A REVIEW OF STUDIES ON COOPERATIVE LEARNING IN LANGUAGE CLASSROOM SEEN FROM STUDENTS' ATTITUDES.

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Abstract
Cooperative learning (CL) is one of the most effective learning methods that has been widely used in higher education. In the language classroom, it can develop transferable skills and encourage students to use the language. The effectiveness has been argued in numerous of literature. However, not many are concerned about how students feel about being involved in a group learning process. Therefore, this article reviews the literature on CL in the English language classroom. The study aimed to seek the students of English as A Second Language (ESL) / English as A Foreign Language (EFL) views regarding their experiences on group work (GW) both in online and offline settings. Based on the findings, the majority of the students who experienced GW online and offline have a positive perception. Utilizing a CL strategy may benefit students in various ways, including increased self-confidence and motivation, a more student-centered environment, and taking responsibility. In addition, online GW is considered a flexible learning strategy (i.e., time and place schedule management) and easy access to various teaching materials in online settings. Regardless of the benefits, the students who perceived GW negatively were in online settings due to internet connection issues, less GW experience, and unfamiliar with the application and software. Therefore, this study benefits students, academicians, and policymakers.

Keywords— Attitude; Cooperative learning; Group work; perceptions; online and offline group work

Introduction

Various pedagogical techniques are used in educational settings to promote learning and encourage interactions among students in the class. CL is one of the most widely used techniques. CL is a structured group learning activity where students share information while working collaboratively within a framework of individual accountability and a desire to improve mutual learning (Johnson & Johnson, 1999). The key concept of CL is that group members are linked so that they cannot succeed unless everyone else succeeds; as a result, they will actively support one another in completing the assignment and achieving the group's goal (Deutsch, 1949). Similarly, Slavin (1983) stated that when the success of a group is dependent on all members, as a result, each member will learn.

CL is a teaching method that promotes cooperation and teamwork by allowing students to construct knowledge and collaborate on tasks (Rance-Roney, 2010). Working in groups allows students to learn in a more interactive environment interdependently. Moreover, students

could collaborate to achieve common goals that would otherwise be unattainable individually (Sajedi, 2014; Hammar Chiriac, 2014; G€olmleksi'z, 2007).

In the language classroom, scholars define cooperative learning strategies as effective pedagogical procedures and learning strategies for developing students' engagement skills, critical thinking skills, social communication skills, problem-solving skills, and many other skills required for the ongoing 21st-century (Estrada et al., 2019; Garcha & Kumar, 2015; George, 2017; Healy et al., 2018; Indrayati, 2019; Ismail & Al Allaq, 2019; Johnson & Johnson, 2008; Slavin, 2015; Yusuf et al., 2019)). Furthermore, such teaching and learning approaches have aided students globally over time and in various contexts (Celik et al, 2013; Gonzales & Torres, 2016). Therefore, both teachers and students have agreed that CL strategies should be incorporated into educational curricula and emphasized by schools and faculty.

Nonetheless, implementing CL is not as easy as one might think (Yavuz & Arslan, 2018). Failure to properly plan and execute group activities can cause unnecessary distress and frustration to students. This includes teachers having the right information on groups' formation, such as size and composition (Kudek, 2016). In addition, students have different learning styles and personalities (Tadesse, 2021). Not all students enjoy getting involved in group work. Those who do may find that working with people they are familiar with is more effective than working with less familiar group members. These issues need to be addressed so that group activities are more inclusive. Thus, teachers must consider those issues to minimize problems by taking students' opinions into account.

Moreover, due to Corona Virus Diseases's pandemic in 2019 (Covid19), an online GW instruction is especially appealing to this situation. Even though the effectiveness, appropriateness, and successful implementation of GW as a teaching method in new classroom settings is even questioned. Working in a group already promotes challenges and problems before the pandemic, and online GW adds another layer of consideration for instructors. Some instructors claim that implementing this strategy takes longer than comparable assignments in a face-to-face course, while others are unsure about the additional workload. Besides, the majority of previous studies on the topic of the positive effects of CL have come from either the researcher's or the teacher's point of view. However, what is the students' perspectives on studies based on CL and English teaching? What do they think about group projects? What do they think of their group-work experiences? Although the perspectives of the researcher and teacher are important, the students live the experience of group learning. Therefore, discovering what students think and believe about CL can greatly help understand how and why CL benefits them. Based on these reasons, the primary goal of this study is to know about their perceptions of the perceived GW experiences in both online and offline settings based on current literature on related topics.

