

# **Investigating EFL Undergraduate Students' Attitudes toward Online Cooperative Learning**

**A Thesis**

**Presented to Department of English Language Education as Partial Fulfillment of the Requirements to Pass the Thesis Proposal Defense Course in English Language Education**



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**UNIVERSITAS ISLAM INDONESIA**

**YOGYAKARTA**

**2023**

**APPROVAL SHEET**

**INVESTIGATING EFL UNDERGRADUATE STUDENTS' ATTITUDES TOWARD  
ONLINE COOPERATIVE LEARNING**

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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that my thesis entitled “Investigating EFL Undergraduate Students’ Attitudes toward Online Cooperative Learning” does not contain the work or parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta, 3 April 2023

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الجامعة الإسلامية  
الاستدراك الإلكتروني

## MOTTO

Allah knows you can, so why are you questioning yourself?



## DEDICATION

I dedicate my thesis to my loving parents, Mr. Omar Dhani, and Ms. Atvin Womboiang for endless support, encouragement, and prayer. I also dedicate this thesis to my brothers, Mas Fauzan Kurniawan Dhani who always encouraged me and Mas Syahril Sugihartono Dhani who always cheered me up. Lastly, I dedicate this thesis to myself for being able to accomplish this point of the journey, for always trying to give the best, and for not losing faith in the process.



## ACKNOWLEDGEMENT

*Alhamdulillah* rabbil 'alamin, all praises to Allah SWT who always gives me blessings, health, strength, and guidance in order to complete my thesis. *Shalawat* and salutation must be upon the prophet Muhammad SAW, his family, and companions.

In completing this thesis, a lot of people have provided motivation, advice, support and even remarks that have helped the researcher. In this valuable chance, I would like to give my best appreciation to these following people:

1. My family, a special feeling of gratitude to my beloved parents, Omar Dhani and Ms. Atvin, and my brothers, Mas Fauzan dan Mas Syahril for being my number one supporter
2. My thesis supervisor, Ms Banatul Murtafi'ah S.Pd., M.Pd for the guidance, support, and valuable suggestions so that the researcher can finish this thesis on time
3. English Language Education Department lecturers and staff who have given their knowledge and helped the researcher in the colleague journey
4. All of the participants who willingly participate and provide time to help the researcher complete the data
5. My dearest closest friends, Anisa, Adisa, Acha, and Adrian, for being there for me through the ups and downs phases. Thank you for being my one call away
6. All of the friends and seniors that helped me throughout the process
7. NCT members and playlist who always accompany me in writing this thesis.

Yogyakarta, April 2 2023

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# INVESTIGATING EFL UNDERGRADUATE STUDENTS' ATTITUDES TOWARD ONLINE COOPERATIVE LEARNING

## Abstract

Cooperative learning is one of the widely-used methods by educators that can also be adapted in an online setting. Assessing students' attitude towards cooperative learning is fundamental to achieve the success of learning and teaching activities. A number of studies have investigated cooperative learning in online classes. However, there are still limited studies examining students' attitude toward online cooperative learning in the EFL context and English Language Education (ELE) field. Therefore, this study attempts to investigate English Language Education students' attitudes towards online cooperative learning. This study employed a quantitative study in the form of a survey. One hundred and seventy two students at one of the universities at Yogyakarta participated in the study by completing an online cooperative learning application scale questionnaire (OCLAS) adopted from Korkmaz (2012). Seventeen questions were divided into two aspects (i.e., positive attitude and negative attitude). The data were analysed by using SPSS and Microsoft Excell. The overall results of this study indicated that English language Education Students tend to have positive attitude with the highest mean score ( $M=3.65$ ). It can be seen from the highest result that students enjoyed experiencing online cooperative learning by using online cooperative learning applications. Students also showed disagreement on negative statements which implied positivity. However, in terms of negative aspects with mean score ( $M=2.52$ ), students stated that they were psychologically tired in doing cooperative learning. This study, therefore, is hoped to contribute to a deeper understanding of online cooperative learning and help the lecturers to work and improve in conducting online cooperative learning.

*Keywords:* attitude, online cooperative learning, English Language Education students

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Since the COVID-19 pandemic strikes, many fields have been affected including education. The systems of interaction between humans have changed with the existence of social distancing to suppress the rate of spread of the virus. Schools become online and both teachers and students need to adapt with the new situation of distance learning or online learning. During this online learning, teachers, including English teachers, use various types of teaching methods to deliver the materials. Even though the COVID-19 pandemic is over, online learning has become a new normal for everyone in educational field now.

Cooperative learning as one of the widely-used methods by the teachers also needs to be conducted online yet it is significantly different from that of an offline environment. According to Ali (2017), cooperative learning proposed many potential benefits. First, it enhances social skills such as leadership, decision making, developing trust, communicating, and managing conflict are all abilities that must be taught as important as the academic skills (Johnson & Johnson, 2007; Johnson & Johnson, 2014). Second, it appreciates each member's diversity starting from different culture, age, learning style, religion, etc; as they focus on the group activities. Third, it increases students' participation where students learn by asking other members, discussing it together to complement each other. By doing this, it decrease students' anxiety in the class and increase motivation and positive attitude towards class (Johnson & Johnson, 2007; Johnson & Johnson, 2014).

As cooperative learning functioned as a learning method, the main goal of the learning method was to enhance a person's academic achievement (Veenman et al., 2002). Korkmaz (2012) asserted that a method in education must meet certain criteria in order to be successful. In this term, the success of cooperative learning is determined by whether all members of the group actively participate during the cooperation. However, Nam and Zellner (2011) and Korkmaz (2012) stated that there are only one or two students willing to do the work and complete the group's assignment, while others tend to be free from their responsibility, or we usually call them as free riders. Therefore, a study investigating students' attitudes toward cooperative learning in online context needs to be conducted.

