7	6	3	4	0	0
7. Students finished the tasks in time	35	32	25	24	35	40	5	4	0	0
8. Students worked hard when assigned any tasks	45	40	35	40	20	18	0	2	0	0

As can be seen from table 2, which was about students' motivation. A majority of the students agreed that they were more motivated to learn. This was shown via their activeness, their willingness and their efforts to work hard and complete their tasks in time. Most noticeably when being asked about their activeness and willingness, 90% of the students agreed that teamwork helped them to improve these two criteria. There was a difference that could be spotted. That is the figure for statement 5 when the students were asked if they were more interested in their lessons. Class 1 showed 92% while class 2 represented 98%.

Table 3: Factors influencing students' speaking ability – Students' Anxiety

Factors affecting students' speaking	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	Class 1	Class 2	Class 1	Class 2	Class 1	Class 2	Class 1	Class 2	Class 1	Class 2
9. Students did not feel anxious	65	70	25	25	10	5	0	0	0	0
10. Students were not afraid of making mistakes and shyness while speaking	35	45	35	30	25	20	5	5	0	0

From table 3, it is clear that students' anxiety was no longer a problem to the students when learning speaking if teamwork was used. 95% of the students agreed that they did not feel anxious after practicing a lot in a group and with the help of their group members. Also 75% of the students did not feel afraid of making mistakes. There was almost no difference between the two classes.

Table 4: Students' self-evaluation on improvement of language competence

Improvement in their speaking skills	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	Class 1	Class 2	Class 1	Class 2	Class 1	Class 2	Class 1	Class 2	Class 1	Class 2
11. Students could improve their pronunciation when working with their peers	60	55	20	30	15	10	5	5	0	0
12. Students could improve their grammatical structures when comparing their speaking with others'	50	45	15	25	20	25	10	5	5	5
13. Students could improve their vocabulary when learning in a group	55	50	30	35	15	10	0	5	0	0
14. Students could speak English fluently without hesitation	45	45	35	30	20	20	0	5	0	0
15. Students could organize their ideas more coherently	70	65	25	20	5	10	0	5	0	0
16. Students could use more complex sentences when working in a group	56	60	25	30	18	5	1	5	0	0

Through the above data table, we can see that students have evaluated their own ability to improve their speaking ability through a number of important criteria to promote the success of the student's speaking process or not, all the combined factors related to pronunciation, grammar, vocabulary, fluency, comprehension are very important. If one of these criteria is missing, it will be very difficult for students to perfect their speaking ability.

To begin with the first part, students' language competence. It is clear that teamwork helped them to improve it. This could be seen in the figure for grammar, vocabulary, pronunciation. First, 95% of the surveyed students agreed that they could improve their pronunciation when working in a group. This figure was the same between the two classes. The second statement was about grammatical structures was a bit different with the figures about pronunciation. 65% was for class 1 and 60% was for class 2. The percentage of students who did not agree that teamwork could help to improve grammar was a bit high at 15% for the former and 10% for the latter. However, when it comes to the rate of students who were asked about their use of vocabulary, their organization of ideas and the use of complex sentences, the figures were rather similar. It is noticeable that only 5% of the students did not agree with their improvement in vocabulary while all students agreed they did better with the use of complex grammatical structures.

Table 4: Students' self-evaluation on improvement of Students' Performance

Improvement in their speaking skills	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	Class 1	Class 2	Class 1	Class 2	Class 1	Class 2	Class 1	Class 2	Class 1	Class 2
Students' Performance										

17. Students could brainstorm more effectively with the help of other members in a group	70	72	10	12	18	16	2	0	0	0
18. Students could speak longer when working in a group	68	70	20	17	10	12	2	1	0	0
19. Students did not need much help from teachers	30	27	20	15	30	35	20	23	0	0
20. Students got higher speaking scores after working frequently in a group	25	30	35	35	35	30	5	5	0	0

From table 5, it is clear that teamwork also helped students to perform better. To begin with, students could brainstorm more effectively with the help of other members in a group. More 80% of the students of both classes agreed with this. The second statement was about students speaking longer when working in a group. This was understandable as with the help of other members, students might have more ideas to talk so they could manage their speaking more easily. Also more than 80% of the students of two classes shared this point.

However, it is a bit controversial when it comes to the statements “Students did not need much help from teachers and “They could get higher scores”. For the former, the rate of students who did not agree occupied nearly a quarter. This means that students though working in a group still required support from their teachers. For the former, students were not quite sure if their speaking score was affected by the use

of teamwork a lot. 55% of the students agreed with this. However, there was also a considerable number of students who did not agree.

