

Exploring Effects of Cooperative Learning Among EFL Learners in Laghman University of Afghanistan

¹Hamza Atifnigar, Zia ur Rahman Zaheer*²

¹ Lecturer, English Department, Laghman University, Afghanistan

² Lecturer, English Language and Literature Department, Baghlan University, Afghanistan

Abstract

English speaking ability is considered one of the most important skills to be acquired and improved among language learners. This research intends to investigate the effects of cooperative learning among EFL learners in enhancing their speaking performance in Laghman University. This study uses a quantitative research design with descriptive analysis. A total of 102 undergraduate students from four faculties of Laghman University namely; Education, Engineering, Agriculture, Humanities and literature were randomly selected. It was found in the findings that cooperative learning (CL) has played a positive role in enhancing students' English language speaking skills, develop their knowledge of the English language, most importantly students' motivation and encouragement, in optimizing English language skills. Furthermore, students revealed that they feel shy about making mistakes while working in a group. Moreover, the new Credit Hours System CHS and the teachers play effective role in shaping and furthering their English language learning skills and contribution to group work amongst EFL learners.

Keywords: Cooperative Learning, EFL Learners, Group work, Credit Hours System, Speaking, Learners Attitude.

I. INTRODUCTION

In the era of globalization, the demand for speaking mastery in English is inevitable due to the strengthening scenario of English as a language for international communication. For this reason, English has become a compulsory subject to be taught in almost any level of education in Afghanistan, specifically a compulsory subject in all first four semesters of undergraduate degrees. As, Depdiknas (2006) stated that the goal of teaching English is to activate students to notch the functional knowledge, to speak and write in English to advance with a daily conversation including understanding, booklets, asking/giving direction, etc. There has been a paradigm shift in recent years from Teacher-Centered learning (TCL) to Learner-Centered

Learning SCL. Such conversion points out a modern epoch of English-speaking instruction must give a chance for students to express themselves in speaking the language. However, one of the central techniques for enhancing students speaking cooperative learning. Gomleksiz, (2007); Ning, (2011) insist that it serves as a substitute way of teaching for improving speaking and social interaction among learners. Besides, according to Johnson, Stanne and Garibaldi (1990), there are many cooperative learning methods which can be used by the teachers as the best tool for involving students in active communication and participation such as three steps interview, numbering head together, and pair share, talking chips, round-robin, and jigsaw methods. Of course, it is considered as an effective method of enhancing speaking performance. However, the purpose of this paper is to explore the effectiveness of cooperative learning among EFL learners in Laghman University when engaging in the English language classroom. This research will answer the following questions:

- 1) How often do EFL undergraduate learners utilize Cooperative Learning in their English classroom in Laghman University of Afghanistan?
- 2) Does cooperative learning motivate and encourage EFL undergraduate learners them to enhance their speaking skill in English language in Laghman University of Afghanistan?
- 3) Do the EFL undergraduate learners have a positive attitude toward using of cooperative learning new credit hours system in Laghman University?

II. LITERATURE REVIEW

This research aims to explore the effects of cooperative learning in improving undergraduate EFL learners' English performance in Laghman University, Afghanistan. Primarily, Li and Lam (2013) stated that the main theory that supports cooperative learning refers to social constructivism developed by Lev Semyonovich Vygotsky (1896-1934). He considered that the roles of culture, society, language, and interaction are important in understanding how humans learn. Vygotsky assumed

that knowledge is cultural; he took a sociocultural approach in his study with children. This approach can be briefly described as cooperative and cultural. Vygotsky asserted that the development of individuals, including their thoughts, languages, and reasoning processes is a result of culture. These abilities are developed through social interactions with others especially parents and teachers. Therefore, they represent the shared knowledge of a given culture. Further, Vygotsky studied the growth of children from their environment and through their interaction with others and found out that what is given and what happens in the social environment helps children learn, develop, and grow.

According to Slavin (2011), instructional approaches are covered in cooperative learning where learners are organized by teachers into small groups to work together and assist each other. Yamarik, (2007), mentioned that if teachers do not teach basic learning skills in cooperative learning so the members of the group will not be able to work and finish their task together effectively. In other words, the purpose of the cooperative learning is to improve the learning process effectively as well as contribute to achieve the goals. As conclusion, if the cooperative learning includes these elements related to basic skills so the learners will be able to achieve better, and will demonstrate superior learning skills. In addition, Johnson and Johnson (2008), added that the learners will experience more positive relationship among the members of the group as well as between learners and teachers and a more positive self-esteem, attitudes toward the subjected area.

