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The Influence of Cooperative Learning Approach on the Learners' Academic Achievement in English

Eduard C. Ramiro

Master of Arts in Education, Graduate School Department,
La Consolacion University Philippines

Abstract

The drastic change in the educational landscape due to the spread of Corona virus disease 19 necessitated teachers to find effective ways of class interaction virtually. One of the approaches that could be remodeled and innovated during the adaptations of virtual classrooms to the global pandemic is cooperative learning. Buchs et al (2017) defined cooperative learning approach as a teaching method that requires teachers not only interacts with the students but also with other teaching aids such as audio, video and computer. The students' learning in English brought a collaboration effort to assess the influence of cooperative learning approach on the academic achievement of three hundred thirty-two (332) Junior High School students from the School Year 2021-2022 randomly selected from 2400 total population in the (4) Grade levels in a public high school in the Municipality of Bustos in the Province of Bulacan. The study utilized the descriptive correlational methods of research to assess the cooperative learning approach on the learners' academic achievement in English; thus, making ethnographic and netnographic quantitative research in its method. Results of regression analysis suggested that the cooperative learning approach had a significant influence on learners' academic achievement in English.

Keywords: cooperative learning approach, academic achievement in English

1. Introduction

The drastic change in the educational landscape due to the spread of Corona virus disease 19 necessitated teachers to find effective ways of class interaction. One of the approaches that could be remodeled and innovated during the adaptations of virtual classrooms to the global pandemic is cooperative learning.

Cooperative learning is defined as a kind of teaching theory and strategy system based on a group (Wang, 2020) and a teaching method that requires teachers not only to interact with the students but also with other teaching aids such as audio, video, and computer (Buchs et al., 2017).

As an approach, cooperative learning proved to be beneficial to learners. Dendup & Onthanee (2020) revealed that the cooperative learning teaching style was effective in enhancing English communicative abilities and speaking skills (Namaziandos et al., 2019); the English language (George, 2017; Wang, 2020); on cognitive empathy (Van & Roseth, 2019); and on students' academic achievements, skills, social interaction, and human relation (Mei, 2020). Also, Lestari et al. (2019) proved that the cooperative learning approach increased students' interest and thinking power, while Ghufroon & Ermawati (2017) claimed that it raised self-confidence, motivation, responsibility, and ease in learning. Similarly, cooperative learning made students' learning more enjoyable, effective, and sustained at the secondary level. It also promotes quality learning (Jony, 2019). Thus, more than 90% of students agreed that flipped classrooms with cooperative learning enabled them to extend their skills (Munir et al., 2018). Also, schools are required to create a better learning environment that is more cooperative to avoid unfair competition among students in the classroom and, as a result, improve the students' academic ability (Leasa and Corebima, 2017).

The cooperative learning approach found new meaning in the present context where the educational paradigm drastically shifted due to the global pandemic caused by the spread of Corona virus disease 19. Conversely, the cooperative learning approach proved to be advantageous. Miller (2020) found out that many factors influence the implementation of cooperative learning within the virtual classroom, like career readiness, critical thinking (Silva, 2021), and creativity and confidence when sharing ideas (Mentari & Nirmala, 2020; Sekhri & Kaur, 2021). Ren (2021) recently revealed that the cooperative learning approach is widely accepted to increase learners' 'communicative skills and interdependent understanding. In contrast, Khan, Mustafa, & Awan (2020) revealed learners' positive attitudes toward the infusion of cooperative learning and the positive feedback loop in participation, cooperation, and active engagement in an online class (Sugino, 2021). Thus, cooperative learning helps teachers at all levels of education facilitate cooperation among their students as a key element of online education (Ivone, Jacobs & Renandya, 2020) and gives opportunities to students together to build their knowledge (Silalahi & Hutaaruk, 2020).

However, Namaziandos et al. (2019) found that the weaknesses of cooperative learning included the need for much more time to implement, active participation from both teachers and students, the difficulty of management, and the need for more preparation. Also, Alias et al. (2018) emphasized that the constraints are classroom control, time, and limited teaching aids, and Wang (2017) found that there are constraints and possibilities of implementing a cooperative learning approach when teaching English. Then, there has been no consensus on the best grouping procedure for cooperative learning activities (Ghanbari & Abdolrezapour, 2020), and there has been a new challenge for some teachers in facilitating peer interaction as part of distance education (Jacobs & Renandya, 2019).

