A LITERATURE REVIEW ON COOPERATIVE LEARNING TO IMPROVE EFL STUDENTS' LEARNING MOTIVATION

Zhang Lei[A], Lilliati Ismail[B], Fazilah Razali[C], Norliza Ghazali[D]

ARTICLE INFO	ABSTRACT
	Purpose: The gender-related research discrepancy makes it clear that understanding why cooperative learning effectiveness differs by gender is one of the goals of the current study. Another goal is to investigate the changes in grade-level-based supportive knowledge effectiveness. **Theoretical framework:** . A collection project's success is the outcome of the aids made by the participants and the guiding principles that they are all committed to. It may be difficult to include individual contributions in the evaluation and appraisal of the group's overall effort. Second, students with diverse backgrounds may have a range of cultures, values, worldviews, and life experiences. **Design/methodology/approach:** A successful educational method that supports such an method is supportive knowledge, which consists of "some related methods of organizing classroom instruction to achieve common knowledge goals via cooperation". This method to knowledge is based on the idea that individuals actively choose, change, and interpret the information. **Findings:** As a result, they can settle disputes, make required changes, and eventually provide superior results. All learners can benefit from cooperative learning after these conditions have been satisfied, with certain variations owing to particular learner traits. The findings of this study provide educators with more empirical support for the use of effective interactive teaching techniques to boost student motivation and enhance learning outcomes. **Research, Practical & Social implications:** Recent research has demonstrated that training based on constructivism and collaborative principles affects learning results in a variety of academic areas. **Originality/value:** The outcomes of cooperative learning will be more likely and the findings will be more reliable. The gender-related research discrepancy makes it clear that understanding why cooperative learning effectiveness differs by gender is one of the goals of the current study. Doi: https://doi.org/10.26668/businessreview/2023.v8i6.2636

[A] PhD in Economics. Faculty of Business Studies, Universiti Putra Malaysia. Selangor, Malaysia.
E-mail: 545891666@qq.com Orcid: https://orcid.org/0000-0001-6746-9776
[B] PhD in Economics. Faculty of Business Studies, Universiti Putra Malaysia. Selangor, Malaysia.
E-mail: lilliati@upm.edu.my Orcid: https://orcid.org/0000-0002-7977-7327
[C] PhD in Economics. Faculty of Business Studies, Universiti Putra Malaysia. Selangor, Malaysia.
E-mail: fazilahrazali@upm.edu.my Orcid: https://orcid.org/0000-0002-1203-1010
[D] PhD in Economics. Faculty of Business Studies, Universiti Putra Malaysia. Selangor, Malaysia.
E-mail: alezg@upm.edu.my Orcid: https://orcid.org/0000-0002-4735-1209

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UMA REVISÃO DA LITERATURA SOBRE APRENDIZAGEM COOPERATIVA PARA MELHORAR A MOTIVAÇÃO DE APRENDIZAGEM DOS ALUNOS DE EFL

RESUMO

Objetivo: A discrepância de pesquisa relacionada ao gênero deixa claro que entender por que a eficácia da aprendizagem cooperativa difere de acordo com o gênero é um dos objetivos do presente estudo. Outra meta é investigar as mudanças na eficácia do conhecimento de apoio com base na série.

Estrutura teórica: O sucesso de um projeto de coleta é o resultado das ajudas feitas pelos participantes e dos princípios orientadores com os quais todos estão comprometidos. Pode ser difícil incluir contribuições individuais na avaliação e apreciação do esforço geral do grupo. Em segundo lugar, os alunos com formações diversas podem ter uma variedade de culturas, valores, visões de mundo e experiências de vida.

Projeto/metodologia/abordagem: Um método educacional bem-sucedido que apóia esse método é o conhecimento de apoio, que consiste em "alguns métodos relacionados de organização da instrução em sala de aula para atingir objetivos comuns de conhecimento por meio da cooperação". Esse método de conhecimento baseia-se na ideia de que os indivíduos escolhem, mudam e interpretam ativamente as informações.