The teaching style is a distinct quality demonstrated by the teacher which is steady from situation to situation regardless of the contexts are taught Conti (2004). Dupin (2004) defines student-centered teaching (SCT) style as a style of guidance that are approachable, cooperative, problem-centered, and democratic in which teachers and student both decide; what, how and when learning happens. Traditionally, teaching and learning processes are conducted actively by instructors or teachers. Now, traditional teaching is replaced with student-centered learning (SCL method). As SCL proposes a number of changes in the arena of teaching and learning, therefore it can provide the learner an environment where students are role play more active in getting knowledge by accessing significant ideas and resource during the learning process. In foreign language learning, Cooperative Learning provides students with the opportunity to use the language in different meaningful situations Wong (1998).

Cooperative learning or group work activity is a good approach to apply in the EFL classroom. It

makes students cooperate with their friends, interaction and solve the problem together. It refers to Li and Lam (2013 in Miller, 2017) who stated that cooperative learning is the activity that locates the students as the center. Then, the teacher provides instructional strategy in which a small group of students to achieve the goal. Work in a group makes students feel more enjoyable and confident because they can talk and discuss with their friends. Daniels (2005 In Yaseen, 2014:94) also states that cooperative learning structures give students a framework of support for their language knowledge and from this framework. Students will provide their confidence in their language skills. Therefore, they will be comfortable in their learning environment and become more excited to speak out in class. Cooperative learning in EFL classroom has the important part, as Salem (2014: 97 in Mekki, 2016: 58) defined that there are some benefits of cooperative learning in EFL classroom, namely students 'achievements, students' relations (students create a relationship with their friends and learn how to respect each other), students' sharing idea and gives them a situation to care each other at least to their members' group.

Johnson and Smith (2006) mention five important elements of CL which simply involve students in a group activity to learn. First of all, positive interdependence refers to the ideas that students are working together for gaining general objectives of learning. Secondly, individual accountability indicates that group members are responsible to share their ideas with the group achievement. It shows the ways to the group. At the same time, Jolliffe (2007) states "it is very important that group members know they cannot "hitchhike" on the work of others". Thirdly, promotive interaction in which students are required to communicate verbally with each other and help each other in the group to carry out the given job. Fourthly, interpersonal and social skills are concerned with the skills of providing constructive feedback, reaching consensus, communicating accurately and unambiguously and involve each student in the group work process. Finally, assessment of students' function and contribution to the success of all assignments, however, positive behavior and action are focused on it rather than negatively involving students thinking about they learn. CL is effective in overall language development. The students who interact and speaking It has been observed that they achieve better in oral skills compared to the passive students Khadidja (2010).

According to Johnson, Johnson, and Smith (2014), there five initial components that help learners put them in groups to learn. Firstly, positive independence which refers to the ideas which are required by the learners to work together to attain the set

objectives. In this situation, learners must accept that all the group members are linked together or they may sink or swim together in a way that if one is of them is not successful the other members are also considered failed. They should support and help each other in guidance as well as in explanation to get the desired objectives. Secondly, every member should take the responsibility and accountability. It means that every member of the group has the responsibility to complete his/her part for the success of the group. In this case, each member should know about others who need assistance to accomplish the given task. The other crucial thing is to understand that each member is doing his/her share and making sure that he/she is not making excuses (Joliffe, 2007). Each member of the group should have a sense of responsibility and assistance of others when need help in accomplishing his/her part. Thirdly, there should be promotive interaction among the members which entails the interaction of the learners to help each other to complete the given task and the set goals. According to Johnson and Johnson (2008), the interaction among the learners is required on learning tasks.