4.2. Findings from interviews

The interview activity is conducted directly by the teacher with 6 students. Three students were selected randomly from the two chosen classes. The interview activity is conducted with each student for about 5 minutes and during that time the student will answer 5 questions.

The first question is “Do you like group work activities to be applied in the English speaking lessons?” All of the students who were questioned said “yes”. They added that working in a group was more interesting than working individually. The responses of the five students after being presented clarified the point of view and helped realize that teamwork bring different useful values. That answer was recorded as follows: the first student *“I feel more confident when speaking and my speaking skills have improved to a certain extent”*. Student 2 had the same answer: *“I feel my improvement is very clear, with a high level of improvement compared to before, my vocabulary is more, so I am very confident in upcoming speaking competitions”*. To sum up, teamwork not only creates excitement for themselves but also improves their English ability, and at the same time their active and curious nature. It gradually attracts children who are passionate about learning to speak and trying to be able to speak

The second question is “Why do you think teamwork activities could help you improve your language competence?” Student 1A answered that teamwork helped them to practice more. Student 2A agreed that the members in the teamwork supported and shared their learning materials and ideas therefore he could study more effectively. Student 3A said she could learn more with a team especially

because she was not good at grammar and vocabulary, the other members in a group could help her.

Turning to class B, student 1B agreed that when working in a team, she had to work harder. She did not want to lose face. Student 2B said she could work together with other members to generate ideas. Student 3B stated that more ideas could be gathered from other members of the team.

The question three was “In what way do teamwork help you improve your performance”. Student 1A answered that “Teamwork could provide more information because there were always more than two members in a group. We helped each other. We together searched for the information in books or in the internet. Other members practiced together with me and they corrected the mistakes for me before we came to the class”. Student 2B had the same opinion “Members of a group often helped each other very much. If a member did not work, others would motivate him or her. Also, when we together found out idea for a speaking topic, it was easier than to work alone.”

Question four was about the role of teacher in class. All of the students agreed that they need the support from the teacher. Student 2A said “Teachers were always important in a class. She assigned the work, supported the students to work in a team, encouraged the students, and marked the group work as well.” Student 3B said “We always need teachers. If there is not the teacher’s role, no work can be done. Even when we work in group, teacher had different group work activities for us to join and this is interesting. Also, teacher kept the class discipline without which students did not study.”

CHAPTER 4: CONCLUSION

In this chapter, the researcher will summarize, conclude, and limit the research encountered and propose some useful solutions and recommendations to support future research.

4.1 Recapitulation

The research was conducted in the speaking lessons at HPU. There were 50 students involved. All students are supported by the researcher with methods and ways to approach teamwork. Both quantitative and qualitative methods were used to collect and analyse the collected data. The researcher sent a questionnaire to 50 students in the two classes for a survey. For the interview questions, the researcher selected 6 students, three students from each class equally. The results were collected within 10 minutes for the questionnaire, 5 minutes for each student interview. The results reflected students' opinions about their improvements in speaking lessons and their attitudes towards the use of teamwork in speaking lessons.

In general, students all agreed that they could improve their speaking competence when the teamwork activities were used. This could be shown via the betterment of the use of vocabulary and grammatical structures. Also, this could be seen in the better pronunciation and students' ability to speak more coherently and longer. Another point is about the factors that influenced students' speaking ability. All of the students agreed they faced less problems and they were more motivated to speak with the help of group members. They were also not afraid much of making mistakes as they used to.

From the survey, we could found that students' attitudes also changed in the direction of completely agreeing and agreeing with the effective method the intern teacher deployed, which is learning to speak through teamwork. This result shows that their enthusiastic attitude stimulated students to learn better and they were

willing to learn what they did not know to continue arguing with their peers in the same group to criticize their ideas of other groups. Furthermore, through a survey of students' expected that their teachers continued to use this method in the teaching process. They thought applying this method in the teaching process not only improved their speaking ability but also their attitude and motivation to learn speaking. They can still speak better thanks to teacher's instructions. we can control each student's learning ability and from there we can tutor them to promote the progress of our weaker students, and our better students will continue to show their passion in English. In addition, the survey and interview results also showed that they loved the group work process, forming a teammate with the group to share their personal understanding of the answers and complement each other supplement and improve the weaknesses that you are facing. Finally, students had very good attitudes and were excited to participate in speaking lessons. Students emphasized the key role of teachers in the classroom coordination process and helping students find their weaknesses through class sessions to help students improve their weaknesses and orient them.

4.2. Pedagogical implications

Based on the results of the surveys and interviews, the researcher will make the following recommendations for teachers and students to use this tool in the teaching and learning process effectively:

For teachers'

Teamwork teaches essential communication and social skills, such as active listening and effective speaking. When working as a team, students learn how to listen to their leaders and coaches in order to perform their individual roles. However, why is this important for our students to learn?