Literature Review

CL is not the same as traditional group work. Positive interdependence and individual responsibility are distinguishing characteristics of CL classrooms compared to traditional classrooms. Students in CL work together to achieve a common goal, and each group member is accountable for the group's success. That is, members must internalize the concept of "either we swim together, or we sink together." Individual achievement is less important than group achievement (Johnson & Johnson, 2002). As a result, each group member must assist, support, and encourage one another to contribute to the tasks and have the motivation required for learning (Johnson, Johnson & Smith, 2014). Therefore, feedback, or group process evaluation, is critical to improving group achievement. To achieve the best possible group work, each individual must have an equal chance of success since individual success contributes to achieving its objectives. This is only possible with a collaborative distinction and work structure. The cooperative structure encourages group members to support one another to achieve the goal.

On the other hand, CL refers to situations in which members are encouraged or required to complete a task (Slavin, 1983). Studying in small groups may also assist students in developing life skills because groups in cooperative classes are constructed in a heterogeneous manner. As a result of interaction, they can improve their social and small-group skills and their ability to work cooperatively (Slavin, 1983)

CL occurs when a group of students works together toward a common goal in which the students collaborate and work with minimal interaction. As a result, if properly structured, CL will be an effective teaching strategy for fostering high-level interaction among students in order for them to learn more effectively with their groups. According to Johnson and Johnson (2017), in an ideal classroom setting, students learn to work cooperatively and independently with other teammates on a common goal to be applied in the classroom that the teacher in the lessons determines. Unfortunately, most teachers fail to fully appreciate the most dynamic and essential strategy. This cooperative learning strategy goes far beyond simply grouping students by teachers who believe they are using the cooperative learning strategy in the classroom but are not. However, a cooperative learning strategy can only be effective if the critical components of cooperation are carefully implemented.

According to (Tolessa et al., 2017), group learning, often used interchangeably with collaborative learning, cooperative learning, peer learning, community learning, and constructive learning, has become prevalent in schools and tertiary institutions. Furthermore, (Peña et al., 2018) added that cooperative learning and GW are occasionally used interchangeably, although these terms have different meanings. Group learning is self-forming in purpose and structure, with students taking full responsibility for their learning (Barkley et al., 2005). In simple terms, students have a stronger sense of autonomy, while teachers provide only minimal guidance.

On the other hand, (Kato et al., 2015) demonstrated that cooperative learning is a more defined, structured form of learning. The teacher needs to be a task-setter by carefully constructing a highly structured and well-organized learning environment that requires the active participation of each student. Therefore, to avoid confusion in terminology, the language used to describe the two types of approaches in this study must be careful and deliberate. When explaining, this study will use the terms "cooperative learning" and "group work" interchangeably

Cooperative Learning in Language classroom

CL has several advantages in the language classroom, according to (Ababneh, 2017). First, it aids in the generation of interactive language because teachers are no longer the dominant figure in the classroom. It aids in overcoming the problem of large classes by allowing more students to speak. Second, GW creates a welcoming environment for students because they do not have to address the entire class but only their small colleagues. Finally, GW encourages students to be more responsible and autonomous because the learner cannot rely on other students to complete the task.

Furthermore, a substantial body of research suggests that CL in college, particularly in English language classrooms, could provide students with more opportunities to use the language in meaningful and real-life situations, thereby enhancing their language competence. In the last decade, numerous studies have investigated the profound effects of CL on second language acquisition. According to the study's findings, CL encourages and improves the performance of all students (Luo, 2018). In addition, CL reduced students' anxiety while improving their language proficiency. CL is feasible in both small and large classes. Because group learning improved student achievement and language proficiency, several studies on student achievement and language competency drew much attention in the literature. For example, Marzban & Alinejad, (2014) conducted a study in Iran using a pretest, posttest, and standardized proficiency test to investigate the effects of cooperative learning on reading competency. The findings revealed that participants' reading abilities improved significantly.