The members of the group expect each other to teach and provide help as well as encouragement. According to Cowie et al (1994), social and interpersonal skills is the next component which refers to constructive feedback, precise interaction, accepting what has been decided by the group members and respecting every member's idea in the process of learning. However, every member has not these skills. Therefore, students should be taught the required skills by their teachers. The capacities of the learners for the required skills cannot be measured by the teacher carefully and explicitly for the final product, but someone who acts as a friend, coordinator, counselor, director and at the same time as a facilitator. Finally, the important aspect of CL is the group processing which requires the members of the group to assess their function as well as contribution to complete all the given tasks. The focus here is on actions and positive manners than on negative ones and it involves learners' thoughts that how they acquire. Besides, the teacher should spend a lot of time to improve the students' speaking skill. Then the different groups during the learning activities can be monitored by the teacher and can provide feedback on what has been observed.

A. Previous Studies On Cooperative Learning

A research done by Atsuta (2003), to enhance the motivation of the unsuccessful learners where cooperative learning was incorporated as one of the many motivational strategies implemented to achieve the goal. The finding of the Atsuta revealed many advantages of cooperative learning which included making learners more responsible for their learning,

getting a high level of motivation as well as allowing the learners in a mix-ability environment to assist each other and thus developing the process of learning. According to Pattanpichet (2011), there are many studies carried on the effects of CL have revealed that the oral skills of the learners' have been improved while CL is implemented. Another study conducted by Yang (2005), on sixty Taiwanese college students' oral performance, where he compared the effectiveness of CL with the traditional teaching approach and motivation towards learning. In this study, the students were from two intact classes. Suhendan and Bengdi (2014), studied learners' attitude towards CL. A questionnaire was distributed to 166 students which included 100 female and 66 male undergraduate students aging between 18 to 20 years. All these respondents were studying preparatory school and they were from different faculties. The questionnaire was developed about learners' attitudes on CL. The data were descriptively analyzed. The result of the study indicated that 66.9 % of the respondents were eager to use CL in ELT classes and 33.1 % of them stated that they want to work alone and will have better results. Moreover, a focused group was made and they were asked to mention the positive and negative points while implementing CL. It was reported in the results that the organized group members were different in gender and age and resulted that it was good for female students.

Furthermore, Ning, and Hornby (2010) carried research to investigate the CL effect on Chinese EFL students' competencies in speaking, listening, reading and vocabulary. The respondents of the study were 100 college English students from a university in the north of China. The study used a pre and post-test with a quasi-experimental research method to compare the effects of the CL method on learners' language competencies compared to the traditional approach. The findings of this particular study indicated that there were clear differences among the two approaches while implemented in teaching listening, speaking, reading as well as in the areas vocabulary and writing Talebi and Sobhani (2012) conducted a study on the impact of CL on English language learners' speaking proficiency. The experimental design was used with 40 male and female students as a sample enrolled in a speaking course at an IELTS Center in Mashhad, Iran, were involved in the study. They were assigned randomly to control and experimental groups. The two groups were homogeneous in terms of their oral proficiency before carrying out this study. An oral interview was conducted to collect the data of the study. The control groups received instructions in speaking; three sessions per week for one month, while the experimental group was taught speaking skills through CL. Based on the results obtained through the statistical analysis of the

collected data, it can be safely claimed that there is a significant difference between the oral performance of those students who are taught through cooperative learning and the others. Moreover, the significant improvement of the participants' language proficiency possibly resulted from the fact that discussing, creating, and thinking in a group, rather than individually, can provide less anxiety-producing context (Moghaddam and Heidari 2018)

III. METHODOLOGY

A. Research Material and Design

The purpose of the study is to describe how EFL learners' English speaking performance is affected by the cooperative learning method in Laghman University. Quantities research approach is proposed for this study. The data collection tool utilized in this study is questionnaire which consisted 20 questions centered to EFL learners; attitudes toward cooperative learning in affecting their speaking performance. The questionnaire contained three sections: demographic, students' attitudes of cooperative learning and Credit Hours System CHS. The population of this study is the undergraduate students at Laghman University of Afghanistan. 102 students have been randomly selected from four faculties namely: Engineering, Agriculture, Education and the faculty of Humanities and literature. The data is collected through online survey questionnaire adopted from Saleh (2012) with Cronbach's Alpha (0,785-0,747). Five points Likert scale used as indicator for measuring student attitudes toward CL namely, (1=Strongly Disagree 'SD', Disagree 'D', Undecided 'U', Agree 'A', and Strongly Agree 'AS'). The obtained data has been descriptively analyzed through using SPSS v 26 (Software Package for Social Sciences) through means, charts and percentages.