Previous studies have already investigated cooperative learning. Korkmaz (2012) has developed a scale to measure students' attitude towards online cooperative learning, namely Online Cooperative Learning Attitude Scale (OCLAS). Next, Aghajani and Adloo (2018) stated the use of Telegram as the media for cooperative learning to promote students' writing skills and expand their vocabulary word choices. The research showed that the university ESP learners had positive attitudes toward Telegram Cooperative Learning. In line with that, Chen, Ke and Chen (2020) asserted the use of online cooperative learning and showed significant differences toward student's achievement. While there were significant papers that examined the effectiveness of online cooperative learning, students' attitude toward online cooperative learning, and benefits of online cooperative learning, Ivone, Jacobs, and Renandya (2020) in online education settings proposed nine lesson plans that supported cooperative learning activities for language education. These nine lesson plans used various platforms (i.e. Zoom, Telegram, WhatsApp, Line, Gmail, Google Docs, etc) proposing a number of group work activities.

A number of studies have investigated cooperative learning in offline classes (e.g. Hornby, 2009; Yi & LuXi, 2012; Dzemiđic Kristiansen et al., 2019; Delgado-García et al., 2021). However, there are still limited studies examining students' attitude toward online cooperative learning in the EFL context and English Language Education field. In addition, the majority of previous studies were often conducted in mixed methods (e.g., Ali 2017; Aghajani & Adloo, 2018). Therefore, to fill this gap, a quantitative study, in the form of a survey investigating Indonesian English Language Education department students attitudes' toward online cooperative learning is urgent to conduct.

## **1.2 Identification of the Problems**

Problems related to online learning are varied starting from technical problems such as the availability of learning facilities, unstable internet connection, and limited quota (Yuzulia, 2021). In addition, another problem also occurred when students worked in groups during online learning. Specifically, in online cooperative learning, based on the preliminary interview that was held by the researcher before the data taken, English Language Education Department students stated that they were tired during online cooperative learning since there were certain members that were not showing significant contribution and effort, could not be contacted, or named free riders. The free riding members often choose not to contribute while sharing the same scores (Opdecam & Everaert, 2018). This issue leads many students to refuse work cooperatively and prefer work individually. Therefore, a study focusing on students' attitude in online cooperative learning needs to be conducted. Due to the practical constraints, this current research only focuses on the cooperative learning problem that English Language Education department students' facing.

### **1.3. Formulation of the Problems**

This research attempts to answer the following question: What are the English Language Education students' attitudes toward online cooperative learning?

### **1.4. Objectives of the Study**

Korkmaz (2012) highlighted that for the success of online cooperative learning, it is crucial to identify students' attitude about it. Therefore, this current research attempts to investigate English Language Education department students' attitudes toward online cooperative learning using Online Cooperative Learning Scale (OCLAS) by Korkmaz (2012) as its main instrument.

### **1.5 Significances of the Study**

Practically, it is hoped that the results of this study will contribute to a deeper understanding of cooperative learning in Indonesia context. Furthermore, this study might help lecturers and English Language Education departments students to understand students' attitude toward online cooperative learning and choose the proper strategy to conduct it.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Review**

##### **2.1.1. Cooperative learning in EFL context**

Cooperative learning is beyond grouping students in a small group to do the work, instead, it requires each student in the group participating and supporting each other to enhance their own academic performance (Jolliffe, 2007; Nam & Zellner, 2011; Korkmaz, 2012; Johnson & Johnson, 2014). To conduct cooperative learning, there are five fundamental elements, i.e., positive interdependence, individual accountability, promoter interaction, group processing as the means of giving each member of the group equal contribution, and social skill (Johnson & Johnson, 2014; Delgado-García et al., 2021). However, Korkmaz (2012) believes that there are three important elements to creating an effective cooperative learning environment, i.e., positive interdependence, individual responsibility, and ensuring individual contribution or group processing. First, positive interdependence in which each team member relies on each other. Each member has their own responsibility to their task, and if any team members ignore their task, it affects the whole team member. Therefore, it is important for each member to coordinate their work in order to finish the task (Laguador, 2014; Johnson & Johnson, 2014). Second, individual accountability is established when each member is given the fair share of the work. It means that every member has their portion of work based on their capability to complete the task. This ensured each member doing their work and resulted in a positive achievement in completing the task (Johnson & Johnson, 2014). The third element is group processing where each member contribution is considered as the whole process of the group. It will distinguish which member actions are helpful and which one is unhelpful in completing

the work, and make decisions on what behavior to continue or change. The fourth element is promoter interaction that can be defined as how members of a team support and promote each other's success to complete the task to fulfill the group goals (Johnson & Johnson, 2014). The last element to conduct effective cooperative learning is the appropriate use of social skills. The example for social skills is leadership, decision-making, trust building, communication, etc (Johnson & Johnson, 2014).

Cooperative learning can be conducted in three different learning environments such as traditional (offline), hybrid, and online. The face to face or offline types are conducted traditionally in the classroom and are not dependent on technology. The hybrid types are conducted by incorporating both online and traditional instructional. Different from the offline and hybrid, the online one is highly dependent on technology. Therefore, it can be defined that online cooperative learning is technological based. In the same vein, Korkmaz (2012) asserted that online cooperative learning is conducted by involving technological platforms in the form of online applications such as Google documents, social networking tools, and mail groups. These applications contribute to give students much more awareness about their responsibility while the task is carried out.

Some studies have attempted to elaborate the use of cooperative learning in English as a Foreign Language (EFL) countries. It has been suggested that cooperative learning in EFL has a positive impact. Namaziandost et al., (2020) conducted research on Iranian intermediate EFL Learners, and proposed cooperative learning to be used in EFL English speaking classes as it enhances students intrinsic motivation, and gives the teachers opportunity to check and improve students' progress and motivation to speak English. At the university level, it is suggested for the lecturers to use cooperative learning in reading

class because cooperative learning benefited students' reading comprehension, enhanced their scores, and increased their confidence (Pan & Wu, 2013).

