

## **Cooperative Learning in The English Language Learning: A Systematic Review.**

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### **ABSTRACT**

There are numerous methods for learning English, and cooperative learning tends to aid students in comprehending and identifying tactics that are engaging and simple to implement to attain mastery objectives. This research was aimed at exploring the potentials and challenges of the use of cooperative learning in the English language learning. Systematic review is employed in this research, a total number of 43 articles published between 2018 and 2023 were selected in this paper. The impacts of cooperative learning on the English education, have been determined through a review of relevant literature. Hence, the findings of the examined literature indicate that adopting cooperative learning in learning the English language has positive outcomes. Each integrated skill of the English language is positively affected by cooperative learning, and it is suggested that the use of cooperative learning as one of the 21st-century skills should be considered for the future teaching and learning of the English language.

**Keywords:** Cooperative learning, English language, systematic review.

### **INTRODUCTION**

Cooperative learning is regarded as an effective technique of instruction and has been widely implemented across the globe. According to Vermette (1998), an American academic, cooperative learning is the most significant and effective model of educational reform in recent decades. According to the findings of numerous previous studies, a large number of students made significant progress by using cooperative learning, and the majority of students reported that the implementation of cooperative learning

made their learning easy and enjoyable, as well as significantly improved their learning ability.

(Yusuf et al., 2019) Cooperative group work helps both students and teachers understand what goes into assisting students in succeeding. It goes beyond simply putting students in groups and asking them to work on the task at hand. It is unfortunate that the majority of teachers do not fully appreciate the most dynamic and significant strategy, the cooperative learning strategy, which goes far beyond merely grouping students by teachers who mistakenly believe they are employing cooperative learning in the classroom. For the cooperative learning technique to be effective, however, the essential elements of collaboration must be carefully implemented (Vellayan et al., 2021).

Slavin (1990) viewed cooperative learning as a "teaching model" in which students were evaluated based on the performance of the entire group. And Kagan (1994) defined cooperative learning as a community activity in which information is exchanged to facilitate learning. In this structure, team members are

Each team member is liable for their own knowledge development and for facilitating the learning of their teammates. According to Johnson and Johnson (1994) and Kagan (1994), cooperative learning in student-centered teaching techniques is an effective method for increasing learner retention, building communication and social skills, and developing students' critical thinking abilities.

Therefore, additional study is required on the effectiveness and obstacles of cooperative learning in English language learning, according to a comprehensive review of the relevant literature. Consequently, for research objectives, responses to the following research questions were sought:

RQ1. What are the trends in Cooperative Learning in The English Language Learning?

RQ2. What were the main findings from the available literature?

## **METHOD**

This study employed a systematic review; from systematic reviews, it is possible to assess the consistency and generalizability of the findings of prior research to other fields or samples (Mulrow, 1994). Methodology is the primary distinction between a systematic review and a literature review. On March 21, 2023, a systematic examination of the web database of Publish or Perish was conducted. Using Covidence, these databases with the greatest number of education-related studies were chosen. Among the criteria used in the search were 'Cooperative Learning and English', 'Cooperative Learning and English Language', 'Cooperative Learning', and

'Cooperative and English'. Of the result returned, only research studies were taken.

A researcher categorized and analyzed each of the studies reviewed in this paper. In order to conduct the analysis, the researcher utilized the content analysis technique, this is frequently employed in literary analyses and permits comparison, contrast, and categorization of the data (Fraenkel & Wallen, 2000). Using Microsoft Word, a form to document the results of the analysis was created. This section included categories pertinent to the research questions, such as the study's year and location, as well as the benefits and drawbacks of the cooperative learning method. After perusing each article carefully, the form was filled with pertinent information.

Table.1 Subcategories of research questions.

