

The Used of Cooperative Learning And Peer Feedback To Improve Students Speaking Skill at Vocational Hight School Qamarul Huda

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Abstract: *This study investigates the effectiveness of Cooperative Learning strategies combined with Peer Feedback in improving the English-speaking skills of tenth-grade students at SMK Qamarul Huda during the academic year 2025/2026. Employing a quantitative approach with a one-group pre-test and post-test design, the research involved 21 students as participants. Data were collected using speaking performance assessments focusing on fluency, pronunciation, grammar, vocabulary, and comprehension. Statistical analyses were conducted using paired sample t-tests with SPSS version 29. Results revealed a significant improvement in students' speaking performance after the implementation of Cooperative Learning and Peer Feedback, with the mean score rising from 62.7 (pre-test) to 72.2 (post-test). The paired sample t-test indicated a Sig. (2-tailed) value of $0.000 < 0.05$, confirming a statistically significant difference. Findings demonstrate that Cooperative Learning fosters interaction and participation, while Peer Feedback provides constructive reflection and correction, thus enhancing confidence and linguistic accuracy. The study concludes that integrating these two approaches is effective in fostering meaningful and interactive speaking practice for vocational school students.*

Keywords: *Speaking Skills, Cooperative Learning, Peer Feedback, Vocational High School, English Education*

Abstrak: Penelitian ini bertujuan untuk meningkatkan keterampilan berbicara siswa melalui penerapan metode Cooperative Learning dan Peer Feedback di SMK Qamarul Huda pada tahun akademik 2025/2026. Penelitian ini berfokus pada tiga tujuan utama: (1) mengetahui sejauh mana penerapan Cooperative Learning dapat meningkatkan kemampuan berbicara siswa, (2) menganalisis peran Peer Feedback dalam memperbaiki performa berbicara, dan (3) mengevaluasi efektivitas penerapan kedua strategi tersebut secara simultan. Metode penelitian yang digunakan adalah eksperimental dengan desain one-group pretest-posttest. Subjek penelitian adalah siswa kelas X yang dipilih secara purposive sampling. Instrumen yang digunakan berupa tes berbicara dengan kriteria penilaian aspek kefasihan, pengucapan, kosakata, tata bahasa, dan pemahaman. Hasil penelitian menunjukkan adanya peningkatan signifikan pada skor berbicara siswa setelah diberikan perlakuan menggunakan Cooperative Learning dan Peer Feedback. Temuan ini mengindikasikan bahwa kedua strategi tersebut efektif untuk mengembangkan keterampilan berbicara bahasa Inggris siswa.

Kata kunci: *Speaking Skills, Cooperative Learning, Peer Feedback, Vocational High School, English Education*

1. INTRODUCTON

Mastery of English-speaking skills has become increasingly essential in the 21st century, especially for vocational school students preparing to enter global labor markets. Effective communication in English not only supports educational goals but also enhances employability in industries where cross-border interaction is inevitable [1]. However, students at SMK Qamarul Huda face persistent challenges such as limited vocabulary, low confidence, and minimal opportunities for interactive practice. Traditional teaching methods often fail to provide the communicative environment necessary for fluency development.

Cooperative Learning (CL) has been identified as an effective pedagogical approach to address these challenges. By working collaboratively in structured groups, learners engage in knowledge exchange, peer support, and active participation, which collectively enhance both language proficiency and confidence [2]. Established techniques such as Think-Pair-Share, Jigsaw, and Role Play provide structured opportunities for students to practice speaking while fostering responsibility and mutual support [3].

Complementing CL, Peer Feedback (PF) plays a vital role in enabling students to reflect critically on their performance. Research indicates that timely, constructive feedback from peers not only helps learners identify errors in grammar and pronunciation but also reduces speaking anxiety and fosters self-correction [4]. In language learning contexts, peer evaluation creates a supportive environment where learners feel less threatened compared to teacher-centered correction.

Despite existing research on CL and PF individually, limited studies have explored their combined effect in vocational education contexts. This study aims to fill this gap by examining the integration of Cooperative Learning and Peer Feedback in improving the speaking performance of tenth-grade students at SMK Qamarul Huda. The findings are expected to provide theoretical enrichment, pedagogical insights, and practical strategies for English educators in vocational schools.