### **2.1.2 Cooperative learning attitude**

Assessing students' attitude in the education field has become one of the frequently discussed topics. Generally, attitude refers to a person's style of thinking, feeling, or behaving, and divided into three degrees; positive, neutral and negative. Moreover, to achieve the success of learning teaching activities, it is crucial to determine students' attitude toward cooperative learning (Nam & Zellner, 2011). In this thesis, the researcher used the cooperative learning attitude definition suggested by Korkmaz (2012) who saw it as an internal feeling that was influenced by the cooperative learning team's certain condition i.e., how students incorporate in the learning group. Therefore, the Online Cooperative Learning Application (OCLA) is a virtual place that was used for teaching-learning activity.

A number of instruments developed by previous researchers related students' attitude towards cooperative learning. One of the instruments was established by Gottschall and Garcia-Bayotms named the Group Work Attitude Scale to measure students' attitude toward group work in 2008. The questionnaire has dual-factor structure as “negative aspect of group” and “positive aspect of group” concluded with a 5-point Likert scale with nine statements. It also has been considered valid and reliable based on the Cronbach alpha scores that are ranging from .90 to .94.

Different from the previous scale, the Group Work Attitude Scale that has two factors, McLeish (2009) developed another questionnaire to measure students' and

lecturer's attitude toward cooperative learning that only has single-factor structure and all items are positive. The questionnaire contained twenty-three questions on a 5-point Likert scale. However, McLeish (2009) did not report the reliability of the instrument.

As the knowledge has been enhanced, cooperative learning can be conducted not only under the traditional circumstances, but can also be conducted in an online environment. Therefore, Korkmaz (2012) developed Online Cooperative Learning Attitude Scale (OCLAS), the first instrument to determine students' attitude towards online cooperative learning that consists of 17 items with two factors; positive attitude and negative attitude. The Cronbach's alpha score for the positive attitude is .899 and the cronbach's alpha score for the negative attitude is .822 which is considered valid and reliable.

## **2.2. Review of Relevant Studies**

Katawazai and Saidalvi (2020) conducted a study in EFL context assessing 165 undergraduate students' attitudes from English Department, Languages and Literature Faculty, Kandahar university towards cooperative learning. The study revealed that students have positive attitudes toward cooperative learning strategies. In addition, it is also improving students' English language proficiency. Therefore, cooperative learning is highly recommended for teachers to utilize.

Gottschall and Garcia-Bayotms (2008) investigated undergraduate students majoring in Education, Business Administration, and Mathematics majors' attitudes toward group work at a mid-size Southeastern university using Group Work Attitude Scale. This study was conducted in an offline context, and students' attitudes toward group work were

categorized as positive, neutral, or negative. From these three majors (i.e., Education, Business Administration, and Mathematics), the findings confirm that Education students have a more positive attitude than the other majors. This study also confirms that across the three majors, they agreed 'free riders' was a problem in group work as it is difficult to match the schedule. In addition, over one-third of students asserted that they prefer to work individually rather than in groups.

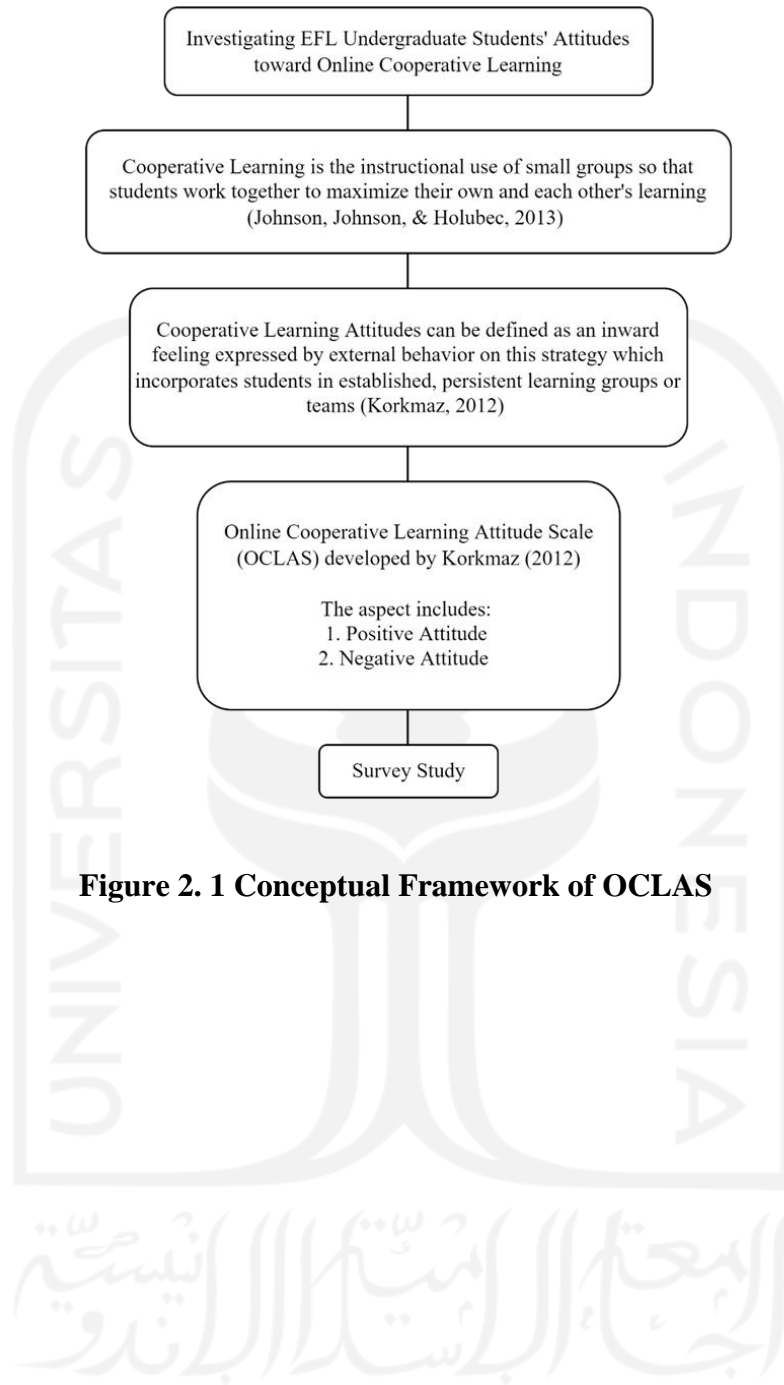
Another research was conducted by McLeish (2009) on four groups of students in three programmes of study at one of the universities in Jamaica. This study was also conducted in an offline context. The finding of this study suggests that with their educational environment, the majority of respondents are helped from cooperative learning activities. It is supported by 58.9% of students strongly and 28.9% of them agreed that cooperative learning improves their work's attitude. However, contrary to their attitude, most of the students prefer to work on their own, but if they have to work in a group, they prefer to work in small groups consisting of 4 people or less.