The study hopes to present the cooperative learning approach as an alternative strategy in virtual classrooms that teachers can utilize to motivate and stimulate the learners' interest in creating a more interactive classroom during the synchronous and asynchronous modalities of instruction.

Hence, the researcher hopes to determine the influence of the cooperative learning approach on the English learners' academic performance during the School Year 2020-2021.

1.1 Objectives of the Study

The main objective of the study is to assess the influence of the cooperative learning approach on the junior high school learners' academic achievement in English during the School Year 2020-2021. Specifically, it aims to answer the following questions:

1. How may the cooperative learning approach be assessed based on the following basic elements:
 - 1.1 Social skills;
 - 1.2 Group processing;
 - 1.3 Positive interdependence;
 - 1.4 Promotive interaction; and
 - 1.5 Individual responsibility?
2. What is the level of academic achievement of junior high school students in English based on their:
 - 2.1 Pre-test; and
 - 2.2 Post-test?
3. Does the cooperative learning approach significantly influence the Junior high school learners' academic achievement in English?
4. What cooperative learning approach module relevant to synchronous and asynchronous modalities of virtual learning in English may be proposed based on the study?

2. Methodology

A Descriptive-Correlational method of research was used in assessing the cooperative learning approach to the learners' academic achievement in English.

The Descriptive-Correlational design analyzes the overall existence, importance, and various relationship models and styles that can be observed among relevant variables present within the study. Upon analysis, the results are presented and summarized using descriptive writing and statistics. The study also utilized the basics of Quantitative Research Approach through the use of a standardized survey tool in collecting primary information in the analysis of the data within the evaluative survey executed within the time period.

Because this study analyzes the influence of the cooperative learning approach on the academic achievement in English, a letter of consent was given and secured by the researcher to the principal. It was also cleared that the data obtained from the execution of the study were only to be used for educational research purposes.

The data that was be obtained from the results of the study were analyzed and quantified through the use of Statistical Package for Social Sciences (SPSS) v. 23, a widely used app in the field of Statistics.

A Regression analysis was utilized to evaluate the influence of cooperative learning approach on the learners' academic achievement in English. It is an analytical method that determines the Social Skills, Group Processing, Positive Interdependence, Encouraging Interaction, and Individual Responsibility of variables from one another.

2.1 Respondents of the Study

The study's respondents were the total probability sampling population of three hundred thirty-two (332) selected junior high school students at a public school in the Municipality of Bustos Province of Bulacan during the School Year 2021-2022. Likewise, the participants were selected based on the accessibility of the internet and the availability of the online class.

2.2 Instruments of the Study

To gather and collect significant information from the respondents, a standardized survey questionnaire for assessing the Cooperative Learning in Educational Contexts and Grammar Pre-test and Post-test were utilized. The survey form is divided into five sectors of Social Skills, Group Processing, Positive Interdependence, Encouraging Interaction, and Individual Responsibility.

The survey form utilizes a 5-point Likert Scale to determine the levels of agreement.

The data obtained from the study was quantified using the following scale:

Scale	Description
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

On the other hand, descriptive statistical analysis was used to describe the information obtained from the pre-test and post-test results administered to participants during the study. Therefore, the mean and standard deviation of the pre-test scores were calculated. To test the significant difference between the pretest and post-test, the researcher used the Analysis of Variance (ANOVA). It aimed to compare students' grammatical before and after receiving the steps on the cooperative learning approach. Moreover, Multiple Linear Regression Analysis was used to determine the influence cooperative learning approach on learners' academic achievement in English.

3. Results and Discussions

3.1 Cooperative learning approach based on social skills

Social skills, as stated by Johnson & Johnson (2018), implies that there can be one or more students in a group who don't have a good idea about some specific topic but there can be a third student who is master of that topic.

Table 1: Cooperative Learning Approach Based on Social Skills

A. SOCIAL SKILLS	SD(1)	D(2)	N(3)	A (4)	SA (5)	Mean	Interpretation
1. We work on dialogue, the ability to listen or debate.	4	3	17	45	263	4.69	SA
2. We expose and defend ideas, knowledge, and points of view to colleagues.	1	2	16	33	280	4.77	SA
3. We listen to the opinions and points of view of colleagues.	2	1	4	25	300	4.87	SA
4. We reach agreements with different opinions or conflicts.	3	2	7	14	306	4.86	SA
Weighted Mean						4.80	SA

Table 1 presents the cooperative learning approach based on social skills. As seen in Table 1, the student-respondents strongly agreed on the basic elements of the cooperative learning approach based on social skills, as entered by the weighted mean score of 4.80. Specifically, the student-respondents strongly agreed on all four (4) indicators of social skills. Moreover, the highest Mean score of 4.87 was shown in their skill in listening to colleagues' opinions and points of view. Inversely, the lowest Mean score of 4.69 was shown in their skill to work the dialogue and the ability to listen or debate.