Other studies looked at the relationships between group learning and other factors like student achievement and motivation. First, in a study conducted in Saudi Arabia, Alharbi (2008) investigated the role of CL in improving student's reading comprehension and motivation. According to the findings, there was no significant difference in reading motivation between the experimental and control groups. However, significant differences in reading performance and learner attitudes toward cooperative learning were discovered between the two groups. Furthermore, Abdulghani (2003) conducted a study in the United Arab Emirates to investigate the impact of cooperative learning on student success and critical thinking. According to the study, there were no significant differences in achievement or critical thinking in Arabic between the two methods of instruction. Finally, in a recent study, Naajem et al., (2014) discovered that cooperative learning improved student learning.

Various activities in small groups can be carried out using CL. As a result, students will have more opportunities to communicate with and learn from one another. It is recommended that teachers design and organize a wide range of cooperative activities appropriate for their students. Students must use the language to express themselves clearly and appropriately. Teachers should also guide and encourage students to participate actively in group activities. Students' active participation in group activities will help them improve their language skills. It may also boost students' self-esteem, which will increase their enthusiasm for English learning. As a result, beneficial recycling is formed.

Research Method and Material

This paper provides documentation on the numerous prior research of CLin the English Language Classroom. Document analysis techniques were used to collect information for this study. Furthermore, the method used was a qualitative library research design that necessitates the writer collects object materials from prior studies on the Cooperative learning, group work, and group learning method. According to Jones (1993), this type of research design will oblige the researcher to connect and determine genuine sources or confidential ideas to answer related research questions. Following George's model, this research was designed as library research (2008). The current study was conducted qualitatively as a preliminary study, adapting George's library research (2008) into a qualitative study. The first step was to decide on a research topic. The researcher concentrated on EFL/ESL students' attitudes and perceptions of group work, group learning, team projects, and CLin online and offline English language classrooms. The second step was to develop research questions to serve as the research's guide, specifically how EFL/ESL students perceive their experiences working in online and offline GW in language classrooms. The third step was to plan the research by browsing, reading, and selecting information from websites, articles, and books and observing previous research.

The fourth step was to choose the data sources; first, the databases, namely Google Scholar, Science Direct, and Science and Technology Index (SINTA), were chosen as resources. The next step was to determine the authors' characterizations as sources for this study; the reviewed articles in this research were published in reputable international journals and accredited national journals between 2017 and 2022. In the sixth step, thirty articles were retrieved and critically read. The limitation was that only EFL/ESL students' attitudes and perceptions on GW experiences in online and offline classroom settings were examined. After attempting to reduce the article, twelve articles were managed to gain in representing the study's limitations. In the seventh step, these articles were critically read to understand better how students perceive their experiences working in online and offline groups and were presented and written down in a tabulation by authors, years, title, and results. In step eight, the critical reading insights were used to propose the theses that answered the research question. Finally, the information was then explained into several points based on the discussion, answering the research question.

Table 1. Findings on students' attitude and perception toward CL in offline settings

No	References	Research tittle	Findings
1	Ababneh, (2017)	Attitudes of Jordanian Students Towards Using Group Work in EFL Classrooms	1. The students were moderately positive about using group work in their English classes. 2. Gender has no significant effect on their attitudes toward group work. Both male and female countered favourably to GW in their English classes.
2	(Katawazai & Saidalvi, 2020)	The attitudes of tertiary level students towards cooperative learning strategies in Afghan EFL Context	1.The students have favourable attitudes toward cooperative learning strategies, and several reasons for positive changes were identified. 2. Cooperative learning strategies from students' perspectives have been identified as effective teaching and learning techniques for increasing classroom participation from.
3	(Elmassah et al., 2020)	What shapes students' perceptions of group work: personality or past experience?	1. Previous experiences significantly impact students' perceptions of group work. For example, previous positive or negative experiences shape and affect students' future GW participation perceptions. 2. Students' personalities and traits make little difference toward students' perceptions on group work.
4	(Tadesse, 2021)	Assessing the Perception and Practice of Cooperative Learning of English Language and Literature Regular Students at Kabridahar University	1. Students have a positive attitude toward group learning in the English language classroom 2. Few of students are not participated by their interest 3. The necessary recommendations are made; Students should exercise and practice English in groups in any location. Departments should encourage them to improve their English skills.
5	(Situmorang, 2021)	Students' Perception of Using Group Work in English Class	1.Findings revealed that GW had a positive impact on students' attitudes. 2. This technique assisted them in developed their readiness to take responsibility, increased

their confidence in sharing ideas with all members of the group, completed tasks, and cultivated their ability to respect others.
3. As a result, GW positively impacts students' learning habits and attitudes, both individually and as a group.
4. Moreover, GW enlarged their commitment to completing assignments