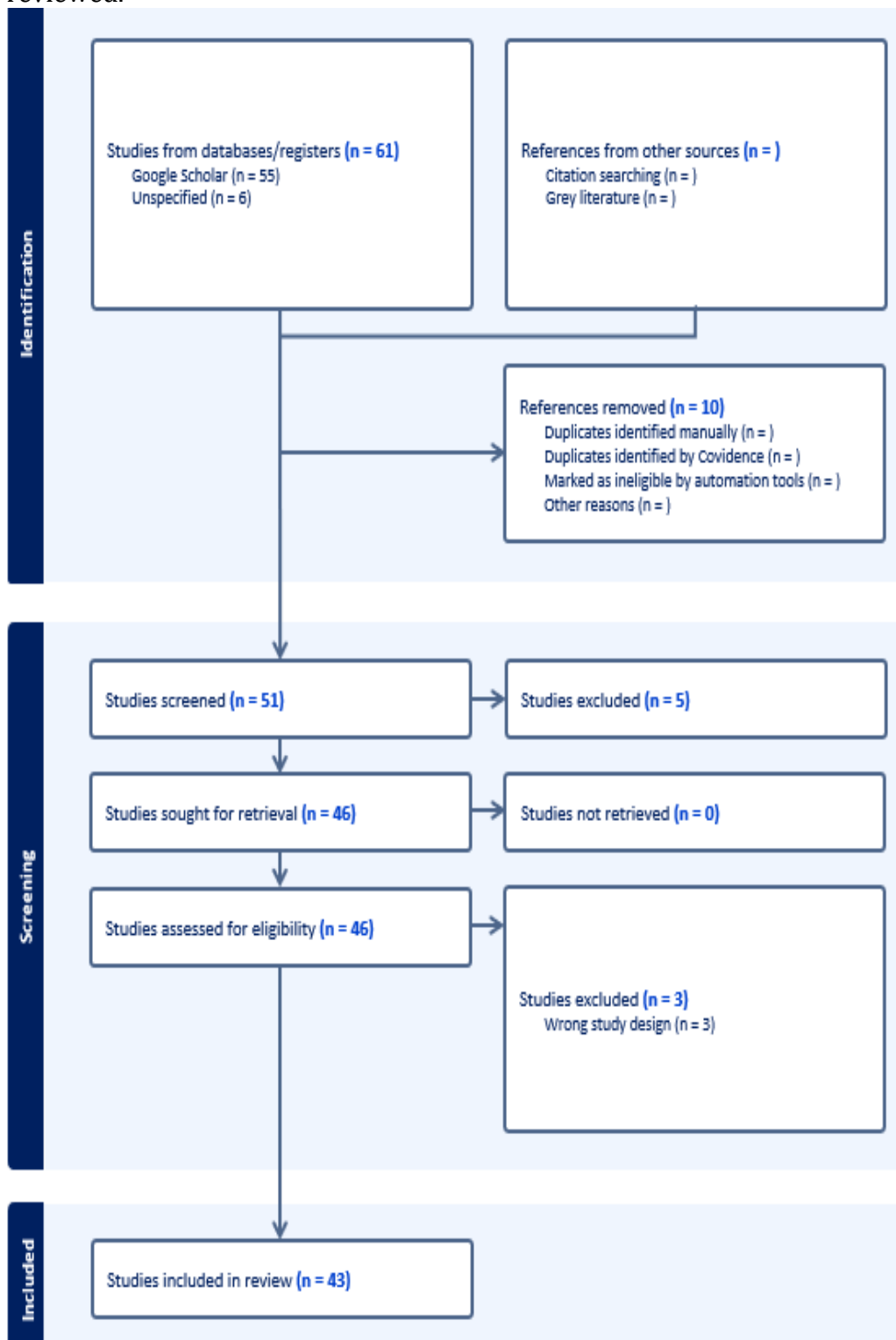
Research question	Subcategories
RQ1. What are the trends in Cooperative Learning in The English Language Learning?	<ul style="list-style-type: none"> <li>✓ Distribution of studies by year: The specified publication year of the examined papers was assessed to determine the number of studies by year.</li> <li>✓ Methods of research used in the articles: The reviewed articles were examined in order to define their research techniques. Examining the methodology sections of the articles and categorizing their approaches as qualitative, quantitative, mixed, or literature review.</li> <li>✓ The articles were divided into three categories: K-12 students, college students, teachers, and EFL and ESL students from various backgrounds.</li> <li>✓ Articles' countries of origin: A comprehensive inspection of the abstract and methodology sections established the country of origin of each publication. The authors' occupations and the location of the research treatment were also considered.</li> </ul>
RQ2. What were the primary conclusions drawn from the existing literature?	<ul style="list-style-type: none"> <li>✓ obstacles to Cooperative English Language Learning To identify the obstacles, the results, discussions, and conclusion sections were extensively analyzed. The codes discovered in the reviewed articles were analyzed through content analysis using an open coding strategy.</li> </ul>