In addition, OCLAS, a questionnaire that was developed by Korkmaz (2012) measured in total 841 students that were divided into two attempts, 599 students for the first attempt and 242 students for the second attempt. The respondents were in the second, third and fourth grades of Computer Education and Instructional Technology Education Departments of Education Faculties of graduate degrees from different universities in Turkey. Korkmaz (2012) tested the construct validity by using factor analysis and reliability by using Cronbach's Alpha. Since this is the first developed instrument assessing students' attitudes toward online cooperative learning, the findings indicated that OCLAS

is a valid and reliable scale to determine students' attitudes toward online cooperative learning with Cronbach Alpha score in total .904.

### **2.3 Conceptual Framework**

The purpose of the current study is to investigate EFL undergraduate students' attitude towards online cooperative learning. Cooperative learning is one of the learning methods that is widely used in every stage of education. This method proposed numerous benefits to students, yet there are still limited studies examining students' attitude toward online cooperative learning in the EFL context and the English Language Education field. Therefore, it is important to investigate students' attitudes toward cooperative learning to succeed in learning-teaching in online cooperative learning environments. The researcher uses the Online Cooperative Learning Attitude Scale (OCLAS) developed by Korkmaz (2012). OCLAS has the same context with this study in terms of online context. This instrument has two dimensions i.e., positive attitudes and negative attitudes. Both of the dimensions are valid and reliable as the Cronbach Alpha score for positive attitudes are .899 and negative attitudes are .822. The framework is described in the following figure.



**Figure 2. 1 Conceptual Framework of OCLAS**

## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1. Research Design**

This research employed a survey method in which it is quantitative in nature. The design of this thesis is a descriptive quantitative study that is conducted to determine students' attitudes toward online cooperative learning. According to Creswell (2015), survey research designs used to describe attitudes, opinions, behaviors, or characteristics of the population. Survey researchers collect numbered data using questionnaires and statistically analyze the data to describe the trends. In addition, this study applied google form to take the data.

#### **3.2. Population and Sample**

The respondents of this study were English Language Education Department students from batch 2019, 2020, and 2021 who experienced online cooperative learning. Students at the English Language Education Department in one of universities at Yogyakarta are experiencing online cooperative learning starting from the 2<sup>nd</sup> semester. As part of the course requirements, students are required to do a group project. Therefore, students need online tools to assist them when performing online cooperative learning. Online applications that they frequently utilize are Zoom for their group communication, Google docs for composing their answers, and Canva for designing a poster.

The sampling technique was in the form of non-probability sampling, specifically the convenience sampling type. The researcher used convenience sampling because this sampling enable the researcher to selects respondents who are willing and available to be



studied. The total number of respondents in this research is 256 students from the batch 2019 ( $N=67$ ), 2020 ( $N=120$ ), and 2021 ( $N=65$ ). According to Krejcie and Morgan (1970) from 256 respondents, the samples were around 152 students. The total of respondents are described in the following table.

**Table 3. 1 Total Population**

<b>Grade</b>	<b>Students</b>
2019	67
2020	124
2021	65
<b>Total</b>	<b>256</b>

### 3.3. Data Collection Technique

In this research, for collecting the data, the researcher adopted an instrument developed by Korkmaz (2012) named Online Cooperative Learning Attitude Scale (OCLAS) This questionnaire has 17 items under two dimensions i.e., positive attitude ( $N=11$ ) and negative attitude ( $N=6$ ). In addition, to specify students' attitude level, OCLAS use 5-point likert scale; (1) Never, (2) Seldom, (3) Sometimes, (4) Generally, and (5) Always.

**Table 3. 2 The Blueprint of OCLAS adopted from Korkmaz (2012)**

<b>No</b>	<b>Aspect</b>	<b>Number of item(s)</b>	<b>Item(s) number</b>
1.	Positive Attitude	11	1,2,3,4,5,6,7,8,9,10,11,

2.	Negative Attitude	6	12,13,14,15,16,17
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In terms of validity and reliability, Korkmaz (2012) has tested the construct validity by using factor analysis and reliability by using Cronbach's Alpha as shown in Table 3.3. Based on the findings, it is proven that OCLAS is a valid and reliable instrument.