Table 2. Findings on students' attitude and perception toward CL in online settings

No	References	Research tittle	Findings
1	(Silalahi & Hutauruk, 2020)	The Application of Cooperative Learning Model during Online Learning in the Pandemic Period	1. Cooperative learning emphasizes cooperation between students in groups; this is based on the idea that students find it easier to understand a concept of facts if they discuss the problem. 2. Students behave well in cooperative learning because they are eager to learn and participate in various activities and can access various teaching materials through online learning systems that use cooperative models. Teachers and students can use the internet to access a variety of online platforms and media. 3. However, some challenges in implementing online learning include a limited internet quota, unfamiliar teaching staff and students, and an uneven internet network.
2	(Bakir et al., 2020)	Students' Perceptions of Challenges and Solutions to Face-to-Face and Online Group Work.	1. Students have a negative perception that their experiences in GW derive from their past experiences. The students have not learned how to communicate in groups effectively. 2. The most common problems encountered by students were a lack of communication, participation, collaboration, accountability, and interaction. 3. However, according to the findings, the proportion of students reporting

			communication, participation, accountability, and interaction decreased significantly for face-to-face students using these tools but did not decrease for online students.
3	(Chatterjee & Correia, 2020)	Online Students' Attitudes Toward Collaborative Learning and Sense of Community	1. Collaboration and a sense of community were moderately correlated as students' attitudes toward collaborative learning became more positive, followed by their sense of community. 2. Furthermore, graduate students had a stronger correlation between a sense of community and collaborative learning than undergraduate students.
4	(Agung & Surtikanti, 2020)	Students' Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino	1. Students moderately have positive and negative perception toward group work. 2.According to the current study, most English students are unprepared for this rapid shift in teaching and learning styles. Several reasons were identified, and they can be divided into three categories: The availability and sustainability of an internet connection, the accessibility of teaching media, The compatibility of media access tools 3. The good news is that students report that their IT literacy is improving while completing the stressful marathon task, though they also report that they and their devices are not prepared for this sudden hi-tech change
5	(Bui et al., 2021)	A Study on Collaborative Online Learning among EFL Students in Van Lang University (VLU)	1. Students continue to experience Internet connection, social media, and vision issues. 2. Furthermore, the most noticeable disadvantage is the lack of peer-to-peer interactions while learning online. 3. On the other hand, students valued some of the advantages of learning in a team online in terms of distance, particularly the elimination of time and financial barriers

6	(Dewi & Muhid, 2021)	Students' Attitudes towards Collaborative Learning through E-Learning During Covid-19: A Male and Female Students	1. The students agree that collaborative learning positively impacts learners' attitudes during the pandemic. 2. Then, females have a higher percentage than males in most items; however, males have much more interest in using the internet for their daily lives.
7	(Harianingsih et al., 2021)	From Face-To-Face To Digital Learning; Seen From Efl Student ' S Lenses Enrolled In Online Group Work	1. The students generally had positive attitudes toward online group work. Students' perceptions of the value of online GW vary but are generally positive. 2. Students consider the advantages of online group work: flexibility, ease of learning, and a sense of confidence. 3. However, some students commented that language and communication issues sometimes posed challenges. Nonetheless, the results demonstrate that the advantages of this experience outweighed the disadvantages.

Discussion

Students' perception toward cooperative learning in offline learning settings

Based on the presented literature above, most EFL/ESL students have a positive attitude toward their experiences in a traditional GW setting. GW has been demonstrated to be the most effective approach compared to competitive and individualistic approaches. Students' perspectives on CLstrategies have been identified as successful learning techniques for increased classroom participation, increased students' commitment to completing assignments, and involvement in active learning. It also increased confidence in sharing ideas.

These findings were in accordance with (Brown, 200), which stated that the GW has proven to possess many benefits for the teaching/learning process since it generates an interactive language learning atmosphere, offers a secure climate for students to speak freely in their small groups, and promotes students' responsibility and autonomy. This result was consistent with Kondo's (2010) findings that GW was preferable in the classroom, particularly for less-skilled students. They would struggle to complete the task if assigned to work alone. Additionally, Similar to Healy et al. (2018), the findings show that utilizing CL increased transferable skills, social interaction, and peer learning.

