



## **STUDENTS' PERCEPTION OF COOPERATIVE LANGUAGE LEARNING-IN EFL LEARNERS' CLASSROOM**

**Barri Nikko**

Institut Pendidikan dan Bahasa Invada

[Barrinikko@gmail.com](mailto:Barrinikko@gmail.com)

**Sarah Salsabila**

Institut Pendidikan dan Bahasa Invada

[Srhsalsabila12@gmail.com](mailto:Srhsalsabila12@gmail.com)

### **Article History:**

Accepted February 2023;

Revised March 2023;

Approved April 2023.

### **Abstract:**

Student perception plays a crucial role in determining their understanding and engagement in the classroom. By understanding students' perceptions, teachers can effectively develop a revitalizing learning environment that caters to their specific needs. With this objective in mind, a research study was conducted to investigate the perceptions of twenty-eight students from SMKN 1 Kedawung regarding the implementation of cooperative learning. The findings revealed that students responded positively to cooperative learning, which proved to enhance their academic achievements, motivation, and social values. To gather data, a survey questionnaire was distributed among the participants to gauge their perceptions of the cooperative learning approach employed in class. Overall, the study demonstrates that cooperative learning is an effective method for classroom instruction, as it not only motivates students but also positively impacts their academic and social development.

**Keywords:** cooperative language learning, EFL learners, students' perceptions.

## **INTRODUCTION**

Improving the quality of education and learning can be seen from the final results of the education, which can be seen directly as student achievement. Many things affect student achievement, including the learning motivation given by the teacher and the learning methods used by the teacher according to (dan Setiawan et al., 2023). This study aims to determine students' perceptions of cooperative learning methods at school. This research is useful for teachers who

review cooperative learning in class, according to (Namaziandost et al., 2020) that the cooperative learning method can provide innovation and revitalization in teaching for learning development. In cooperative learning, students can more easily think critically than learning that does not involve learning methods (Tambunan, 2021).

The Cooperative Learning (CL) method is very supportive in English language learning, the cooperative method is to do the tasks given by the teacher together in small groups, which focuses on group activities for students. Students not only compete with each other, but are directed to achieve the same goals in learning. According to Johnson and Johnson, (2009) quoted from (Keramati & Gillies, 2022) said that When students connect and socialize with each other they will work together to achieve the same goals in learning. according to the statement the group learning model can increase understanding and instill social skills to work together and collaborate, then can increase awareness that students need to learn to think, solve the problem. According to (Padillah & dan Setiana, 2022) states that there is an influence with cooperative learning models on students' social skills.

The learning of cooperative methods also has several benefits if the teacher successfully implements them, according to (Namaziandost et al., 2019) cooperative method learning shows a remarkable development in students' speaking ability and According to the book written by (Slavin, 2015) with the title cooperative learning: theory, research and practice, translated by Nurulita and published by Nusa Media Bandung Publishers. The book states that the use of cooperative learning to improve student achievement and other positive things can develop relationships between groups, individual acceptance, acceptance of friends' abilities in the academic field and also improve social feelings. The book also mentions that the theory or method in this book has its drawbacks because the success of this cooperative learning depends on the student and the teacher. Therefore, researchers conducted this study to find out whether cooperative learning is very efficient when carried out in the classroom and students' responses to it.

In group-based learning, students can transfer knowledge to each other so that students who are considered weak in a material provided by the teacher can discuss participating in the group. Then resulting in weak students will develop in theory the statement adopted (Larsen-Freeman, 2000) quoted from (Williyan, 2019) explained that the formation of groups – groups based on considerations that is to help weak students in learning from each other in groups. This suggests that a teacher applies the concept of group learning with the aim of providing space for students to help each other to develop communicative competencies and develop social attitudes.

Several studies with cooperative learning methods conducted by previous researchers. The first research by, (Adams, 2013) Entitled "The Effect of Cooperative Learning on The Classroom ". The results of this study show that the purpose of this article is to determine the effect of cooperative learning on classes and the method used in this study is a quantitative method. The quantifiable method used is in the form of a questionnaire that aims to identify certain cooperative learning methods chosen by the teacher, how the learning techniques are carried out, the structure and expectations in which students will learn, and assessments are used to measure content literacy and student achievement. educators have implemented cooperative learning strategies in an attempt to raise student achievement and increase student literacy, Cooperative learning techniques have also been shown to increase student motivation and learning retention of the learning material. Teachers must also pay attention to student characteristics, accountability, individuality and others so that the methods used are appropriate during learning.