This correlates with the study of Imron (2020) emphasized that social factors (i.e., Cooperative Learning) influence psychological mediators (i.e., relatedness), which mediate over the different types of motivation (i.e., intrinsic motivation) and finally lead to different outcomes (i.e., enjoyment).

3.2 Cooperative learning approach based on group processing

Group Processing, as stated by Johnson & Johnson (2018), refers to the assessment and remarking of the capabilities and actions of each group.

Table 2: Cooperative Learning Approach Based on Group Processing

B. GROUPING PROCESSING	SD (1)	D (2)	N (3)	A(4)	SA (5)	Mean	Interpretation
5. We expose our thoughts to something concrete to extract the best ideas.	4	2	10	29	287	4.79	SA
6. We make decisions by consensus among groupmates.	1	1	18	34	278	4.77	SA
7. We discuss ideas among group members.	0	3	16	30	283	4.79	SA
8. We reflect individually and jointly within the group.	2	3	10	43	274	4.76	SA
9. We consider it important for someone to coordinate the group.	1	2	5	21	303	4.88	SA
Weighted Mean						4.80	SA

Table 2 reveals the cooperative learning approach in terms of group processing. As seen in Table 2, the student-respondents strongly agreed on the basic elements of the cooperative learning approach based on group processing, as evidenced by the Mean weighted score of 4.80. Specifically, the student-respondents strongly agreed on all five (5) indicators of group processing. Moreover, the highest Mean score of 4.88 was shown in their skill to coordinate with the group, while the lowest mean score of 4.76 was shown in their skill to reflect individually and jointly within the group.

This corresponds to the data obtained Cañabate et al. (2020) in which cooperative learning promotes group development that empowers students to change their way of thinking and work towards a sustainable future by confronting dilemmas with other students while activating cooperation.

3.3 Cooperative learning approach based on positive interdependence

Positive Interdependence, as stated by Johnson & Johnson (2018) roots to the students who feel that they cannot work without the absence or one or more group members. The instructor can set mutual goals to make the group move in a specific direction.

Table 3: Cooperative Learning Approach Based on Positive Interdependence

C. POSITIVE INTERDEPENDENCE	SD(1)	D (2)	N (3)	A (4)	SA (5)	Mean	Interpretation
10. The help of my groupmates is important to complete the tasks.	5	1	2	21	303	4.86	SA
11. We cannot finish an activity without the contributions of my group members.	1	3	10	57	261	4.73	SA
12. If each group member does their tasks better, the group gets the best result.	2	2	4	24	300	4.86	SA
13. It is important to share materials, information... to do the tasks.	2	2	2	31	295	4.85	SA
Weighted Mean						4.83	SA

As can be gleaned from the presentation of data in Table 3, the student-respondents strongly agreed with the cooperative learning approach in terms of positive interdependence, as shown by the Mean weighted score of 4.83. Specifically, the student-respondents strongly agreed on all four (4) indicators of positive interdependence. The highest Mean score of 4.86 was shown in their skill to help their groupmates and to do the assigned task individually to get the best result. Inversely, the lowest mean score of 4.73 was shown in their skill to finish the task that could not be done without the contributions of the group members.

This is supported by the study of Ehsan, Vida, & Mehdi (2019) found out the significant differences in favor of cooperative learning to improve intrinsic motivation and to promote active learning among students.

3.4 Cooperative learning approach based on encouraging interaction

Encouraging Interaction, as stated by Johnson & Johnson (2018) aids the students of a group by sharing and helping each other on specific topics.

Table 4: Cooperative Learning Approach Based on Encouraging Interaction

D. ENCOURAGING INTERACTION	SD		A		SA(5)	Mean	Interpretation
	(1)	D(2)	N(3)	(4)			
14. Groupmates interact during tasks.	2	1	14	35	280	4.78	SA
15. We interact with each other to do the activities.	3	1	7	42	279	4.79	SA
16. We work directly with each other.	2	3	5	44	278	4.79	SA
Weighted Mean						4.78	SA

The data presented in Table 4 shows that the student-respondents strongly agreed with the student respondents' cooperative learning approach in encouraging interaction, as evidenced by the Mean weighted score of 4.78. Specifically, the student-respondents strongly agreed on all three (3) indicators of encouraging interaction. Moreover, the highest Mean score of 4.79 was shown in their skill to interact and to work directly with each other, while the lowest Mean score of 4.78 was shown in their skill to interact with their groupmates during tasks.