	✓ Collaborative Learning in English Language Acquisition: The initial phase consisted of identifying the articles that compared the cooperative learning method to other learning techniques. The abstract, results, and discussion sections were then thoroughly examined. To determine the effectiveness of the cooperative learning method, statistical significance was used as a criterion.
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After completing the form for each study, codes and categories were organized in Microsoft Excel for analysis. As shown in Table 1, the first research question (RQ1) and related subcategories include descriptive information that was expressly articulated in the articles under assessment. In contrast, the second research question (RQ2) and its subcategories sought particular information about the examined papers. The initial stage in determining the advantages and disadvantages was to read through all of the studies, after which the codes and categories were identified.

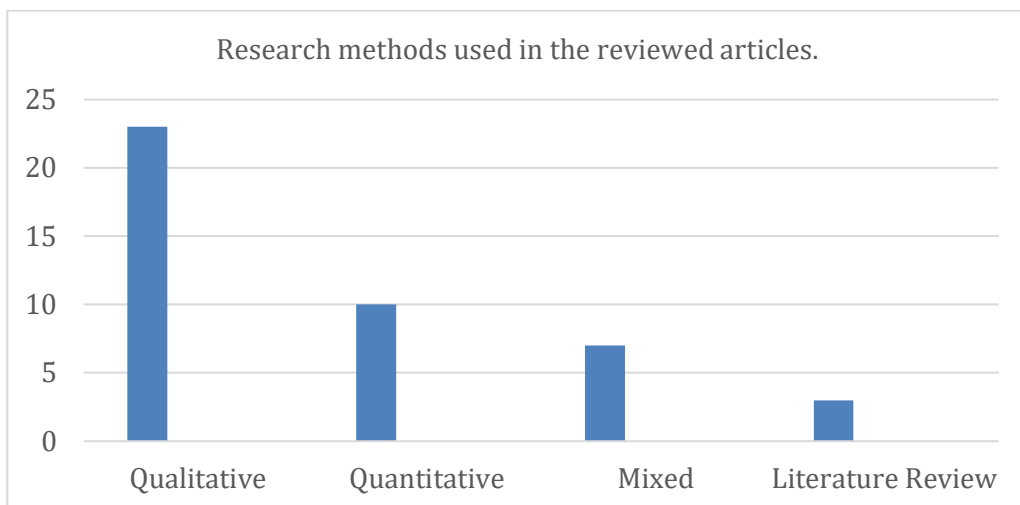
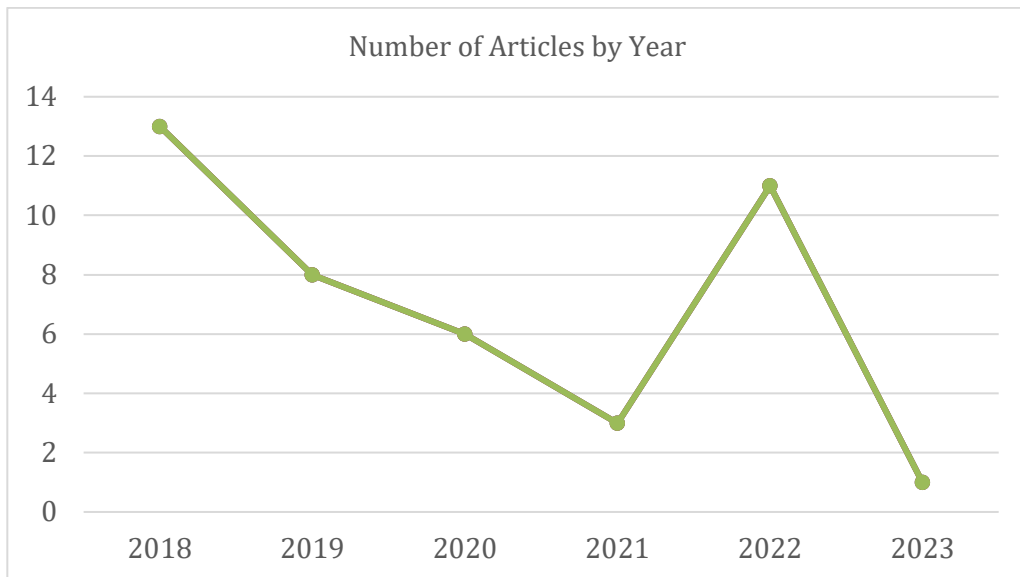
Our database search for publications to review yielded 61 results (Graphic 1). After deleting duplicates and reviewing the titles and abstracts, 18 of the 61 papers were eliminated because they were unrelated to cooperative learning in English language acquisition. They were excluded from the current study. Following the aforementioned approach, a total of 43 studies remained to be