Conclusões: Como resultado, eles podem resolver disputas, fazer as mudanças necessárias e, por fim, fornecer resultados superiores. Todos os alunos podem se beneficiar da aprendizagem cooperativa depois que essas condições forem satisfeitas, com algumas variações devido a características específicas do aluno. As descobertas deste estudo oferecem aos educadores mais apoio empírico para o uso de técnicas eficazes de ensino interativo para aumentar a motivação dos alunos e melhorar os resultados da aprendizagem.

Implicações sociais, práticas e de pesquisa: Pesquisas recentes demonstraram que o treinamento baseado no construtivismo e nos princípios colaborativos afeta os resultados da aprendizagem em diversas áreas acadêmicas.

Originalidade/valor: Os resultados da aprendizagem cooperativa serão mais prováveis e as conclusões serão mais confiáveis. A discrepância de pesquisa relacionada ao gênero deixa claro que entender por que a eficácia da aprendizagem cooperativa difere de acordo com o gênero é um dos objetivos do presente estudo.

Palavras-chave: Aprendizagem Cooperativa, Sala de Aula, Motivação, Conhecimento, Idioma, Alunos de EFL.

UNA REVISIÓN DE LA LITERATURA SOBRE EL APRENDIZAJE COOPERATIVO PARA MEJORAR LA MOTIVACIÓN DE APRENDIZAJE DE LOS ESTUDIANTES EFL

RESUMEN

Objetivo: La discrepancia en la investigación relacionada con el género deja claro que comprender por qué la eficacia del aprendizaje cooperativo difiere según el género es uno de los objetivos del presente estudio. Otro objetivo es investigar los cambios en la eficacia del apoyo al conocimiento en función del grado.

Marco teórico: El éxito de un proyecto de recogida es el resultado de la ayuda prestada por los participantes y de los principios rectores con los que todos se comprometen. Puede resultar difícil incluir las contribuciones individuales en la evaluación y valoración del esfuerzo global del grupo. En segundo lugar, los estudiantes de procedencias diversas pueden tener culturas, valores, visiones del mundo y experiencias vitales distintas.

Diseño/metodología/enfoque: Un método educativo de éxito que apoya este enfoque es el método del conocimiento, que consiste en "algunos métodos relacionados de organización de la enseñanza en el aula para alcanzar objetivos comunes de conocimiento mediante la cooperación". Este método de conocimiento se basa en la idea de que los individuos eligen, cambian e interpretan activamente la información.

Conclusiones: como resultado, pueden resolver disputas, realizar los cambios necesarios y, en última instancia, ofrecer resultados superiores. Todos los alumnos pueden beneficiarse del aprendizaje cooperativo una vez que se cumplen estas condiciones, con algunas variaciones debidas a las características específicas de los estudiantes. Las conclusiones de este estudio ofrecen a los educadores más apoyo empírico para utilizar técnicas eficaces de enseñanza interactiva con el fin de aumentar la motivación de los alumnos y mejorar los resultados del aprendizaje.

Repercusiones sociales, prácticas y de investigación: Investigaciones recientes han demostrado que la formación basada en el constructivismo y los principios colaborativos afecta a los resultados del aprendizaje en diversas áreas académicas.

Originalidad/valor: Los resultados del aprendizaje cooperativo serán más probables y las conclusiones más fiables. La discrepancia en la investigación relacionada con el género deja claro que comprender por qué la eficacia del aprendizaje cooperativo difiere según el género es uno de los objetivos de este estudio.

Palabras clave: Aprendizaje Cooperativo, Aula, Motivación, Conocimientos, Lengua, Alumnos de EFL.

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INTRODUCTION

Cooperative learning (CL), according to Marashi and Khatami (2017), is a class of instructional practices in which a small group of students works together and communicates to achieve pre-set tasks. Affording to Yassin et al. (2018), the core attitude of CL is that the most efficient way to study a linguistic is through small, varied groups of schoolchildren working cooperatively and collectively to attain a common objective. According to the CL model created by Yassin et al., (2018), when students are motivated to study and make use of their interpersonal skills to assist and encourage one another, they will acquire cognitive abilities that will enhance their capacity for cooperation in the language classroom. Regarding the significance of CL, Hautemo (2017) contends that how students interact with one another may affect their academic performance, social satisfaction with other students, and self-esteem. According to Hautemo (2017), participating in group projects helps students develop their social skills and become more autonomous learners.