The study is correlated with Jacobs & Ivone (2020), providing students with opportunities for peer interaction is considered the best practice in classroom teaching.

3.5 Cooperative learning approach based on individual responsibility

Individual responsibility, as stated by Johnson & Johnson (2018) promotes the specific and group assessment that results in the skills and outcomes of each student and a whole group.

Table 5: Cooperative Learning Approach Based on Individual Responsibility

E. INDIVIDUAL RESPONSIBILITY	SD		A		SA (5)	Mean	Interpretation
	(1)	D(2)	N(3)	(4)			
17. Each group member must participate in the group's tasks.	2	2	6	42	280	4.80	SA
18. Each member must strive to carry out the group's activities.	3	0	6	36	287	4.82	SA

19. Each member of the group should try to participate, even if they don't like the task	2	0	9	44	277	4.79	SA
20. Each group member must do their part of the group's work to complete the task.	2	0	3	20	307	4.90	SA
Weighted Mean						4.83	SA

Table 5 reveals that the cooperative learning approach in terms of individual responsibility was strongly agreed by the student-respondents as entered by the Mean weighted score of 4.83. Specifically, the student-respondents strongly agreed on all four (4) indicators of individual responsibility. Hence, the highest Mean score of 4.9 was shown in their skill to work on their part to complete the task, while the lowest Mean score of 4.79 was shown in their skill to participate even if they do not like the task.

This is proven in the conclusion of Yu & Yuizono (2021) showed that this pandemic provides opportunities for cooperative learning with in-depth exploration.

3.6 Summary of the average mean scores of cooperative learning approach

Johnson & Johnson (2018) revealed that cooperative learning is a foundation of active learning where five basic elements must be structured into the situation: positive interdependence, individual accountability, encouraging interaction, social skills, and group processing.

Table 6: Summary of the Average Mean Scores of Cooperative Learning Approach

INDICATORS	MEAN	INTERPRETATION
1. Social Skills	4.80	SA
2. Group Processing	4.80	SA
3. Positive Interdependence	4.83	SA
4. Encouraging Interaction	4.78	SA
5. Individual Responsibility	4.83	SA
Average Mean	4.81	SA

As can be observed from the summary of average mean scores of the cooperative learning approach presented in Table 6, the student-respondents strongly agreed on the basic elements of the cooperative learning approach, as evidenced by the Mean grand score of 4.81. Specifically, the student-respondents strongly agreed on five (5) indicators of the cooperative learning approach. Moreover, the highest Mean score of 4.83 was shown in their social and positive interdependence skills, while the lowest Mean score of 4.78 was shown in their skill to encourage interaction.

The study's findings were relatively like that of Larraz (2017) proved that cooperative learning develops and improves transferable skills, such as negotiation, leadership, teamwork, and reflection of students with very high mean scores. Loh & Ang (2020) pointed out that cooperative learning promotes active learning among students.

3.7 The level of academic achievement of junior high school students in English based on pre-test

Table 7: The Level of Academic Achievement of Junior High School Students in English Based on Pre-test

Items	Grammatical Features of the Item Test	Scores
1	Parts of Speech	144
2	Determiners: Articles (a, an, the)	213
3	Subject-Verb Agreement	132
4	Parts of Speech	236
5	Subject-Verb Agreement	87
6	Parts of Speech	223
7	Subject-Verb Agreement	201
8	Determiners: Articles (a, an, the)	144
9	Subject-Verb Agreement	221
10	Subject-Verb Agreement	171
11	Subject-Verb Agreement	125
12	Parts of Speech	218
13	Parts of Speech	226
14	Passive and Active Voice	180
15	Subject-Verb Agreement	108
16	Subject-Verb Agreement	153
17	Parts of Speech	226
18	Subject-Verb Agreement	80
19	Determiners: Articles (a, an, the)	110
20	Parts of Speech	130
21	Passive and Active Voice	161
22	Parts of Speech	231
23	Subject-Verb Agreement	242
24	Parts of Speech	181
25	Parts of Speech	214
Total		4357
Average Mean		13.12
Interpretation		Low

As can be observed in Table 7, the student respondents' level of academic achievement in English based on the pre-test was low, with an average Mean of 13.12. This indicated that most of the respondents need improvement in grammar, specifically in the part of speech, determiners (articles a, an, and the), subject-verb agreement, and active and passive voice of the verbs. The study's findings were relatively connected to Trigueros et al. (2020), who highlighted that students show more willingness to use different strategies for meaningful learning, resulting in increased learning and academic performance in English.