reviewed.



Graphic 1:

Diagram of systematic review process (<https://app.covidence.org>)



## FINDING AND DISCUSSION

In answer to RQ1, the authors investigated the year distribution of studies, the research methodology used, the educational levels of participants, and the distribution of nations where studies were done. Each category is described in the section that follows.

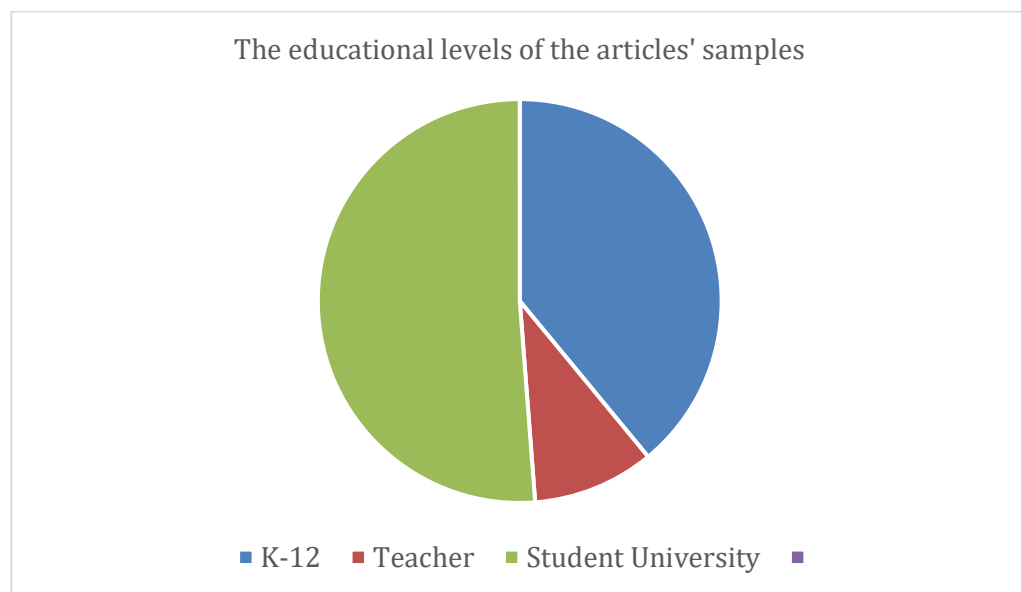
Distribution of the studies by years

The article number figure illustrates the year-by-year distribution of research pertaining to cooperative learning in English

language learning. The research was published in 2018 with a total of 13 articles, then decreased until 2021, increased in 2022, and then decreased once more in 2023.