2. RESEACH METHOD

2.1 Research Design

This research employed a quantitative one-group pre-test and post-test experimental design. Students' speaking performance was assessed before and after a series of interventions integrating Cooperative Learning and Peer Feedback.

2.2 Participants

The sample consisted of 21 tenth-grade students at SMK Qamarul Huda, selected through purposive sampling. This group was chosen due to their basic prior knowledge of English speaking, making them suitable for intervention-based learning strategies.

2.3 Instruments

2.3.1 Speaking Test – evaluating fluency, pronunciation, grammar, vocabulary, and comprehension.

2.3.2 Questionnaire – measuring students' perceptions of CL and PF using a Likert scale.

2.3.3 Observation & Documentation – recording classroom interactions and peer feedback activities.

2.3.4 Interview – with selected students and teachers for qualitative insights.

2.3.5 Data Collection

Data were gathered in three stages:

2.3.6 Pre-test: measuring baseline speaking ability.

2.3.7 Treatment: application of CL techniques (e.g., Think-Pair-Share, Jigsaw) and structured peer feedback sessions over several meetings.

2.3.8 Post-test: measuring improvement in speaking skills.

2.4 Data Analysis

Descriptive statistics (mean, standard deviation) and inferential statistics (paired sample t-test) were used. Normality tests confirmed data suitability for parametric testing. SPSS version 29 was employed for analysis.

3. RESULTS AND DISCUSSION

3.1 Pre-test and Post-test Findings

Students' speaking performance improved significantly after the intervention.

Table 1. Improvement in Students' Speaking Scores

Test Type	Mean Score	Classification
Pre-test	62.7	Fail
Post-test	72.2	Good

The paired sample t-test yielded a mean difference of **9.57** points, with a significance value of **0.000** ($p < 0.05$), confirming a statistically significant improvement. This finding supports the hypothesis that CL and PF effectively enhance students' speaking ability.

3.2 Discussion

The results align with Slavin's theory of Cooperative Learning, which emphasizes collaborative group work as a means of improving communication and confidence [2]. Similarly, peer feedback has been found to provide students with greater linguistic awareness and motivation to refine their performance [4].

Compared with earlier studies such as Kandasamy (2018) and Ilmi (2023), which highlighted CL as a catalyst for fluency and confidence, this study adds depth by demonstrating that the integration of CL with structured PF yields even stronger outcomes in vocational settings [5][6]. Students not only improved linguistically but also reported increased confidence and engagement during class discussions.

The findings of this research are in line with several previous studies that also demonstrated the effectiveness of Cooperative Learning and Peer Feedback in enhancing students' speaking skills. Similar to [7][8], this study proved that Cooperative Learning creates an interactive classroom atmosphere where students actively engage in communication, support each other, and achieve better language outcomes. This result also agrees with [10][11], who emphasized that cooperative strategies improve both academic performance and social interaction among learners.

In terms of Peer Feedback, the results of this research are consistent with the study of Hyland (2006), which revealed that peer evaluation helps learners become more reflective and aware of their errors, thus improving accuracy in language use. Likewise, [12][13] also found that Peer Feedback enhances learner autonomy and

develops critical thinking, which supports the improvement observed in this study[14][15].

Furthermore, this study confirms [16][17] claim that speaking fluency develops through repeated practice in a supportive environment, as students in this research gained more confidence and reduced hesitation during the treatment. These similarities strengthen the evidence that combining Cooperative Learning and Peer Feedback is an effective approach to improve students' speaking competence [18][19].

4. CONCLUSION

This study demonstrates that Cooperative Learning combined with Peer Feedback significantly improves the speaking skills of vocational high school students. Quantitative analysis confirmed that students' mean scores increased from 62.7 to 72.2, moving from a "Fail" to a "Good" classification. Moreover, the interactive learning environment enhanced student participation, reduced anxiety, and fostered peer-supported reflection.

Pedagogically, English teachers in vocational schools are encouraged to integrate CL and PF strategies to create dynamic, student-centered classrooms. For researchers, this study highlights the need for broader investigations across larger samples, different contexts, and other language skills.

5. CLOSING STATEMENT

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