IV. FINDING AND DISCUSSION

A. Respondents' Characteristics

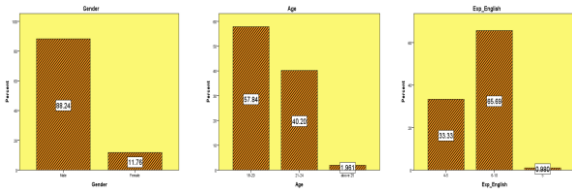


Figure 1: Gender, Age, and Experience in English

As it can be observed from figure 1 that 102 respondents answered the survey questionnaire, from respondents 88.24% are male and 11.7% are female.

Most of the respondents are aging from 18-20 (57%.84%), and 21-24 (40%.2%), whilst the least number of participants are above 25. Moreover, it has been reported that most of the respondents are using English from 6-10 (65%.89%), years, some of the students are utilizing English from 1-5 (33%.33%) years, while one respondent used English for more than 10 (0.8%) years.

B. Frequency of cooperative Learning among EFL undergraduate learners

Table 1: Frequency of Cooperative Learning

Average	N	Minimum	Maximum	Mean	Std. Deviation
	102	1.15	5.00	4.5	.76

It has resulted from table 1 one about the frequency of cooperative learning among EFL undergraduate learners in English classrooms of Laghman University. It is indicated that most of the students are using cooperative learning for enhancing their English language skills with a mean of (4.5). Likewise, a research conducted by Hidayati, et., al (2018), they revealed that group work or cooperative learning helps EFL learners to acquire the knowledge through working in a group of students with comfortable posture and their learning process are made more interesting.

C. Students' attitude toward cooperative learning in English language classroom

The data in Table 2 indicated that most of the students are motivated in learning English through cooperative learning with a high mean of (5.5) in which 70.6 % of the respondents strongly agreed followed by 20.6 % agreed, while 2.9 % are undecided, 3.9 % agreed and, 2 % strongly agreed with the mentioned statement. With this response, a study conducted by Liao (2005), on Taiwanese English grammar students, the findings revealed that motivation and strategy usage of the learners was improved through cooperative learning.

Table 2: Students' Attitude toward Cooperative Learning

Statements	Student's Response					
	SA	D	U	A	SA	M
I am more motivated to learn English due to cooperative learning	2.9 %	3.9 %	2.9 %	20.6 %	70.6 %	4.54
Group work	2.9 %	2.9 %	7.8 %	28.4 %	57.8 %	4.35

gives me the encouragement to discuss my ideas and points of views.								Group work makes me depends on others.	6.9 %	14.7 %	12.7 %	22.5 %	43.1 %	3.8
Group work makes language learning easier and more interesting.	2.9 %	1.0 %	14.7 %	26.5 %	55.9 %	4.33		I depend on autonomy learning more than group work in the classroom to develop the target language.	3.9 %	13.7 %	20.6 %	25.5 %	36.3 %	3.76
Group work develops my knowledge.	2.9 %	2.0 %	7.8 %	35.3 %	52%	4.31		I do not get the chance to practice the language in class because of group work.	11.8 %	7.8 %	12.7 %	27.5 %	40.2 %	3.76
I think that group work helps me in building good and effective relationships among students.	1%	6.9 %	7.8 %	33.3 %	51%	4.26		Group work makes students more afraid of making mistakes while using the target language.	7.8 %	14.7 %	13.7 %	31.4 %	32.4 %	3.66
Group work prompts me towards order and distribution of tasks and roles.	2.9 %	2.9 %	8.8 %	37.3 %	48%	4.25		Group work distracts me from the directions and explanation of the teacher.	8.8 %	16.7 %	18.6 %	24.5 %	31.4 %	3.53
Group work helped me overcome the problems I used to face in English courses.	2.9 %	5.9 %	9.8 %	33.3 %	48%	4.18		Overall Mean						4.5
I seek to distinguish my group in the English classroom more than my individual distinction.	2.9 %	4.9 %	12.7 %	30.4 %	49%	4.18		Based on the data in Table 2, it is found that most of the students believe that group work has encouraged them to discuss their ideas and point of view with a high mean (4.54); 75.8 % strongly agreed, 28.4 % agreed, 7.8 % are undecided, 2.9 % disagreed, and 2.9 % of the participants strongly disagreed, with the above statement. The results are in line with those of previous studies (Bejarano, 1987; Long & Porter, 1985; Sugino, 1994). Both formal and informal conversations and interactions with NSs created by group work help them attain the linguistic and socio-cultural knowledge, and communication skills of the target language.						
The teacher still encourages me to use the target language individually in group work	2.9 %	4.9 %	18.6 %	30.4 %	43.10%	4.06		Besides, most of the students believe that group work makes language learning easier and more interesting with a high mean of (4.33). 55.9 % strongly agreed, 26.5% agreed, 14.7 % are remained undecided, only 1 % disagreed, and 2 % of the respondents strongly disagreed. Based on this finding, Gregerson (1999) found that the levels of anxiety are reduced by group work and boost opportunities for turn-taking and production of the target language form as well as						
Group work minimizes my teacher's attention towards correcting my mistakes.	5.90 %	8.80%	19.60%	27.5 %	38.2 %	3.83								