The second researcher by (Ikip et al., 2018) Entitled "Student Perceptions in Applying Cooperative Learning in EFL Classroom. This research focuses on students' perceptions of cooperative learning in EFL classrooms. The purpose of this study is to find out students' opinions about the application of cooperative learning in the classroom, especially in EFL classes and the method used in this study is a qualitative method. Data collection techniques using questionnaires. The results showed that final year students of Indonesian universities of the IKIP Siliwangi Bandung study program received a positive response to the implementation of cooperative learning.

The third researcher by (Slavin, 2014) entitled "Cooperative Learning in Elementary Schools". The results of the study show that the purpose of this article is to determine the achievement of cooperative learning in elementary schools by using qualitative methods in the form of observation techniques. This article focuses on research on the outcomes of cooperative learning achievement in primary schools, and evidence supporting various theories to account for the effects of cooperative learning on achievement.

The fourth researcher by (Silalahi & Hutauruk, 2020). Entitled "The Application of Cooperative Learning Model during Online Learning in the Pandemic Period". The results of the study show the purpose of this article to examine the effects of cooperative learning online. The data collection method used in this study is in the form of secondary data related to research results from various articles, literature sources and documents related to the theme of online learning and cooperative learning models.

The fifth researcher by (Sugino, 2021). Entitled "Student Perceptions of a Synchronous Online Cooperative Learning Course in a Japanese Women's University during the COVID-19 Pandemic". The results show the purpose of this article to understand the reasons behind students' preferred online learning modes during the pandemic and to explore the impact of online cooperative learning on students' class participation by analyzing their voluntary comments. The data collection method used in this study is a qualitative method to explore data on the perception of online cooperative learning through their writings as a source of data.

Judging from the books and articles that researchers read about cooperative learning (CL), that there is continuity between the previous article and the research that researchers will make with the title students' perceptions of cooperative learning in EFL learning classes, researchers trust this article because several studies show good alignment in the use of cooperative learning methods for students, this method is in accordance with their fields and also many have implemented this method well with the same goal, namely group strategies that can achieve common goals but in previous studies did not provide feedback on the application of cooperative learning methods (CL), so that researchers want to know more clearly and continue how students' responses are related to previous articles and books about cooperative learning through this article. This article is very important for teachers to be able to evaluate the methods used when teaching students.

## **METHODOLOGY**

This research employs a qualitative research methodology to explore the challenges and issues pertaining to student perceptions of cooperative language learning in EFL classes. The primary data collection instruments utilized in this study are interviews and questionnaires, which aim to gather student responses and experiences regarding cooperative learning. The questionnaire used in this research is adapted from McLeish (2009) as referenced in Farzaneh & Nejadansari (2014) and Yanti & Balikpapan (2020). It is designed to elicit factual information about students' perceptions of cooperative learning. The data collected in this study will focus on understanding

students' experiences during cooperative learning. The qualitative approach is chosen to gain a comprehensive understanding of the phenomena surrounding students' perceptions and related factors. To select participants, purposive sampling, considered effective in qualitative research, will be employed to choose high school seniors who have been exposed to cooperative learning in the classroom. The decision to have a smaller sample size aligns with the researcher's focus on qualitative research, where in-depth information can be obtained from a limited number of participants (Çelik et al., 2013; Fraenkel & Wallen, 2008; Patton, 2002, as cited in Williyen, 2022; Mackey & Gass, 2022). This deliberate selection allows for more effective data collection, ensuring the acquisition of relevant and accurate data.

## FINDINGS AND DISCUSSION

The purpose of this study was to find out students' views on how to learn English using cooperative learning methods. The data collection technique used in this study was through questionnaires. The distribution of questionnaires is carried out to identify student responses in learning English using cooperative learning methods. There were five participants who received a questionnaire in this study.

In this section the process of data analysis and the results achieved are presented. As mentioned in the previous section, the data collection carried out by the researcher provided a questionnaire among twentyeight students of SMKN 1 Kedawung. The questionnaire adopted from McLeish, K. (2009) in (Farzaneh & Nejadansari, 2014) quoted from (Yanti & Balikpapan, 2020) related to cooperative learning. The data will explain in paragraphs based on the table below.