**Table 3. 3 Results of OCLAS Reliability Tests from Korkmaz (2012)**

Aspect	Cronbach Alpha score	Number of items
Positive Attitude	.899	11
Negative Attitude	.822	6
<b>Total</b>	<b>.904</b>	<b>17</b>

Then, after collecting the data, the researcher calculated the reliability score of this instrument, the result can be seen in Table 3.4

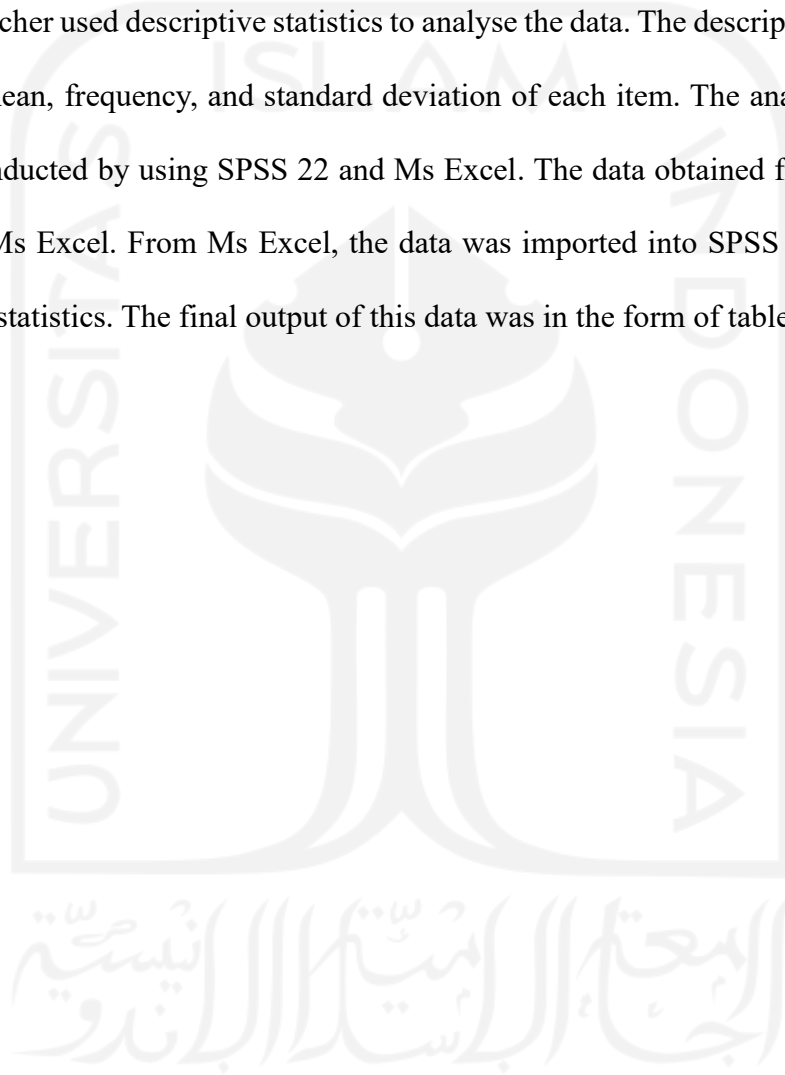
**Table 3. 4 Reliability Results of the Present Study**

Aspect	Cronbach Alpha score	Number of items
Positive Attitude	.898	11
Negative Attitude	.805	6
<b>Overall score</b>	<b>.863</b>	<b>17</b>

According to Taber (2018) Cronbach's Alpha value above .81 indicates that the instrument has strong reliability. Thus, it can be concluded that the questionnaire with Cronbach Alpha values .863 is reliable and consistent.

### **3.4. Data Analysis Technique**

The researcher used descriptive statistics to analyse the data. The descriptive statistics aims to calculate the mean, frequency, and standard deviation of each item. The analyses used in this research were conducted by using SPSS 22 and Ms Excel. The data obtained from Google Form was gathered in Ms Excel. From Ms Excel, the data was imported into SPSS and was analysed using descriptive statistics. The final output of this data was in the form of table and graph.



## CHAPTER IV FINDINGS AND DISCUSSION

This chapter presented the findings and discussion which were intended to answer the problems of the study. The research data is taken from a questionnaire that was distributed to English Language Education Department students from batch 2019, 2020, and 2021 who are experiencing online cooperative learning in one of universities at Yogyakarta.

### 4.1 Research Findings

#### 4.1.1 Result of Demographic Information

The following table shows the representation of the participants in this study based on the survey conducted at English Language Education department in one of universities at Yogyakarta:

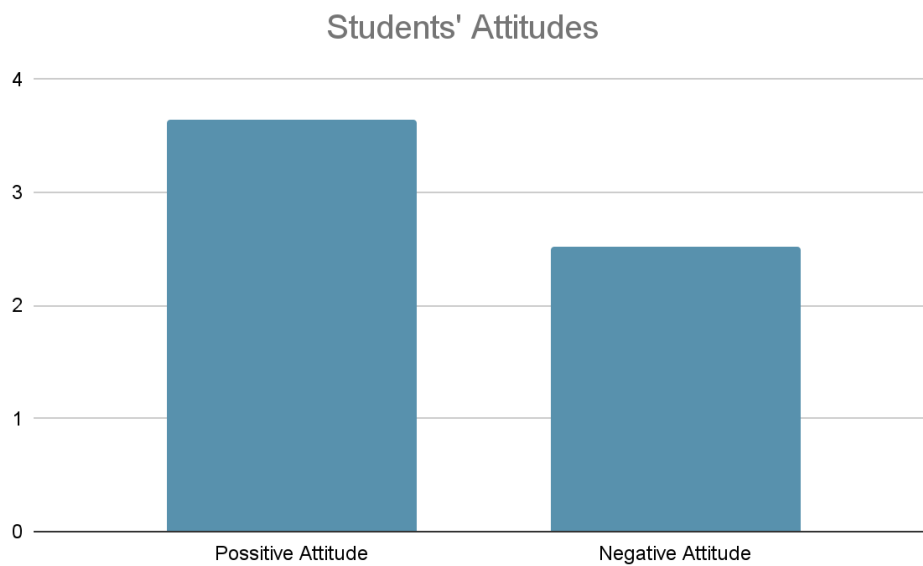
**Table 4. 1**Participants' Demographic Information

	<b>Item</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Gender</b>	Male	47	27.1%
	Female	126	72.8%
<b>Batch</b>	2019	46	26.5%
	2020	87	50.2%
	2021	40	23.1%

Out of the 173 participants signed the informed consent form and were willing to participate in the present study. The samples consisted of 47 males (27.1%) and 126 females (72.8%).