increase the frequency of classroom participation. It is reported that most of the students enhance their knowledge while engaged in group works with a high mean of (4.31). 52% strongly agreed, 35.3% agreed, 7.8% stay undecided, 2% disagreed, and 2.9% strongly disagreed that group work enhances their knowledge. Furthermore, a number of researches propose that group work could arouse students' learning interests, cultivate their exploring ability and creative thinking (Davidson & Worsham, 1992; Johnson & Johnson, 1994; Johnston & Miles, 2004) and improve their team spirit and social communication skills (Fearon, McLaughlin, & Eng, 2012; Olivera & Strauss, 2004). The findings inform that most of the students think that group work helps them in building good and effective relationships among students or their classmates with a high Mean of (4.26). 51% of the respondents strongly agreed, 33.3% agreed, 7.8% undecided, 6.9% disagreed, and 1% strongly disagreed with such a statement. Considerable research shows, that cooperative learning results in higher achievement and more positive relationships among students (Wichadee, 2007).

Besides this, it is discovered that group work motivate them towards order and distribution of tasks and roles in the classroom with a high mean of (4.25). While 48% strongly agreed, 37.3% agreed, 8.8% are undecided, 2.9% disagreed, and 2.9% strongly disagreed that they encouraged toward order and distribution of activities and roles in group work inside the classroom. In addition, a study conducted by Hamzah & Pendidikan (2010), exposed that while a student is involved in group activities their ability of communication in English, team working, interaction among members, enthusiasm and their motivations are increased. They seek to differentiate their group in the English classroom more than my individual distinction with a high mean of (4.18). 49% strongly agreed, 30.4% agreed, 12.7% undecided, 4.9% disagreed, while 2.9% strongly disagreed. It is also stipulated that students are able to solve problems they face during English courses with a high mean of (4.18). 48% strongly agreed, 33.3% agreed, 9.8% are undecided, 5.9% disagreed, and 2.9% strongly disagree with the aforementioned statement. This finding is also related to the finding of Hamzah & Pendidikan (2010), they emphasize that group work helped to reduce students' anxiety to speak up in front of the class. Hence, the great time to surmount the speaking problems is practicing in group work. In addition, this finding looks like the conception of Harmer (1985) who highlights that group work is an impressive idea to boost the number of students' speaking time. Students use the language to communicate with each other and more importantly, to cooperate among themselves.

In addition, most of the students pointed out that teachers still encourage them to use the target language individually in group work with a high mean of (4.6). 43.1% strongly agreed, 30.4% percent agreed, 18.6% are undecided, 4.9% disagreed, while, 2.9% strongly disagreed with the mentioned statement. In fact, the fundamental role of teachers is to create a learning environment where learners not only learn the aspects of language and use this knowledge but also get exposure to the target language as much as possible to be able to use it naturally and fluently (Koran, 2015). Group work also minimizes their teacher's attention toward correction their mistakes with a medium mean of (3.83) in which 38.2% strongly agreed, 27.5% only agreed, 19.6% remain undecided, 8.8% disagreed, and 5.9% strongly disagreed with the statement. In relation to this, the teacher usually assigns students to perform a speaking activity and from time to time intervenes to give feedback or corrects mistakes only when necessary (Harmer, 2007: 109).