**Table 1. The effect of cooperative learning on students.**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>I willingly participate in cooperative learning</b>	4	14	8	2	0
<b>When I work with other student I achieve more than when I work alone</b>	3	10	13	2	0
<b>Cooperative learning can improve my attitude towards work</b>	5	13	9	1	0
<b>Cooperative learning helps me to socialize more</b>	9	9	8	2	0
<b>Cooperative learning enhances good working</b>	5	18	4	1	0

<b>relationship among student</b>					
<b>Cooperative learning enhances class participation</b>	2	12	14	0	0

Based on the table above from statements 1 until 6 to collect data on the effect of cooperative learning. In the first statement four (14%) students strongly agree that they are ready to participate in cooperative learning because in cooperative learning they can cooperate with each other in completing tasks so as to alleviate the tasks given by the teacher, fourteen (50%) students agree with the statement, eight (29%) students are neutral with the statement because they have no problem in learning a cooperative concept, while two (7%) disagree with the statement because of this small number there is no interest in participating in cooperative learning. In general, based on the data above, it shows that students have no problems in cooperative learning and they are ready to take part in cooperative learning. The second statement in the table above shows that three (11%) students strongly agree that working with other students achieves more than working alone because they more easily perform the tasks assigned by the teacher by working together, ten (36%) students agree that working with others achieves more than working together, then thirteen (46%) students are neutral with the statement that working with others achieves more than working alone because they have no shortcomings or overload in that regard. Meanwhile, two (7%) students disagree because those in this small percentage do not have more achievement when compared to doing it individually. Meanwhile, in the third statement in the table above, there are five (18%) students strongly agree with the statement Cooperative learning can improve my attitude towards work because cooperative learning can increase the attitude of working together and accepting each other's opinions, thirteen (46%) students agree that cooperative learning can improve attitudes towards work, nine (32%) students are neutral with the statement because they have no problem regarding the increasing attitude towards work. While there is one (4%) who disagrees with the statement given by the researcher listed in the table above the third row, because this small percentage do not feel an increase in attitudes through cooperative learning. However, based on the previously described data in general cooperative learning can improve attitudes towards work. It's just that there is a small part according to the data above that they choose to disagree with the statement.

After previously explaining statements one to three then the researcher continued the explanation of statements 4 to 6 based on the data in the table above. The table above shows that nine (32%) students strongly agree because for them to participate in cooperative learning can help socialize more with other students, nine (32%) students agree with the statement because it is true that cooperative learning can help socialize, and eight (29%) neutral learners with cooperative learning statements help me to socialize more. While there was a group of voters who voted disagreeing with the statement. In the fourth statement, two (7%) students chose to disagree because those in this small group could not afford to socialize in groups with other students. In general, based on the student's response regarding the statement Cooperative learning helps me to be more social in the table above which Most respond with cooperative learning can help to socialize more because in cooperative learning, students cooperate with each other by exchanging ideas so that it is possible for them to discuss with each other. In the fifth statement, the data showed that there were five (18%) students strongly agreed that cooperative learning prioritizes good cooperation between students, in the statement most agreed because in the data above there

were eighteen (64%) students agreed with the statement because during cooperative learning experienced a good cooperative relationship with other students, then there were four (14%) students neutral with the statement. Meanwhile, one (4%) student chose to disagree with the statement cooperative learning enhances good working relationships among students because this small percentage do not have a good cooperative relationship with other students. Based on the data explained by the dominant student agrees that cooperative learning can increase good cooperation with other students. Finally, in the first table, the sixth row shows that cooperative learning increases class participation. In the analysis of the data in the sixth statement, it shows that two (7%) students strongly agree that cooperative learning increases class participation, twelve (43%) students agree with this statement, because in the concept of cooperative learning many students actively participate in groups so that the class situation is more interesting. The other participants chose neutral in the statement that fourteen (50%) of their learners had no problem with the statement of increased class partisanship through cooperative learning. Based on the data in the table above, the sixth statement shows that in general, students feel that there is an increase in student participation in the classroom.