#### Methodology employed by the evaluated articles

As shown in Figure, the qualitative method (n = 23) was the most frequently employed research method, The quantitative procedure (n = 10) was rigorously followed. The mixed method (n = 7) and the literature review (n = 3) had the lowest frequency of utilization.

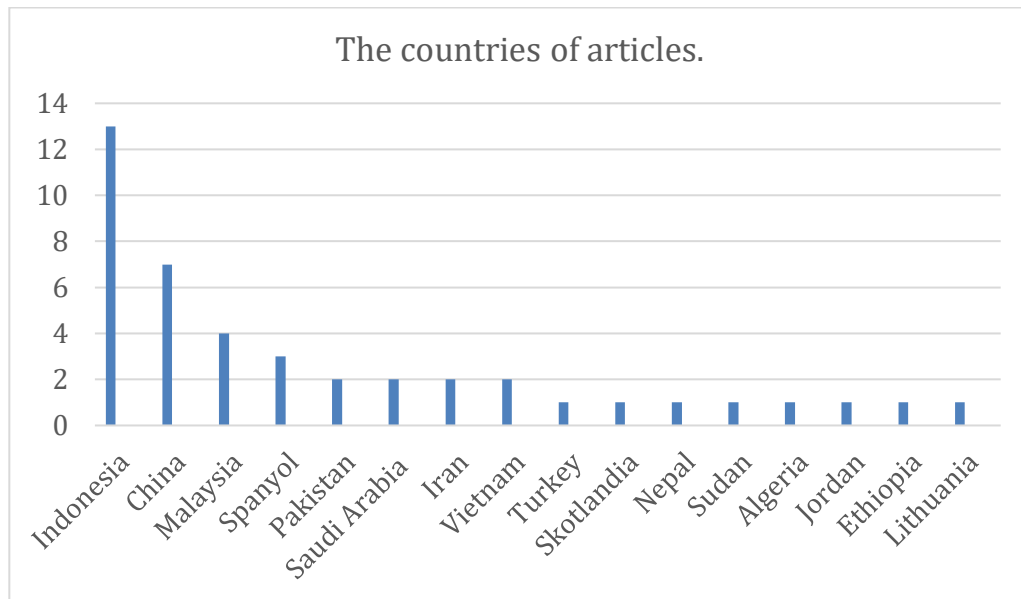


#### The educational levels of the articles' samples

The Figure reveals that the vast majority of articles (n = 21) selected by K-12 students as the sample, followed by student university (n = 16), and the remaining groups were teachers (n = 4).

#### Countries where the publications were reviewed

The majority of studies studying cooperative learning in English language acquisition were conducted in Indonesia (n = 13) and China (n = 7), with a few studies conducted in Malaysia (n = 4) and Spain (n = 3) (Figure). There was a wide range of countries where cooperative learning in English language learning research was conducted.



For the purpose of answering RQ2, the following subcategories were defined and examined by the researchers: The effectiveness of the Cooperative Learning in English language. In the following section, the subcategories are described in detail.

challenges	<i>f</i>	Articles
Challenges of cooperative learning in English language learning	7	Hennebry & Fordyce, 2018; Anwer et al., 2018; He & Huang, 2019; Khazaleh & Al Sha'r., 2019; Susanti & Subekti, 2020; Jimin, 2021; Salsabilla et al., 2022;

#### Challenges of implementing the cooperative learning in English language learning

The application of cooperative learning in English language learning method in the field may not be as smooth as predicted, and Table illustrates the most generally cited obstacles as additional workload for learners (n = 7).