#### 4.1.2 Students' Attitudes towards Online Cooperative Learning

The questionnaire consists of 17 questions to assess undergraduate students' attitudes toward online cooperative learning. The questions are divided into two aspects (i.e. positive attitude and negative attitude). Based on the descriptive statistical analysis uses SPSS, the finding of the present study was described in the chart below:



**Figure 4. 1 Result of Attitude**

Based on the questionnaire used, students' attitudes are divided into two aspects: positive attitude and negative attitude. The overall result revealed that students in this study have positive attitudes toward online cooperative learning indicated by the highest score ( $M= 3.65$ ).

### 4.1.3 Result of Students' Attitudes

#### 4.1.3.1 Positive Attitude

There are four columns in the table below; the first column is the statement in the questionnaire. The second column, *N*, represent the total number of respondents who agreed and completed the questionnaire. The third column, *M*, is the average value of the respondents' responses to the first aspect of the questionnaire, i.e., positive attitude. The last column is the standard deviation (*SD*) associated with the *M* value. Based on the questionnaire completed by respondents, the average of the first aspects of the questionnaire is presented in the table below:

**Table 4. 2 Positive Attitude**

Statement	N	Mean	Std. Deviation
3. I enjoy experiencing cooperative learning using OCLA (i.e., Zoom, Google Docs, and Canva) with my group members.	173	3.91	.780
1. I enjoy solving problems regarding the group project using Online Cooperative Learning Application (OCLA) i.e., Zoom, Google Docs, and Canva with my group members.	173	3.86	.775
7. I enjoy helping others in OCLA (i.e., Zoom, Google Docs, and Canva)	173	3.82	.856
8. OCLA (i.e., Zoom, Google Docs, and Canva) is very entertaining for me.	173	3.75	.905
10. More ideas come up as a result of OCLA (i.e., Zoom, Google Docs, and Canva)	173	3.67	.959
6. OCLA (i.e., Zoom, Google Docs, and Canva) improves	173	3.66	1.048

my social skills.

2. Being interactive with the other group members using OCLA (i.e., Zoom, Google Docs, and Canva) increases my motivation for learning.	173	3.63	.857
5. I believe that the group can work on a document effectively with the online cooperative learning application.	173	3.55	.918
4. Online group activity increases our creativity.	173	3.51	.906
11. I think that I have had / will have more successful results since I work with a group in OCLA (i.e., Zoom, Google Docs, and Canva).	173	3.50	.887
9. OCLA (i.e., Zoom, Google Docs, and Canva) helps me feel better psychologically.	173	3.36	1.028
Valid N (listwise)	173		

Based on the table above, table 4.2, the item of the statement with the highest mean ( $M=3.91$ ,  $SD=.780$ ) is the statement number three "I enjoy experiencing cooperative learning using OCLA (i.e., Zoom, Google Docs, and Canva) with my group members". Followed by the statement number 1 "I enjoy solving problems regarding the group project using Online Cooperative Learning Application (OCLA) i.e., Zoom, Google Docs, and Canva with my group members." In the second place with Mean ( $M= 3.86$ ,  $SD=.775$ ). In the third place, there is statement number 7 "I enjoy helping others in OCLA (i.e., Zoom, Google Docs, and Canva) with Mean ( $M= 3.82$ ,  $SD=.856$ ). On the other hand, the item of the statement with the lowest Mean ( $M=3.36$   $SD=1.028$ ) is statement number nine "OCLA (i.e., Zoom, Google Docs, and Canva) helps me feel better psychologically." Based on the highest result that has been reported, it can be concluded that students have enjoyed the

activities during the online cooperative learning using OCLA i.e., Zoom, Google Docs, and Canva.

#### 4.1.3.2 Negative Attitude

Based on the questionnaire completed by respondents, the average of second aspect of the questionnaire is presented in the table below:

**Table 4. 3 Negative Attitude**

Statement	N	Mean	Std. Deviation
12. Trying to teach something to my group members in OCLA (i.e., Zoom, Google Docs, and Canva) makes me tired.	173	3.14	1.098
15. I don't like that people are depending on me in OCLA (i.e., Zoom, Google Docs, and Canva).	173	2.92	1.143
16. I don't think that my interaction with my group members in OCLA (i.e., Zoom, Google Docs, and Canva) will make any contribution to me.	173	2.54	1.108
14. I cannot develop my own ideas in OCLA(i.e., Zoom, Google Docs, and Canva).	173	2.32	1.034
13. OCLA (i.e., Zoom, Google Docs, and Canva) does not make any sense to me.	173	2.17	1.057
17. OCLA (i.e., Zoom, Google Docs, and Canva) is not suitable for me.	173	2.04	1.014
Valid N (listwise)	173		