From the data collection in the table above, it is explained that the influence of increasing all positive aspects by participating in cooperative learning the learners responded well. Most voted in favor of (45%) students choosing the agree column. The percentage states that cooperative learning is able to have a positive influence and develop a critical attitude for students, supported by (Erdogan, 2019) who explained that in cooperative environments based on social constructivism, students who have discussions and reflect on their learning develop their critical perspective. Then students who choose neutral are there (33%), after that, the next percentage there are (17%) students choose the column strongly agree, and the last is the group in the lowest percentage, namely students who choose the column disagree. based on the data above there is (5%) a column of disapproval that has been filled in by the participant. Based on the table above, researchers can find that cooperative learning clearly has a positive influence on EFL learners.

**Table 2. Advantages in cooperative learning**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>Creativity is facilitated in the group setting</b>	6	14	7	1	0
<b>Group activities make the learning experience easier</b>	2	19	7	0	0
<b>I learn to work with students who are different from me</b>	2	16	9	1	0
<b>I enjoy the material more when I work with other students</b>	3	18	5	2	0
<b>My work is better</b>	5	17	3	2	0

<b>organized when I am in group</b>					
<b>I prefer that my teachers use more group activities</b>	2	19	3	2	0

Furthermore, in the second table, it shows that there are six statements given by the researcher to the participants, these statements are different from the statements previously in the first table. In the table above, it states the advantages of cooperative learning. Like the first table, participants are allowed to choose one of the columns that the researcher prepares. The column contains options ranging from strongly agree, agree, neutral, dissent, and strongly disagree. In this study, participants were invited to choose one of these columns in each statement that the researcher made.

In the first statement the data showed that six (21%) students strongly agreed with the statement Creativity is facilitated in the group setting because in group formation they can show more creativity in learning, empathy (50%) students agree with the statement because in the group they are free to be creative and they have good creativity when in a group, then, there are seven (25%) students are neutral to the statement. After that, one (4%) student chose to disagree with the statement that creativity is facilitated in a group setting because in the lowest percentage this has no effect on group setting on creativity. Based on the data in the first statement of the table the two columns are predominantly chosen by the peers rather than the other columns. Furthermore, the second statement in the second table shows that two (7%) students strongly agree that group activities facilitate the learning experience, and nineteen (68%) students agree with the statement group activities make the learning experience easier, because they experience convenience when attending classes of learners in groups. In group activities they work together so that learning activities become easier. Meanwhile, seven (25%) students chose neutral because they considered group activities or were not the same. In the statement, the selection was dominated by an affirmative column stating that respondents generally argued that group activities made the learning experience easier. Continuing to statement three, the table above explains that there are two (7%) students strongly agree, then in the column agree there are sixteen (57%) students who choose, because according to them in cooperative learning they learn to work together with other students to achieve common goals, after that, there are nine (32%) students choose to be neutral about the statement, but in this statement there is one (4%) student disagrees because in the experience of following Group learning experiences ineffective learning, which is more gossiping than doing good learning and working together to complete tasks assigned by the teacher.

Turning to statement four in the second table shows that three (11%) students who strongly agree with the statement I enjoy the material more when I work with other students, eighteen (64%) students who are agree with the statement, because in group learning activities they get more detailed material, nine (32%) students are neutral because they cooperate or not with other students is the same thing, Then there are two (4%) students who disagree with the leveling because they are classified as individualist in character. However, based on the data that researchers found in this statement, students chose the column in favor, the data stated that most students observed the material when they cooperated with others. Furthermore, the fifth statement in the second table shows that there are five (18%) students strongly agree, and seventeen (61%) students agree with the statement my work is better organized when I am in group because basically their experience in learning in groups of tasks given by the teacher is then done by the

method of dividing the tasks of each group member so that the tasks given by the teacher are more organized to be done, then three (11%) students are neutral with the statement that they have no problem with the organized tasks assigned by the teacher, go to the disagree column, there are two (4%) students disagree with the statement because they experience learning in a group of students who only hitchhike in the shade of the group. However, based on the data that has been explained in general, learners feel organized tasks when they study in group form. The last statement in the second table shows that there are two (4%) students who strongly agree when the teacher applies group learning, then there are nineteen (68%) students agree with the statement on the table because with the teacher using the concept of group makes the classroom atmosphere more active and does not create boredom in the classroom, then there are three (11 %) students choose to be neutral to the statement I prefer that my teachers use more group activities, and lastly there are two (4%) students disagree because they prefer individualized learning. Based on the explanation of the data, researchers found that learners on a large scale prefer when teachers apply group-based learning.