Nonetheless, it has been noted that group work makes students depend on others with a medium mean of (3.80). 43.1% strongly agreed with this statement, 22.5% agreed, 12.7% undecided, 12.7% disagreed, and 14.7% strongly disagreed. Moreover, they depend on autonomy learning more than group work in the classroom to develop the target language with a medium mean of (3.76). 35.3% strongly agreed, 25.5% agreed, 20.6% remain undecided, 13.7% disagreed, and 3.9% are undecided. According to, Harmer (2007: 166) if students fall into group roles that become fossilized so that some are passive whereas others may dominate. Besides, it is implied that students do not get the chance to practice the language in the classroom because of the group which is rated as a medium mean of (3.76), while 40.2% of the participant strongly agreed, 27.5% only agreed, 12.7% stayed undecided, 12.7% disagreed, and 11.8% strongly disagreed the given statement. They argue that group work distracts them from the direction and explanation of teachers with a medium mean of (3.53). 31.4% strongly agreed, 24.5% agreed, 18.8% undecided, 16.7% disagreed, and 8.8% strongly disagreed the mentioned. In spite of this, group work makes learners more afraid of making mistakes while using the target language with a medium mean of (3.66). 32.4% of the students strongly agreed, 31.4% agreed, 13.7% are undecided, 14.7% disagreed, and 7.8% strongly disagreed with the statement. This result appears to support previous research conducted by Saleh (2012), he found that most of the student declined that they afraid more when involved in group work by making mistake when using the target language.

D. Students' attitudes toward Credit Hours System in learning English language

Table 3: Students' Attitude toward Credit System

Statement	Student's Response					
	SA	D	U	A	SA	M
I can see the effective role of my teacher in the new developed system.	2.9 %	2.9 %	7.8 %	31.4 %	54.9 %	4.32
I hope that the new developed system will be used in all my upcoming academic years.	1%	6.9 %	11.8 %	34.3 %	46.1 %	4.18
The new developed system contributes on using the classroom components.	14.7 %	11.8 %	9.8 %	28.4 %	35.3 %	4.8
The credited hour's system makes learning English more interesting	2.90 %	6.9 %	10.8 %	36.3 %	43.1 %	4.1
The new developed system doesn't help me improve my English language through reading and research outside the classroom.	14.7 %	11.8 %	9.8 %	28.4 %	35.3 %	3.6
Over all mean						4.5

Table 3 shows the findings of the students' attitude toward the Credit Hour System (CHS) of learning in enhancing their learning English. It has resulted that overall CHS helps them in enhancing their English language learning with a high mean of (4.5). Initially, most of the students believe that they can see the effective role of teachers in the newly developed CHS with a high mean of (4.32). 54.9% strongly agreed, 31.4% agreed, 7.8% are undecided, 2.9% disagreed, and 2.9% strongly agreed with the related statement. They further hope new CHS will be used in all their upcoming academic years with a high Mean of (4.18). 46.1% of the partakers strongly agreed, 34.3% agreed, 11.80% remained undecided, 6.9% disagreed, and 1%

only strongly disagreed with the statements given above. In fact, CHS make their English learning more interesting with a high mean of (4.1) in which 43.10% strongly agreed on this statement, followed by 36.3% agreed, and 10.8% stayed undecided, and 6.9% disagreed and 2.9% of them strongly disagreed. It is reported that modern CHS assists them in using the classroom components for learning the English language with a high mean of (4.8). Statistically, 35.3% of them strongly agreed, 28.4% agreed, 9.8% went undecided, 11.8% disagreed, and 14.7% strongly disagreed with the stated item. Conversely, the newly developed CHS does not help them in improving their English language through reading and research outside of the classroom with a medium mean of (3.6). 35.3% of the respondents strongly agreed on the statement, 28.4% agreed, 9.8% undecided, 11.8% disagreed, and 14. % strongly disagreed. However, these findings resemble Saleh (2012), cooperative learning, particularly the new Credit Hours System has enhanced subjects' motivation to use the target language. Thus, cooperative language learning including CHS in the newly developed high school system has a positive impact on subjects' English performance and their attitude and motivation to learn it.