A student-centered strategy must be employed to promote independent language learning and create students who can use their skills and knowledge in real-world situations (Boudjelal, 2019). A successful educational method that supports such an method is supportive knowledge, which consists of "some related methods of organizing classroom instruction to achieve common knowledge goals via cooperation" (Dörnyei & Ushioda, 2021). This method to knowledge is based on the idea that individuals actively choose, change, and interpret the information they are exposed to rather than merely being passive recipients of it (Polenova, 2017). Recent research has demonstrated that training based on constructivism and collaborative principles affects learning results in a variety of academic areas (Bećirović et al., 2022).

Supportive knowledge is therefore frequently related with greater abstract success, but it also has a confident impact on schoolchildren's self-esteem, critical thinking skills, learner autonomy, and personal relations, as well as helping them adopt extra confident deportments toward the knowledge solid and reduce their anxiety (Yavuz & Arslan, 2018). The growth of social skills including announcement, management, belief-construction, and conclusion-manufacture is encouraged through collaboration in the classroom, which is considered to prepare students for real-world situations where teamwork is highly appreciated (Sittar, 2023). Given all that has been said so far, it is obvious that encouraging the use of this teaching strategy between schoolchildren at all academic levels calls for a lot of attention.

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Emphasis is placed on teaching English. All educational levels require it, and 2 or 3 hours per week are allocated for it (Munawar & Sittar, 2022). Schoolchildren are unprotected to a variety of education systems throughout elementary and high school, and cooperative learning is a crucial part of language teaching style (Hung et al., 2022). Students frequently receive group homework assignments in addition to the normal group activities that occur in classes, which motivates them to cooperate smooth more. They form collections and interconnect via various community webs to successfully unite on university tasks provided by English as a Distant Linguistic (EFL) teachers (Rechtin, 2019).

LITREATURE REVIEW

Group learning activities and collaborative goal-achieving are the cornerstones of cooperative learning, where a collection of schoolchildren's success is reliant on the efforts of their cooperative nobles (Rechtin, 2019). The five components that cooperative learning has to have to reach its full potential are confident interrelationship, separate responsibility, publicity communication, personal skills, and collection dispensation (Sittar, 2023).

To build strong interconnection, students must first understand the status of collection effort and that the achievement of the group depends on the commitment of its members. People must be aware of their specific roles within the team and how their goals relate to one another to work successfully (Tran, 2019). This method creates a pleasant and comfortable working environment where students develop good relationships, mutual support, and encouragement, so providing the third component. As a result of working together to accomplish common objectives, schoolchildren grow the personal services essential for active team operative, such as paying careful attention, requesting clarification, accepting others' points of view, giving constructive ideas, etc. Students must consider their role, effort, and influence to the overall side performance as part of the fifth component, also known as the group processing component (Wonglakorn & Deerajviset, 2023). As a result, they can settle disputes, make required changes, and eventually provide superior results. All learners can benefit from cooperative learning after these conditions have been satisfied, with certain variations owing to particular learner traits (Serang,et al., 2023).

Female students may, for instance, do better in cooperative learning than while participating in individualistic activities since their intelligence of self is more dependent on joining and relatedness than individualism (Bećirović et al., 2022). Man schoolchildren, on the other hand, often do better in demanding work contexts (Sharma & Saarsar, 2018). These results

are contradictory in the context of EFL due to the paucity of empirical research on the efficiency of cooperative learning among gender-based groups. On the one hand, Tran (2019) showed that females made more growth than males after engaging in supportive knowledge actions. However, cooperative learning showed no gender-based impact on EFL achievement (Ghaith & Awada, 2022). The gender-related research discrepancy makes it clear that understanding why cooperative learning effectiveness differs by gender is one of the goals of the current study.

