



**UNIVERSITI TEKNOLOGI MARA**

**COOPERATIVE LEARNING STRATEGIES FOR  
EFFECTIVE SPEAKING SKILLS IN HEALTH AND  
NURSING COLLEGE STUDENTS**

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## Candidate's Declaration

I declare that the work in this dissertation was carried out in accordance with the regulations of University Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any other academic institutions or non-academic institutions for any other master degree or qualification.

In the event that my dissertation is found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my master degree and agree be subjected to the disciplinary rules and regulations of University Teknologi MARA.

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# CHAPTER 1

## INTRODUCTION

### 1.0 Introduction

Speaking is a very important means for communicating, thinking and learning. Fluency in speaking is essential component of learning as it enables students to learn concepts, develop vocabulary and perceive the structure of English language. Therefore, in order to have the ability to speak competently, one needs to learn oral language. According to Ur, (1996), oral language is a foundation of all language development and foundation to all learning. To ensure that oral skills are taught properly in the classroom, it needs to be planned for and directed. This is to create vibrant and interactive environments for learners to develop learners' communicative abilities. Speaking fluently and confidently in a variety of situations is a central human need and an important goal of education. Therefore, in order to promote effective oral language development, teachers play a very important role in selecting the type of learning strategies to develop the environment needed to motivate learners' involvement. Teachers can do this by establishing a classroom tone, which promotes openness, respect and trust amongst students. Apart from that, teachers need to act as role models for language, demonstrating the standard for language use but at the same time recognize the different dialects learners bring with them into the classroom. It is important to accept learners' language and to extend that language so that learners develop flexibility and competence. By so doing, teachers can create purposeful and varied activities that will promote individuals who can comfortably and competently participate in a range of situations requiring speech. In order to develop their oral fluency and confidence, learners need to have sufficient experiences and the teachings of oral skills need to be