V. Conclusion

This research was aimed to explore the effects of cooperative learning among undergraduate EFL learners in Laghan University. Based on the findings, Cooperative Learning (CL) has played a positive role in enhancing students' English language speaking skills. Importantly, CL helps them to feel motivated in optimizing English language skills. They believe that cooperative learning which is entailing different activities motivates and encourage them to discuss or present their views in the classroom, even though working in a group helps them learn the English language easily and interestingly as well develop their knowledge of the English language. On the contrary, the findings confirm declination of students in lacking the practice of English language in the classroom and fear of making mistake while using the target language, as well as they are distracted from the directions and explanation of teachers while working in a group. The findings also the new Credit Hours System CHS helps them in enhancing their English language skills by engaging in group work activities. Most of the student believe that teachers play an effective role in shaping and boosting their English language learning skills, nevertheless, they wish on the continuation of Credit Hours Systems in the forthcoming academic semesters, interestingly such developed system helps them to use various classroom component and it can make the

atmosphere of the classroom to learn English language e with more interests and eagerness.

VI. References

- [1] Al-Yaseen, W.S. (2014). Cooperative Learning in the EFL Classroom. The 2014 WEI International Academic Conference Proceedings. Vienna, Austria.
- [2] Atsuta, Hiromi. (2003). Improving the Motivation of Unsuccessful Learners in the Japanese High School EFL Context.
- [3] Bejarano, Y. (1987). A cooperative small-group methodology in the language classroom. *TESOL Quarterly*, 21(3), 483-504.
- [4] Cowie, H. (1994). Co-operative group work: a perspective from the U.K. *International Journal of Educational Research (special issue on co-operative learning in social contexts)*.
- [5] Davidson, N., & Worsham, T. (1992). *Enhancing thinking through cooperative learning*. New York, NY: Teacher College Press
- [6] Depdiknas, P. K. B. (2006). Kurikulum tingkat satuan pendidikan. *Jakarta: Depdiknas*.
- [7] Dupin-Bryant, P.A. (2004) 'Teaching styles of interactive television instructors: A descriptive study', *The American Journal of Distance Education*, 18(1), pp. 39-50.
- [8] Fearon, C., McLaughlin, H., & Eng, T. Y. (2012). *Using student group work in higher education to emulate professional communities of practice*. *Education + Training*, 54(2/3), 114-1
- [9] Gomleksiz, M. N. (2007). *Effectiveness of cooperative learning (jigsaw II) method on teaching English as a foreign language to engineering students* (Case of Firat University, Turkey). *European Journal of Engineering Education*, 32(5), 613-625.
- [10] Gregersen, T. (2007) 'Breaking the Code of Silence: A Study of Teachers' nonverbal Decoding Accuracy of Foreign Language Anxiety', *Language Teaching Research*, Vol. 11 (2), pp. 209-221
- [11] Hamzah, M. H., Ting, L. Y., & Pendidikan, F. (2010). Teaching speaking skills through group work activities: A case study in SMK Damai Jaya. *A Case Study*.
- [12] Harmer J. (2007). *The practice of English language teaching*. Essex, UK: Pearson Longman.
- [13] Harmer, J. (1991). *The practice of English language*. London: Longman.
- [14] Hidayati, L. A., Kharisma, I., & Satriani, I. (2018). STUDENTS' PERCEPTION IN APPLYING COOPERATIVE LEARNING IN EFL CLASSROOM. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 4(1), 16-30.
- [15] Johnson, D. W., & Johnson, R. T. (1994). *Structuring academic controversy*. In S. Sharan (Ed.), *Handbook of cooperative learning methods* (pp. 66-81). Westport, CT: Greenwood Press.
- [16] Johnson, D. W., & Johnson, R. T. (2008). *Social interdependence, moral character, and moral education*. In J. Nucci & D. Narvaez (Eds.), *Handbook on moral and character education*. Mahwah, NJ: Erlbaum Associates.
- [17] Johnson, D. W., Johnson, R. T., & Smith, K. A. (2006). *Active learning: Cooperation in the college classroom*. Edina, MN: Interaction Book Company.
- [18] Johnson, D. W., Johnson, R. T., & Smith, K. A. (2014). Cooperative learning: Improving university instruction by basing practice on validated theory. *Journal on Excellence in University Teaching*, 25(4), 1-26.