Another goal is to investigate the changes in grade-level-based supportive knowledge effectiveness. Cooperative learning appears to be beneficial for all children, regardless of academic aptitude, but high school students in particular seem to require it as they make the transition from elementary to high school. The most effective kind of education to help students do this may be collaborative peer learning (Wahyukti, 2017). A grade level is also thought to be a relevant mutable to show whether the benefits of supportive knowledge are more noticeable among first-graders who are just starting a new school year or whether they are similarly obvious between all high school schoolchildren, regardless of grade level. Since, as far as we are aware, no study has taken into account high-school grade level, this investigate will offer some unique conclusions in this respect (Wahyukti, 2017).

CL, however, has some disadvantages. Two significant problems with CL in the learning process were found by Hung (2019). It is particularly difficult to provide an unbiased review and assessment of schoolchildren's effort. A collection project's success is the outcome of the aids made by the participants and the guiding principles that they are all committed to. It may be difficult to include individual contributions in the evaluation and appraisal of the group's overall effort. Second, students with diverse backgrounds may have a range of cultures, values, worldviews, and life experiences. Conflict may arise when members of a group are close to one another (Hung, 2019). The study by Ghufron and Ermawati (2018) indicates that CL requires a lot of time. Educators, in specific, essential time to make. Both schoolchildren and teachers need time to interact with and support one another in the equal collection. Those in the group who struggle with time organisation might not whole the task at hand on schedule. Additionally, because some students could be reluctant to participate in group discussions, it might be difficult for the teacher to bring together students from different backgrounds. Finally, low-achieving students might not benefit cognitively from CL since it takes a lot of time (Chang & Brickman, 2018).

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RESEARCH METHOD

Motivation has taken up a sizable amount of space in the theory of language acquisition, claim (Namaziandost et al., 2019). There is a definite correlation between motivation and achievement, but there are also intriguing variations depending on the particular traits of each learner. Males and females exhibit different levels of motivation, according to the majority of past studies (Yusuf et al., 2019; Namaziandost et al., 2019; Aslan Berzener & Deneme, 2021). However, it turns out that women are more intrinsically driven than men are, and vice versa, when other motivational elements are included. As there are currently unknown reasons for these differences between intrinsic and extrinsic motivation, future studies are likely to provide greater clarity on the subject (Aslan Berzener & Deneme, 2021).

The effects of age on motivation have also been studied, and the findings typically indicate that as students become older, their motivation tends to decline (Astuti & Lammers, 2017). However, when motivation type is taken into consideration, the results seem to be contradictory. Age and intrinsic motivation were shown to be insignificantly connected, but age and extrinsic drive were found to be significantly but adversely correlated by Tarinje (2020). However, other studies found that as people aged, their intrinsic motivation for learning, and their motivation to learn English in particular, decreased. This was especially true for students who were less academically strong (Nassar, 2018). Similar conclusions were reached by Buzdar et al. (2017), who found that extrinsic motivation increased during the same time as intrinsic drive decreased. These conflicting findings demonstrate that motivation is influenced by external factors and that much can be done to capitalize on its dynamic character and work continually to improve and internalize it (Buzdar et al., 2017).

In elementary and secondary schools, Bećirović et al. (2022) investigated the impact of gender on students' success and motivation to study English as a second language. According to the data, there is a significant difference between male and female students' motivation to learn English as a foreign language. It was evident that girls were better at learning English than boys at every grade level. (Bećirović et al.,2020) discovered a substantial relationship between motivation and EFL competency among 160 middle and high school students. This categorically shows the need for more research into the elements that affect motivational development in this learning environment. Cooperative learning is usually viewed as being important in this approach. Because it offers a setting that is conducive to sociability, engagement, and learning, cooperative learning develops a pleasant, positive environment among classmates and eventually leads to significantly enhanced student motivation

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(Bećirović et al., 2022). The link between this type of group-based classroom structure and motivation is assumed to be influenced by three factors: goal structure, incentive structure, and group dynamics (Ngoc & Thang, 2022).