Furthermore, positive and negative perceptions are driven by their previous experiences. For example, based on (Tadesse 2021), the findings show that students positively perceive group work. However, a few students were demotivated to participate in their GW due to inadequate practice and departmental motivation. These findings follow prior research by Hillyard et al., (2010), which shows that students' perceptions and attitudes toward group learning influence their early experiences with group work. The findings show that students' perceptions of GW are influenced by their relevant past experiences rather than their personalities (Elmassah et al., 2020). As a result, the necessary recommendations are made to

resolve these issues. For example, students should exercise and practice in groups in English. Departments should encourage them to improve their English language skills. Students should always practice and have a positive attitude toward group learning in English language classrooms.

Students' perception toward cooperative learning in online learning settings

Regardless of the effectiveness of the implementation of GW in an offline learning setting and students' positive perception toward their experiences and based on the presented literature above, students also show partially positive and negative attitudes and perceptions in online group work. Nevertheless, implementing a CL strategy is potentially beneficial for students in several ways—for example, the flexibility of time and places, particularly, elimination of time and financial barriers. Similarly, it promotes student-student engagement and student-teacher connection, achieves more as a team, increases confidence eagerness to learn, participates in various activities, and accesses various teaching materials online. In addition, it is easier to understand a concept of facts if they discuss the problem. Finally, students felt it easier to make better decisions in a team.

The findings on flexibility are consistent with Petrides, (2002) study. She confirmed that working in collaborative groups was easier in an online course because it did not necessitate reorganizing everyone's schedule instead of a traditional face-to-face course. It was also related to learning flexibility regarding time and media preference. In terms of cognitive ability, the students agree that learning via e-learning makes it easier to understand the materials because they can read them multiple times. However, students prefer to search for answers on the internet rather than ask their teachers. According to Al-amri (2020), some barriers to sharing self-study with teachers include time constraints, unawareness, or psychological disconnection. According to some articles, strengthening participation and collaboration among teachers and students and supporting students' access (Scull et al., 2020) and (Flores & Gago, 2020) makes the teaching and learning process more effective efficient.

Despite those positive perceptions and benefits students experienced from group work, some still reported negative perceptions from prior experience or lack of technical ability. For instance, English students are unprepared for this rapid shift in teaching (i.e., unfamiliar teaching staff) and learning styles, and unstable internet connections include a limited internet quota. Additionally, some of the literature reported that the students have not learned how to communicate in groups effectively due to a lack of communication, participation, collaboration, accountability, and interaction.

Furthermore, Kim et al., (2005) confirmed that one of the most difficult challenges for students in GW was communication. The findings revealed that the students' communication difficulties are due to time zone differences and scheduled meetings in online settings. Similarly, the findings were supported by Harianingsih et al., (2021), which demonstrated that a lack of communication could not be ignored when an internet connection was unavailable. The main issue with this condition was the lack of an internet connection.   Due to network interaction, both teachers and students may face significant challenges (Agung & Surtikanti, 2020). However, the lack of an internet connection creates greater challenges because the interaction between lecturers and students is impossible.

Conclusion

A review of related research has provided sufficient opportunity to conduct this study to ascertain students' perspectives on the CL strategy implemented in online and offline English language classrooms. The CL strategy is thought to go far beyond simply grouping students, with the commitment of students to complete a given task cooperatively being the most important factor. Furthermore, a well-structured CL strategy could benefit all parties, including students, teachers, school administration, and policymakers. Many types of research have been

conducted on CL to be implemented in English Language classrooms; therefore, studying students' attitudes toward online and offline CL strategies is required. In a nutshell, a CL strategy is critical. Furthermore, implementing a CL strategy to improve students' English proficiency is a good way to attract and persuade students to learn English actively and with satisfaction.

CL is the most effective approach compared to competitive and individualistic approaches. As a result, implementing a CL strategy may benefit students. Such as more student-centered learning, students took responsibility and accountability for their own and their peers' learning, participated in active learning, improved interpersonal and interactive skills, and increased self-confidence and motivation. Understanding CL and how it works can be easily integrated into the teaching-learning process. The students are aware of their responsibilities and are encouraged to work together to achieve a common goal.

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