- [19] Johnson, D. W., Johnson, R. T., Stanne, M. B., & Garibaldi, A. (1990). *Impact of group processing*.
- [20] Johnson, D.W., & Johnson, F. (2009). *Joining together: Group theory and group skills* (10th ed.). Boston: Allyn & Bacon.
- [21] Jolliffe, W. (2007). *Cooperative learning in the classroom: Putting it into practice*. Paul Chapman. Retrieved March 20, 2014 from a4C&pg=PA1&dq=cooperative+learning&lr
- [22] Khadidja K. (2010). The effect of classroom interaction on developing the learner's speaking Skill. MA thesis - *Mentouri university-Constantine Faculty of letters and languages Department of foreign languages*.
- [23] Koran, S. (2015). Analyzing EFL teachers' initial job motivation and factors affecting their motivatiob in Fezalar Educational Institution in Iraq. *Advances in Language and Literary Studies*, 6(1), 72-80.
- [24] Li, M., & Lam, B. (2005). Cooperative learning.
- [25] Long, M. H., & P. A. Porter (1985). Group work, interlanguage talk, and second language acquisition. *TESOL Quarterly*, 19, 207-227
- [26] Mekki, T. A. (2016). *Cooperative Learning in the EFL Classroom. Special issue of the international scientific conference*.
- [27] Moghaddam, A. S., & Heidari, F., (2018). *The Impact of Cooperative Learning on EFL Learners*.
- [28] Molla, E., & Mucche, M. (2018). Impact of Cooperative Learning Approaches on Students' Academic Achievement and Laboratory Proficiency in Biology Subject in Selected Rural Schools, Ethiopia. *Education Research International*, 2018.
- [29] Ning, H. (2011). Adapting cooperative learning in tertiary ELT. *ELT Journal*, 65(1), 60-70.
- [30] Ning, H. (2011). Adapting cooperative learning in tertiary ELT. *ELT Journal*, 65(1), 60-70.
- [31] Olivera, F., & Strauss, S. (2004). Group-to-individual transfer of learning-cognitive and social factors. *Small Group Research*, 35(4), 440-465.
- [32] Pattanpichet, F. (2011). The Effects of using collaborative learning to enhance students' English speaking achievement, *Journal of College Teaching & Learning*, 8(11), 1-10.
- [33] Saleh, M. I. (2012). *The Effectiveness of Cooperative Learning on EFL Proficiency: A Case Study of Grade Ten Female Classroom in the New Developed High School Project in Riyadh, Saudi Arabia* (Doctoral dissertation, Department of English at the College of Arts, King Saud University).
- [34] Slavin, R. E. (1995). *Cooperative learning: Theory, research, and practice* (2nd ed.). Needham Heights, MS: Allyn and Bacon.
- [35] Sugino, T. (1994). *Small group work and second language learning among Japanese learners of English*. *Intercultural Communication Studies*, IV(1), 103-121.
- [36] Sühendan, E. R., & Bengü, A. A. (2014). The attitudes of students towards cooperative learning in ELT classes. *International Online Journal of Education and Teaching*, 1(2), 31-45.
- [37] Talebi, F. & Sobhani, A. (2012). The impacts of cooperative learning on oral proficiency, *Mediterranean Journal of Social Sciences*, 3(3), 75-79.
- [38] Tran, V. D. (2014). The effects of cooperative learning on the academic achievement and knowledge retention. *International journal of higher education*, 3(2), 131-140.
- [39] Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- [40] Wichadee, S. (2007). The effect of cooperative learning on English reading skills and attitudes of the first-year students at Bangkok University. *Presented at the conference of languages for specific purposes in Higher Education — Searching for Common Solutions* organized by Brno University of Technology, Czech Republic. November, 29-30-2007.
- [41] Wong, N.Y.: 1998, 'In search of the "CHC" learner: Smarter, works harder or something more?', Plenary lecture, in H.S. Park, Y.H. Choe, H. Shin and S.H. Kim (eds.), *Proceedings of the ICMI-East Asia Regional Conference on Mathematical Education*, 1, 85-98.
- [42] Yamarik, S. (2007). Does cooperative learning improve student learning outcomes? (Research in Economic Education)(Report). *The Journal of Economic Education*, 38(3), 259-277. <http://dx.doi.org/10.3200/JECE.38.3.259-277>

- [43] Yang, Ai-shih V. (2005). Comparison of the effectiveness of cooperative learning and traditional teaching methods on Taiwanese college students' English oral performance and motivation towards learning, A PhD thesis, *Faculty of the School of Education- La Sierra University*.