RESULT AND DISSCUSION

Implementing Cooperative Learning in the EFL Classroom

This body of work has shown that CL, particularly by augmenting it, can have a positive effect on IM. However, some studies suggest the opposite outcome. Several factors might be at blame for the unfavourable results. Slavin (2014) and many academics believe that one of the main causes of this is improper CL application in the schoolroom or insufficient educator exercise for CL implementation. Randomly assigning students to groups for activities is not CL (Slavin, 2014). CL is not a teaching method that is always going to be successful, even if a teacher has no prior experience with CL in a classroom. The following are the considerations for the implementation of supportive knowledge in the EFL schoolroom:

Considerations

Group size

Group size is an significant factor to take into account when employing supportive knowledge strategies in the EFL schoolroom. The optimal group size is four to five persons. According to Ahmed (2017), four persons seem to be the most typical group size. According to Wang (2017), the ideal group size should be based on the student's comfort level and the nature of the assignment. The group's size varies depending on the circumstances. It's crucial to remember that the appropriate group size may change based on the student's age and past collaboration experience (Elrasool, 2018).

Group formation

The EFL instructor should take into mind each group's participants. In diverse groups, cooperative learning is fostered (Ahmed, 2017). Terfa (2020) also highlights the necessity of each cooperative learning team consisting of one low-capability schoolchild, two average-capability schoolchildren, and one high achiever.

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Teacher's roles

In supportive knowledge classrooms, educators act as implementors and must counsel students on how to achieve learning purposes (Sun & Yuan, 2018). Ahmed (2017) argues that instructor talking time needs to be a smaller amount than schoolchild speaking time. Teachers must also give their pupils an example response to encourage continuous learning (Alkhalaf, 2020).

Students' roles

Sun and Yuan (2018) claim that learners are independent and engaged. In a cooperative learning exercise, EFL students are required to fulfil five roles, according to Ahmed (2017). These five roles are (a) facilitator, who supervises the group's activities; (b) recorder, who documents the group's accomplishments; (c) reporter, who informs others of the collection's effort; (d) timekeeper, who helps the group stay on task and fills in for absent members; and (e) observer of collaborative skill, who assesses whether the collection associates are utilizing a specific co-operative ability thought crucial to the group's success (Ahmed, 2017).

Individual and group assessment

It is necessary to assess EFL students' performance to establish whether the supportive knowledge process is effective. According to Johnson and Johnson (2021), the purpose of assessment is "to evaluate the extent and quality of learning and assign grades." Through assessment, the following objectives are achieved: (a) figuring out the student's current level of information and services; (b) nursing schoolchildren's growth toward knowledge purposes to help shape the instructional package; and (c) if data to assess the overall level of schoolchildren's knowledge (Johnson & Johnson, 2018).

CONCLUSION

Studies from many decades and nations have shown the benefits of CL; when used effectively in the classroom, it engages students more frequently than traditional lecture-style instruction. CL must be implemented effectively to work. If teachers obtain proper CL training, the deployment in the classroom will have the highest chance of success. This study has shown that the frequent cooperative contact among the treatment group's students increased their shared collaboration for more successful learning objectives. The outcomes of this learning consistently funding the notion that supportive knowledge might be a more effective teaching

technique than individual instruction. The findings of this study provide educators with more empirical support for the use of effective interactive teaching techniques to boost student motivation and enhance learning outcomes. Cooperative learning is therefore aggressively promoted as a more effective pedagogical teaching style in the difficult sector of educational innovation, particularly given the high demand for a more powerful method of motivating students to study. It is suggested that lecturing-based education, a staple of traditional teaching techniques, be replaced with cooperative learning, which allows students to actively learn and apply what they have learned. Future research should thus make use of bigger participant populations to study the possible effects of supportive knowledge on learning attitudes and motivation. The outcomes of cooperative learning will be more likely and the findings will be more reliable. Due to the dearth of studies studying cooperative learning's effectiveness for students in developed teaching, the findings of this study cannot be utilized to prove that it is the best teaching technique at all educational levels.

RECOMMENDATIONS

In today's classroom, a student-centered approach has proven quite effective in achieving learning goals. By focusing on increasing students' motivation to study, teachers may be able to increase students' chances of success at all skill levels. Since CL EFL has been shown to have a positive impact on students' motivation to learn, it should be applied to classroom settings. To increase the likelihood of its success, it is advised that teachers receive formal training in CL and that students be prepared to use it by developing their communication and problem-solving skills.

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