In terms of negative aspect, the statement number 12 "Trying to teach something to my group members in OCLA (i.e., Zoom, Google Docs, and Canva) makes me tired" has



the highest mean score ( $M=3.14$ ) with Standard Deviation ( $SD=1.098$ ). Followed by statement number 15 “I don’t like that people are depending on me in OCLA (i.e., Zoom, Google Docs, and Canva)” on the second place with a Mean score ( $M= 2.92$ ) but has the highest Standard Deviation ( $SD=1.143$ ). On the third place, there is statement number 16 “I don’t think that my interaction with my group members in OCLA (i.e., Zoom, Google Docs, and Canva) will make any contribution to me” with Mean ( $M=2.54$ ) alongside with Standard Deviation ( $SD= 1.108$ ). Meanwhile there are two statements that has lower score of Mean and Standard Deviation is first, the statement number 13 “OCLA (i.e. Zoom, Google Docs, and Canva) does not make any sense to me.” with Mean and Standard Deviation ( $M=2.17, SD=1.057$ ). Followed by statement number 17 "OCLA (i.e., Zoom, Google Docs, and Canva) is not suitable for me." with Mean and Standard Deviation ( $M=2.04, SD= 1.014$ ) who has the least Mean and Standard Deviation. Participants showed disagreement on the two last statement, number 13 and 17 which show negative statement but implying positivity that online cooperative learning using OCLA (i.e., Zoom, Google Docs, and Canva) are acceptable since it is suitable for them. However, based on the highest result, it can be assumed that the main problem that ELE students faced on online cooperative learning was the free riders group members.

#### **4.2. Discussion**

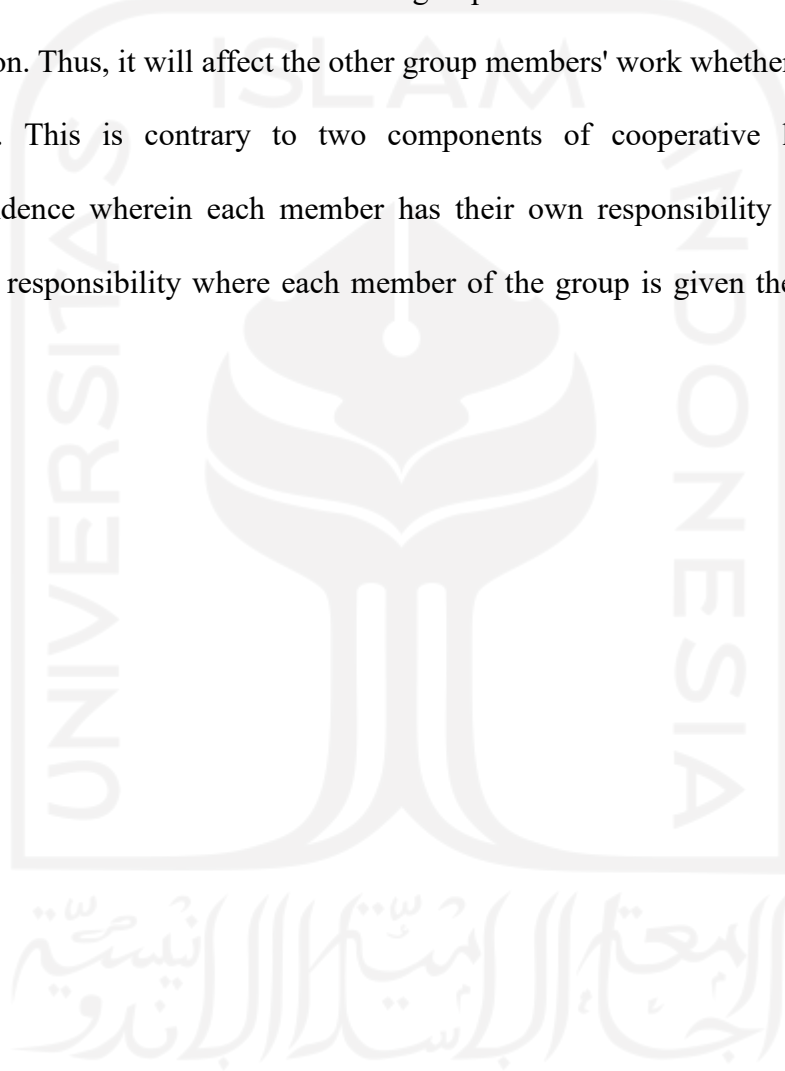
From the overall results, we can see that ELE students tend to have a positive attitude towards online cooperative learning. Though the present study was conducted in the context of online cooperative learning, when it is compared to the offline cooperative learning attitudes from the previous study, the results are also similar, showing that both students in cross context in online and offline tend to have positive attitudes toward

cooperative learning (Gottschall & Garcia-Bayotms, 2008). Based on the findings, students enjoyed using OCLA (i.e. Zoom, Google Docs, and Canva) since these applications help them to solve problems regarding the group project and help the other group members. This result is in line with Zhou, Simpson, and Domizi (2012) and Khoiriyah (2021) who asserted that using Google Docs as a tool for group work is enjoyable and useful. In addition, Google Docs help them in solving problems related to group work as they need to be online together to finish their work.

Though most of the students mentioned that they enjoyed the use of OCLA (i.e., Zoom, Google Docs, and Canva), some of them stated that psychologically, they were not okay when using those apps. This is supported with the next findings, that they are tired of teaching the other group members and when other students depend/rely on them. These statements can be linked to other questions in the survey where students believed that their interaction with the group members will not make any contribution to them. Based on these statements, it can be summarized that one of the problems that ELE students faced on online cooperative learning was when there were some members relying on them, in other words, when there were free riders in their groups. These results were supported by Gottschall and Garcia-Bayotms (2008) on his findings that free riders were a problem in group work. In addition, each group member's contribution plays a major role in determining the success of group work. Consequently, if students have group members who can be worked with, then this cooperative learning will run enjoyably. Then, from the last statement, it is shown that students feel OCLAS is suitable for them.