Based on the data collected in table 2 advantages in cooperative learning, it shows that the advantages of cooperative learning are really felt by students during cooperative learning. This statement can be seen from the table above that participants prefer the column to agree. There are (61%) agreed columns that participants choose in all of the statements in table 2. Then (20%) the neutral column is chosen by the learners, the next (13%) the strongly agreed column is chosen and the last (5%) for the disagree column. The clarification is based on the percentage from the highest to the lowest. From the data collection in the table advantages in cooperative learning researchers found that learners really get the advantage of cooperative learning.

Based on the data that the researchers managed to collect through table 1 and table 2, it can be concluded that students' perceptions of cooperative language learning in the classroom of EFL students in SMKN 1 Kedawung students received a positive response. This statement is based on data that the researcher managed to find that there was (53%) an agreement column chosen by students through the questioner that the researcher gave, which means that in SMKN N 1 Kedawung students responded well to cooperative learning. This discussion is obtained from what is presented according to the data obtained by the researcher contained in the previous section. From the data obtained, most students feel confident when studying with cooperative learning methods. This can affect success in learning and then improve student achievement. This statement is supported by (Salem Al-Yaseen, 2014) which states that in EFL learners, cooperative learning creates a positive learning environment for students to practice their English. This can help students develop skills in communication and increase their motivation to learn. Cooperative learning also positively affects student learning achievement, improves student relationships and improves self-esteem and self-confidence.

The researcher also conducted interviews with five students of SMKN 1 Kedawung. This interview aims to strengthen the questionnaire data that the researcher has made so as to make the research more successful. When asked about their attitude towards the teacher assigning group work for presenting a summary of the material, the responses were divided among the five respondents. Three of them expressed a positive attitude, citing various reasons for their preference. They mentioned that working in groups facilitated the completion of assignments, allowed them to exchange opinions with their peers, and provided support through the perspectives of other group members. Additionally, they enjoyed the social interaction that came with group work. On the other hand, two respondents expressed a dislike for group activities. They believed that working individually would be more efficient, as they could work at their own pace without



any restrictions. They also felt that group work hindered their ability to express their own opinions freely.

Moving on to the benefits of engaging in group activities in the classroom, all five respondents expressed similar views. They unanimously acknowledged the numerous advantages of participating in group work. They emphasized that when one member encountered difficulties, the others were readily available to provide assistance. Through discussions within the group, they felt more motivated to complete their tasks. The collaborative nature of group work allowed them to draw on the strengths of each member, leading to a more comprehensive understanding of the subject matter.

When questioned about their perception of cooperative learning as a method for enhancing motivation and achievement, all five respondents affirmed its effectiveness. They strongly believed that cooperative learning was a suitable approach for their educational journey. They shared that learning in groups not only provided motivation through interaction with their peers but also fostered a sense of camaraderie and a common goal among group members. They found that receiving support and assistance from their classmates enhanced their own performance and contributed to a positive learning environment. Overall, they regarded cooperative learning as a method that positively influenced their motivation and academic achievements.

## **CONCLUSION**

Based on the data analysis conducted through questionnaires administered to respondents at SMKN 1 Kedawung, this research highlights the perceptions of EFL students regarding cooperative learning methods. The findings reveal a positive response from students towards this approach, as they feel actively involved in the classroom and consider it beneficial for their learning experience. The cooperative learning method proves to be suitable for English language learning, particularly at SMKN 1 Kedawung, where not all students have a strong grasp of the English language.

However, it is important to acknowledge that some students may not feel entirely comfortable with cooperative learning. This can arise when they are placed in a group where members are not actively engaged or when students with introverted tendencies struggle to participate in discussions, resulting in a more passive role within the group. Nonetheless, these challenges can be addressed by providing clear directions and guidance to students. In passive discussions, individuals can gradually develop their active participation skills and overcome their reservations.

One notable benefit of cooperative learning is its impact on students' socialization skills. Through collaborative work, students are encouraged to express their opinions, engage in debates, and find it easier to complete tasks. This assertion aligns with the findings of Miller (2017), who emphasizes the positive effect of cooperative learning on student success. Consequently, it can be concluded that the cooperative learning method significantly influences various aspects of English language learning, such as speaking, reading, listening, and writing, as it effectively hones students' abilities in these areas.