3.8 The level of academic achievement of junior high school students in English based on post-test

Table 8: The Level of Academic Achievement of Junior High School Students in English Based on Post-test

Items	Grammatical Features of the Item Test	Scores
1	Subject-Verb Agreement	303
2	Parts of Speech	231
3	Subject-Verb Agreement/ Passive and Active Voice	278
4	Parts of Speech	231
5	Parts of Speech	281

6	Subject-Verb Agreement/ Passive and Active Voice	179
7	Parts of Speech	291
8	Parts of Speech	182
9	Determiners: Articles (a, an, the)	279
10	Subject-Verb Agreement	272
11	Subject-Verb Agreement/ Passive and Active Voice	270
12	Parts of Speech	276
13	Passive and Active Voice	262
14	Determiners: Articles (a, an, the)	221
15	Parts of Speech	230
16	Subject-Verb Agreement/ Passive and Active Voice	200
17	Subject-Verb Agreement/ Passive and Active Voice	231
18	Parts of Speech	301
19	Determiners: Articles (a, an, the)	295
20	Subject-Verb Agreement	262
21	Determiners: Articles (a, an, the)	202
22	Parts of Speech	251
23	Subject-Verb Agreement/ Passive and Active Voice	247
24	Subject-Verb Agreement/ Passive and Active Voice	286
25	Parts of Speech	297
Total		6358
Weighted Mean		19.15
Interpretation		High

As shown by the data presented in Table 8, the student respondents' level of academic achievement in junior high school in English based on post-test with the inclusion of a cooperative learning approach was high, with a Mean average score of 19.15. This revealed that the cooperative learning approach had a huge factor in developing the grammar skills of the respondents in terms of subject-verb agreement, parts of speech, determiners (articles a, an, and the), and active and passive voice of the verbs.

Lestari et al. (2019) proved that the cooperative learning approach increased students' interest and thinking power while Ghufon & Ermawati (2017) claimed that it raised self-confidence, motivation, responsibility, and ease in learning.

3.9 Significant difference in the influence of cooperative learning approach on learners' academic achievement in English using One Way Analysis of Variance (ANOVA)

Table 9: Significant Difference in the Influence of Cooperative Learning Approach on Learners' Academic Achievement in English Using One Way Analysis of Variance (ANOVA)

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2079.993	5	415.999	.509	.766 ^b
	Residual	14722.840	18	817.936		
	Total	16802.833	23			

a. Dependent Variable: PRE POST

b. Predictors: (Constant), INDIVIDUAL, GROUPING, POSITIVE, ENCOURAGING, SOCIAL

Table 9 presents the significant difference in assessing the cooperative learning approach in the educational context in terms of pre-test and post-test using one-way analysis of variance (ANOVA). It could be depicted that the cooperative learning approach as a determiner of social skills, group processing, positive interdependence, encouraging interaction, and individual responsibility could garner an f-value of 0.509, respectively, significantly higher than the cut-off p-value of 0.05.

Hence, the null hypothesis was rejected for the five basic elements. Therefore, there was no significant difference in assessing social skills, group processing, positive interdependence, encouraging interaction, and individual responsibility for academic achievement in English.

3.10 Multiple regression analysis on the cooperative learning approach on learners’ academic achievement in English

Table 10: Multiple Regression Analysis on the Cooperative Learning Approach on Learners’ Academic Achievement in English

		Coefficients				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	382.344	506.568		.755	.460
	SOCIAL	-43.993	167.067	-.240	-.263	.795
	GROUPING	-11.287	43.511	-.059	-.259	.798
	POSITIVE	52.295	165.900	.286	.315	.756
	ENCOURAGING	-55.940	51.641	-.270	-1.083	.293
	INDIVIDUAL	23.140	45.386	.126	.510	.616

a. Dependent Variable: PRE POST

Table 10 presents the respondents' level of academic achievement in assessing the cooperative learning approach in terms of social skills, group processing, positive interdependence, encouraging interaction and individual responsibility. Correlation and regression analysis was conducted to examine the independent constructs as the cooperative learning approach of the respondents with the dependent variables, which were pre-test and post-test. The B coefficients presented the change in the respondents' cooperative learning approach associated with a change in any of the five parameters. The magnitude of their b coefficient values was relatively included in the equations. The same results indicated every increase in the respondent's variables with a corresponding decrease of 43.993 in social skills, a decrease of 11.287 in group processing and a 55.940 decrease in encouraging interaction. On the other hand, an increase of 52.295 in positive interdependence and a 23.140 increase in individual responsibility.