Finding	<i>f</i>	Articles
Cooperative learning is effective	38	(Alrayah, 2018; Gabriela et al., 2018; Darmuki et al., 2018; liza et al., 2018; Kandasamy & Habil, 2018; Kharisma et al., 2018; Sijali, 2018; Sunggingwati, 2018; Sutrisno et al., 2018; Yavuz & Arslan, 2018; Ying, 2018) (Ghodbane & Hamzaoui El Achachi, 2019; Ismail & Al Allaq, 2019; Mohammad Alhebaishi, 2019; Namaziandost et al., 2019; Robayo Guerrero, 2019; Fang, 2019) (Namaziandost et al., 2020; Siddique et



	al., 2020; Susanti & Subekti, 2020; Telaumbanua et al., 2020; Thủy & Loan, 2020; Wang, 2020) (Jakavonytė-Staškuvienė, 2021; Jimin, 2021; Tadesse, 2021; Thi Hoai Huong et al., 2021) (Chen, 2022; Fauziah et al., 2022; Harianingsih & Jusoh, 2022; Chen, 2022; Umaroh, 2022; Fauziah, 2022; Rajindra., 2022; Rahayu & Lesmana., 2022; Prihamdani & Purwati., 2022; Ma, 2022) (Yusuf1 et al., 2023)
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### Cooperative Learning in English Language Learning

As shown in the table, 38 papers compared the effectiveness of Cooperative Learning in English Language Learning to standard teaching or through pre-test and post-test.

In this study, 43 articles retrieved from Publish or Perish Web Full Text are analyzed in terms of their main findings and trends. Since 2018, the analysis reveals a significant increase in the number of articles on the use of cooperative learning in English language instruction. The increase in the number of studies may be attributable to the popularity of this technique and the benefits it provides. It is evident that there is considerable interest in the subject. Following that, it declined from 2019 to 2021, increased in 2022, indicating a rise in prominence, and then declined in 2023. Mixed and qualitative research methods were utilized most frequently in the articles analyzed. This may be due to the desire to examine the effects of cooperative learning on English language learning methods in depth. Despite the fact that quantitative and mixed-methods investigations are prevalent, they are uncommon in academic literature. For example, our search yielded 43 studies that satisfied the review criteria for the current study. However, only 38 of the 43 analyzed studies offered actual data on the impact of cooperative learning approaches, revealing a gap in the field's research.

In the examined studies, college students were the most common sample group, with fewer studies conducted with K-12 students and other participants. In accordance with these findings, Turan and Akdag-Cimen (2019) comment on the dearth of reverse classroom research involving K-12 students. A review of studies in the academic literature also reveals a lack of research. This may be due to the fact that students find cooperative learning instructions simpler to

implement and are expected to demonstrate greater self-regulation skills.

The effect of the cooperative learning method, which is believed to be beneficial in the field of literature review, must be investigated further in grades K–12. The greatest number of studies on cooperative learning methods were conducted in Indonesia, according to this systematic review. More research on the use of cooperative learning classroom methods and other educational trends can shed light on this subject.

An examination of studies comparing cooperative learning methods to conventional instruction reveals the benefits of cooperative learning methods. Studies that assess the impact of cooperative learning methods on student learning through pre- and post-tests also conclude that these strategies enhance the English-learning process. In this qualitative investigation, only the qualitative effects of the cooperative learning method were investigated. A meta-analysis can produce more conclusive and accurate results. However, different language skills were analyzed in this comparative investigation, preventing a meta-analysis. Consequently, a meta-analysis may be conducted in the future if the number of studies in the field grows.

The findings of this study can assist educators and researchers in the development of cooperative learning practices. First, based on the findings, cooperative learning English classes can increase student engagement, thereby increasing the level of participation in the classroom, particularly when students are attempting to participate. Students are more likely to develop autonomy if they assume responsibility for their own content learning when assigned tasks.

## **CONCLUSION**

This study is significant because it is the first comprehensive review of the use of cooperative learning in English language instruction. This study is also anticipated to serve as a guide for future cooperative learning research. Based on the study's findings, the following recommendations are provided. The use of cooperative learning as one of the 21st-century skills should be considered for future English language instruction and learning.

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