According to the findings of this present study, it can be summarized that it is correlated with cooperative learning components. Korkmaz (2012) believed there are three

components in cooperative learning (i.e., positive interdependence, individual responsibility, and group processing). As cooperative learning is a group-based learning, group processing is crucial in which each member's contribution is considered as the whole process of the group. However, as shown in the negative aspect result, it can be seen that the problems occurred when one of the group members did not show any significant contribution. Thus, it will affect the other group members' work whether it will be heavier or lighter. This is contrary to two components of cooperative learning, positive interdependence wherein each member has their own responsibility to their task, and individual responsibility where each member of the group is given the fair share of the work.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents conclusions based on the research findings and some suggestions regarding this study.

#### 5.1 Conclusions

The objective of this study is to identify English Language Education students' attitudes toward online cooperative learning. Based on the survey conducted among 173 students, findings, and analysis in the previous chapter, the researcher draws some conclusion as follows. According to the findings, the researcher concludes that English Language Education (ELE) students have a positive attitude toward online cooperative learning indicated by the highest score ( $M=3.65$ ). As reported by the data, most students enjoyed experiencing, solving problems, and helping others in online cooperative learning. In addition, OCLA (i.e., Zoom, Google Docs, and Canva) were found to be useful and acceptable as they help students in working cooperatively. However, considering the negative aspect with mean score ( $M=2.52$ ), free riders were still one of the problems found in cooperative learning where some students were psychologically tired when certain group members were too dependent on them.

#### 5.2 Suggestions

In relevance with the findings of the study, suggestions for lecturers and English Language Education students were proposed. It is important to understand the components of cooperative learning because each component has a crucial role to successfully carry out cooperative learning in order to prevent free riders. In addition, the findings of the present study indicated that English Language Education students have positive attitudes toward

online cooperative learning. However, most of the students felt psychologically tired when they had free riders in the group. Therefore, it is crucial for the lecturers or teachers to prevent this by observing the students during the work and give a fair share score to students according to their contribution in the group.

Furthermore, in relation to giving contribution to further study, the researcher also recommends the further researchers conduct a qualitative study by interviewing the participants to get deeper understanding and detail answers to these followings:

1. Students perception on online cooperative learning
2. Students' grouping members whether it is selected by the lecturer or student selected by themselves
3. How students dealing with free riders
4. How students solve problems that occur during group work.

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## APPENDICES

### Appendix 1. Online Cooperative Learning Attitude Scale (OCLAS) Questionnaire

Link google form: <https://s.id/OCLAS>

Assalamualaikum Warahmatullahi Wabarakatuh

My name is Aulia Nabila, a student of English Education program at Universitas Islam Indonesia. Recently, I am conducting research on EFL undergraduate students' attitudes toward online cooperative learning. Therefore, I ask for the willingness of you to take the time to fill out the questionnaire in order to fulfill my research data.

The required participant criteria are:

- Male/female
- English Education students of Universitas Islam Indonesia batch 2019, 2020, and 2021 who have already experienced online cooperative learning.

If you meet these criterias, please fill out the questionnaire according to your actual condition or experiences. This research data will be kept private and confidential, also will only be used for research purposes.

If there any problems or questions regarding this research, you can contact me via:

Email: [19322035@students.uii.ac.id](mailto:19322035@students.uii.ac.id)

Whatsapp: 081267119953

Thank you for your willingness to participate in my research. May Allah SWT bless you.

Wassalamualaikum warahmatullahi wa barakatuh

Sincerely,

Aulia Nabila

### SECTION 1

Please write and choose according to your data

Name (initial) :

Email :

Gender :

Batch : 2019/2020/2021

(consent)

## SECTION 2

**OCLA stands for Online Cooperative Learning Application, in this case, Zoom, Google Docs, and Canva.**

**Choose one statements that fits your actual situation**

<b>(1) Never</b>	<b>(2) Seldom</b>	<b>(3) Sometimes</b>	<b>(4) Generally</b>	<b>(5) Always</b>
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<b>Categories</b>	<b>Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Positive attitude	1. I enjoy solving problems regarding the group project using Online Cooperative Learning Application (OCLA) i.e. Zoom, Google Docs, and Canva with my group members.					
	2. Being interactive with the other group members using OCLA (i.e. Zoom, Google Docs, and Canva) increases my motivation for learning.					

	<p>3. I enjoy experiencing cooperative learning using OCLA (i.e. Zoom, Google Docs, and Canva) with my group members.</p>					
	<p>4. Online group activity increases our creativity.</p>					
	<p>5. I believe that the group can work on a document effectively with the online cooperative learning application.</p>					
	<p>6. OCLA (i.e. Zoom, Google Docs, and Canva) improves my social skills.</p>					
	<p>7. I enjoy helping others in OCLA (i.e. Zoom, Google Docs, and Canva)</p>					
	<p>8. OCLA (i.e. Zoom, Google Docs, and Canva) is very entertaining for me.</p>					
	<p>9. OCLA (i.e. Zoom, Google Docs, and Canva) helps me feel better psychologically.</p>					

	10. More ideas come up as a result of OCLA (i.e. Zoom, Google Docs, and Canva)					
	11. I think that I have had / will have more successful results since I work with a group in OCLA (i.e. Zoom, Google Docs, and Canva).					
Negative attitude	12. Trying to teach something to my group members in OCLA (i.e. Zoom, Google Docs, and Canva) makes me tired.					
	13. OCLA (i.e. Zoom, Google Docs, and Canva) does not make any sense to me.					
	14. I cannot develop my own ideas in OCLA(i.e. Zoom, Google Docs, and Canva).					
	15. I don't like that people are depending on me in OCLA (i.e. Zoom, Google Docs, and Canva).					
	16. I don't think that my interaction with my group members in OCLA (i.e.					

	Zoom, Google Docs, and Canva) will make any contribution to me.					
	17. OCLA (i.e. Zoom, Google Docs, and Canva) is not suitable for me.					