Furthermore, the recorded t- probabilities coefficient on social skills of t-value of -0.263 with a significant value of 0.795, the grouping processing with a t-value of -0.259 with a significant value of 0.798, positive interdependence with a t-value of 0.315 with a significant value of 0.756, encouraging interaction with a t-value of -1.083 with a significant value of 0.293, and individual responsibility with a t-value of 0.510 with a significant value of 0.616 which were higher than the significance level set at 0.05 alpha. For this reason, if there was less than a 5% chance of a result as extreme as the sample result, if the null hypothesis was true, then the null hypothesis was rejected.

The Analysis of Variance resulted in non-significant at alpha 0.05. Data denoted an F value of 0.509 with a significant value of 0.766 was higher than the alpha of 0.05, which means that the predictor variables collectively account for a statistically non-significant proportion of the variance in the criterion variable of respondents. The findings of the study were similar to the findings of Miller (2020) found out that many factors influence the implementation of cooperative learning within the virtual classroom, like career readiness, critical thinking (Silva, 2021), and creativity and confidence when sharing ideas (Mentari & Nirmala, 2020; Sekhri & Kaur, 2021) in terms of the five basic elements of cooperative learning approach. However, it must not be noted that the values obtained do not show a significant association between said variables.

Yavuz & Arslan (2018) showed in their study that cooperative learning had a larger effect on vocabulary knowledge, grammar, listening and reading skills than traditional methods. Likewise, English teachers tend to use a cooperative learning approach in their teaching of literature classes as this is the easiest and most convenient way for the students to produce potential works as a team (Kim & Lee, 2019). It also revealed that to promote active interaction in cooperative learning, it is necessary to design cooperative learning considering the group composition method of academic achievement and the degree of task structuring.

3.11 Cooperative Learning Approach Modules

Based on the study's findings, the cooperative learning approach module was relevant to synchronous and asynchronous modalities of virtual learning in English. Specifically, the researcher proposed a semi-detailed lesson plan in English, including a cooperative learning approach strategy in an online set-up. The grammatical features involved in the lessons were subject-verb agreement, parts of speech, articles (a, an, the), and active and passive voice.

Conclusions

The student-respondents showed positive interdependence and individual responsibility in their cooperative learning endeavors such as helping their groupmates in the completion of tasks and doing the tasks better with the group during online sessions. Likewise, the student-respondents' level of academic achievement in English post-test showed high conformity wherein cooperative learning approach was used in online discussion. This implied that student-respondents benefited more on working as a group in learning English effectively. Moreover, the student-respondents' academic achievement in English with the influence of cooperative learning approach was evident in English post-test. This denoted that the influence of cooperative learning approach on learning English in online sessions was highly important. The proposed cooperative learning approach modules were designed to help both teachers and learners to activate the skills and learning English easily. Based on the findings, cooperative learning approach modules had a high impact on the academic performance of learners in English and teaching performance of English teachers.

Recommendations

Based on the interpretations done by the researcher, the following recommendations are hereby stated:

1. English teachers should encourage interaction during cooperative learning approach activities such as doing brainstorming, sharing reflections and ideas, and asking relevant questions to the tasks during online sessions.
2. The student-respondents' level of academic achievement in English pre-test showed low conformity. This implied that teachers should include cooperative learning approach in teaching English in online set up. Likewise, teachers should provide effective and engaging cooperative learning activities in their lessons for better results.
3. The learners are having difficulties in learning English independently so English teachers must include cooperative learning activities and program that would enhance the skills of the learners like social, positive interdependence, encouraging interaction, individual responsibility, and group processing. Moreover, teachers should offer remediation classes that would integrate group activities in online classes.

4. The school administrators together with the English teachers should implement cooperative learning activities and program that would help learners to learn English effectively and efficiently even though in online set-up. Although, future researchers must involve many respondents in a similar study and should investigate other dimensions of the cooperative learning approach to academic performance.

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