Some students are introverts and working with others can be a stressful experience. Teamwork might be a source of anxiety and cause stress among quieter students. However, promoting teamwork can help them overcome this fear, become more confident and collaborate with other students better. By actively working with your students to build good team-working skills, you give the chance for quieter students to speak up and get involved in a safe and supportive environment. And, although some students can be social butterflies, they may still have apprehensions when it comes to speaking in front of the class. Engaging in teamwork activities can help them build the confidence to speak in front of a smaller group first before standing up in front of everyone.

Teamwork, beginning in the classroom is a great way to prepare students for working life as it is an invaluable skill to have when entering the workforce. Teamwork allows students to become more familiar with their strengths and weaknesses and explore more of each all while continually improving themselves.

With such importance, teachers should spend more time in class for teamwork activities. Also they should diversity the types of teamwork in use so that they could make full use of this important technique in teaching English speaking for non-native speakers.

For students:

Group work provides students with ample opportunities to practice speaking, listening, reading, and writing in English. It allows students to engage in real-life conversations, which is crucial for language development. Collaborating with peers in group activities helps students develop essential communication skills. They learn how to express their thoughts and ideas clearly, ask questions, seek clarification, and provide constructive feedback. Moreover, group work often involves students from diverse backgrounds, which fosters cultural awareness and appreciation. It exposes

students to different accents, dialects, and cultural norms, helping them become more culturally sensitive and inclusive communicators. Group work promotes teamwork and collaboration, valuable skills not only in language learning but also in life and future careers. Students learn to cooperate, share responsibilities, and work towards common goals. Not all students learn in the same way. Group work allows for a variety of teaching methods, accommodating different learning styles. Some students may excel in spoken language, while others prefer written communication or visual aids. Group work allows students to learn from their peers. They can pick up new vocabulary, language structures, and cultural insights from fellow students, often in a more relatable and accessible manner than from the teacher alone.

For this importance, students should continue their teamwork activities. Also, they should be aware of the suitable methods of working in a team so that they could make full use of this technique and have appropriate attitude to the use of teamwork.

4.3. Limitations of the study

Although the research was conducted by the thesis researcher during the experimental teaching process at school for 8 weeks, it is inevitable that the research may still have shortcomings. The scale of the study was a class of 50 students with a small scope and scale, so the results may still be subjective, which is unavoidable, so the results are still general and cannot be fully demonstrated based on the interview opinions of each student in the classroom, the research can only be applied to two classes in HPU, so the research cannot be generalized to all students and teachers at other universities and schools. The research also only focused on improving speaking skills training due to limited practice time, so the research could not generally improve other skills such as listening, reading, and writing for the first year students here. Another shortcoming is that this is just an exploratory study so it

should be conducted with more experiments so that there could be more practical findings about the effectiveness of using teamwork for teaching speaking lessons for the first year students at HPU.

5.5 Suggestions for further study

Based on the research results of the thesis, the researcher begins to propose some recommendations as follows:

Expand the research scope of the research samples by participating in teaching many classes at the same time to accurately evaluate the effectiveness of teaching methods using teamwork for speaking lessons.

Develop students' awareness before participating in the teaching process to avoid wasting time with students who do not wish to participate in the speaking process and create a close friendliness between teachers and students.

Finally, teachers need to deeply research measures and forms to improve students' knowledge on a large scale in the process of combining speaking skills to develop other skills such as reading, listening and writing. Students can still take advantage of it.

REFERENCES

1. Chaney, A.L., & Burk, T.L (1998) *Teaching oral communication in grades K-8*. A llyn&Bacon
2. Creswell, J (1998) *Research design: qualitative, quantitative, and mixed method approaches*. Sage.
3. Deakinco.com (2021) The five elements of successful teamwork. Viewed November 11, 2021, on: <https://www.deakinco.com/resource/the-five-elements-of-successful-teamwork/>
4. Hughes, R. (2002) *Teaching and Researching Speaking*. Pearson Education
5. Klinem J.A (2001) *Speaking effectively: A guide for Air force speaker*. Air University Press
6. Montebello, Anthony; Buzzotta, Victor (1993). "Work Teams That Work"
7. Nunan, D. (1992) *Research Method in Language Learning*. Cambridge University Press
8. Stebbins, R (2001) Exploratory research in the social sciences: what is exploration? *Exploratory Research in the Social Sciences*, pp2-18.
9. Terry, C. (2008) *How to teach speaking in an EFL class*. ICPN San-Miguel.