## **REFERENCE**

Adams, A. R. (2013). *Cooperative Learning 1 Cooperative Learning Effects On The Classroom*. Michigan: Northern Michigan University.

- Çelik, S., Aytın, K., & Bayram, E. (2013). Implementing Cooperative Learning in the Language Classroom: Opinions of Turkish Teachers of English. *Procedia-Social and Behavioral Sciences*, 70, 1852–1859.
- Setiawan, K., Qudsyi, H., Indriaty, L., Herawaty, Y., Khaliq, I., & Setiawan, J. (2023). Pengaruh Metode Pembelajaran Kooperatif (Cooperative Learning) Dan Motivasi Belajar Terhadap Prestasi Belajar Siswa Sma. *Proyeksi: Jurnal Psikologi*, 6(20), 34–49.
- Erdogan, F. (2019). Effect of cooperative learning supported by reflective thinking activities on students' critical thinking skills. *Eurasian Journal of Educational Research-*, 2019(80), 89–112.
- Farzaneh, N., & Nejadansari, D. (2014). Students' attitude towards using cooperative learning for teaching reading comprehension. *Theory and Practice in Language Studies*, 4(2), 287–292.
- Ikip, L. A., Bandung, S., Kharisma, I., & Satriani, I. (2018). Students' Perception In Applying Cooperative Learning In Efl Classroom. *Eternal (English, Teaching, Learning, and Research Journal)*, 4(1), 16-30.
- Keramati, M. R., & Gillies, R. M. (2022). Perceptions of undergraduate students on the effect of cooperative learning on academic achievement. *Journal of Applied Research in Higher Education*, 14(1), 440–452.
- Miller, K. L. (2017). *Running head: Effective Cooperative Learning Building A Culture Of Effective Cooperative Learning: Teacher Practices And School Leadership In An Elementary School Effective Cooperative Learning 3*. (Doctoral Dissertation, City University of Seattle).
- Namaziandost, E., Homayouni, M., & Rahmani, P. (2020). The impact of cooperative learning approach on the development of EFL learners' speaking fluency. *Cogent Arts and Humanities*, 7(1).
- Namaziandost, E., Shatalebi, V., & Nasri, M. (2019). The impact of cooperative learning on developing speaking ability and motivation toward learning English. *Journal of Language and Education*, 5(3), 83–101.
- Padillah, A., & dan Setiana, R. (2022). Pembelajaran Cooperative Learning Tipe Tgt Dalam Permainan Bola Voli. *Jurnal Fakultas Keguruan & Ilmu Pendidikan*, 3(2).
- Salem Al-Yaseen, W. (2014). Cooperative Learning in the EFL Classroom. In *International Academic Conference Proceedings* (pp. 92-98).
- Silalahi, T. F., & Hutaaruk, A. F. (2020). The Application of Cooperative Learning Model during Online Learning in the Pandemic Period. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(3), 1683–1691.
- Slavin, R. E. (2014). Cooperative learning in elementary school. *Cooperative Learning in Elementary Schools. Education 3-13*, 43(1), 5–14.
- Slavin, R. E. (2015). *Cooperative learning: Theory, research and practice* (N. Yusron & Zubaedi, Eds.; 15th ed.). Nusamedia.
- Sugino, C. (2021). Student perceptions of a synchronous online cooperative learning course in a Japanese women's university during the COVID-19 pandemic. *Education Sciences*, 11(5).
- Tambunan, L. O. (2021). Implementasi Pembelajaran Cooperative Learning dan Locus of Control dalam Meningkatkan Kemampuan Berpikir Kritis. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 05(02), 1051–1061.
- Williyan, A. (2019). Teaching Speaking: Exploring Method Of Teaching And Oral Corrective Feedback In Efl Learners' Classroom. *J-ELLiT (Journal of English Language, Literature, and Teaching)*, 3(2), 46–52.

- Williyan, A. (2022). LET: Linguistics, Literature and English Teaching Journal Language Ambiguity in EFL Learners' Narrative Texts: A Semantic Discourse Analysis. *LET: Linguistics, Literature and Language Teaching Journal*, 12(2), 352–369.
- Yanti, D., & Balikpapan, S.-M. (2020). Acitya: Journal of Teaching & Education Students' Perception On The Use Of Cooperative Learning In Efl Learners. *Acitya: Journal of Teaching & Education*, 2(2).