

Teachers' Challenges and Strategies in Implementing Cooperative Learning in English Foreign Language Context

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Abstract

Cooperative learning becomes an effective teaching and learning method if the teachers can face challenges by using appropriate strategies. This study aimed to describe the experiences of English teachers in implementing cooperative learning as a teaching and learning method. This present study employed a qualitative research design with class micro-ethnography, in which the data was gathered through semi-structured interviews and analyzed by using thematic analysis. The result found that the participants were focused on using Think-Pair-Share as a cooperative learning method. The challenges that teachers experienced were classroom management and participant issues while the strategies to overcome those obstacles were the usage of digital tools and school facilities. Moreover, it found that practical strategies haven't been enough to overcome those challenges. The study concluded that the participants not only struggle with the challenges but also struggle to employ effective strategies to implement cooperative learning.

Keywords: Cooperative Learning; Challenges; English Foreign Language; Strategies.

The development of education requires teachers to consider appropriate ways based on students' need in learning English. Thus, teachers should prepare effective, interesting, and beneficial teaching and learning methods. Lots of learning and teaching can be used by teachers but sometimes it doesn't encourage students' engagement. From several teaching and learning methods, cooperative learning (CL) stands out as an engaging and meaningful approach (Dewi et al., 2022). CL becomes attention because it involves group work and peer interaction (Indra Perkasa et al., 2018). It engages the students to work together in groups to achieve learning goals (Alzubi et al., 2025).

Although CL is such an easy method to implement because of the familiarity of group work and peer interaction, most teachers face

confusion about general knowledge of CL such as, differences between CL and small group discussion (SGD). Thus, teachers should develop their understanding about the characteristics of CL itself. Characteristics of CL could be taken from five key principles: positive interdependence, individual accountability, face-to-face promotive interaction, social skills, and group processing proposed by Bennet (1995) as cited in Tarinje (2018). These core principles create the characteristics of CL in the classroom such as structured collaboration, obvious role contribution, supportive interaction, required interpersonal skills, and guided group reflection. In contrast, SGD is characterized by informal face-to-face interaction, flexibility of group dynamics, and shared goals (Agustina et al., 2021). Therefore,

CL emphasizes formal structure and clear roles contribution compared to the flexible and discussion-focused nature of SGD.

In educational settings, methods for teaching English have been developed (Dewi et al., 2022), as well as CL is not a new teaching method for teachers. Teachers can enhance students' engagement by using CL methods (Hidayat & Muhsin, 2018). CL itself divides into several types, such as formal (students work together for one class period up to several weeks), informal (students collaborate in ad-hoc groups), and CL base groups (long term learning with consistent group membership) (Gillies et al., 2008), where it can be chosen and implemented by teachers in and outside the classroom. In other words, CL has huge expectations, where the result of expectations produced several challenges and strategies in the implementation.

Numerous research has been conducted under CL topics. Regarding teachers' perception about CL, Beiki et al. (2020) find that the perception of the teachers about CL is not significantly different from their implementation in the teaching process. The finding showed most of teachers' statement CL as an operative strategy in language teaching. On the other hand, another previous study showed that CL needed to be involved because students were difficult to focus on in the lesson (Dzemidzic Kristiansen, 2022). It is aligned with another study that stated CL encourages students to think critically and have good communication (Chakyarkandiyil & Prakasha, 2023).

Ghaith (2018) finds that the challenges are diverse depending on the types of CL approach. They state the challenges from different contexts such as students' engagement, time, cost, difficulty, noise, and cheating. This previous study also specifies the different perspectives from participants about considering the types of CL regarding the congruence, cost, difficulty, and importance. Likewise, study conducted by (Alhebaishi, 2019) where some aspects such as group size,

classroom seating arrangement, assignment role, and so forth are problems faced by teachers in implementing CL.

Strategies should be applied to address those challenges. Teachers should explain to the students about the characteristics of CL to keep the effectiveness of the activities. Regarding the understanding, teachers should get or attend the CL socialization to develop their implementation and get the guidance of CL implementation from the institution (Chakyarkandiyil & Prakasha, 2023). They stated that the institution should provide sufficient classrooms to emphasize the effectiveness of CL.

Some of previous studies focused on exploring students' perception rather than teachers' perception in implementing CL in EFL context. Previous studies provided limited study which investigates teachers' challenges and strategies in the ELT context. The current study didn't provide explanations regarding the strategies to overcome the challenges whereas it is the important section to be explained. Thus, there remains a gap in the literature for research that analyses the combination of teachers' perceptions, challenges, and strategies they employ.

To address these gaps, this study aimed to describe types of CL methods implemented in the classroom, challenges faced by teachers and the strategies created by teachers in covering the issues in implementing CL. The stated research questions were: (1) What are the most applicable types of CL approach they used in the classroom? (2) What are the challenges faced by teachers in implementing CL in English language classrooms? (3) What are effective strategies used by teachers in overcoming the challenges?

Teachers' Perception of CL

Perceptions of CL are divided into academic and non-academic. English teachers perceive several positive points about CL (Renandya & Jacobs, 2017) in the academic aspects. CL is looked at as the learning

method that encourages students to actively participate and support each other to achieve group goals. The English teachers believed it could enhance students' responsibility through the specific individual tasks in their groups. These perceptions align with other research findings, stating that CL is appropriate to fulfill students' needs in achieving learning goals (Fitrianti, 2021). As mentioned before, this previous study highlights that CL can promote students' independence in doing assignments. The students take pleasure during the learning process, such as being more engaging and active in the class activities. Overall, CL is perceived as relevant and beneficial for English learning.

CL not only supports academic achievement but also non-academic aspects. English teachers believed that it could be used for developing social skills (Renandya & Jacobs, 2017). It is aligned with these statements that regarding social skills, there were positive changes in the non-academic aspects, for instance enhancement of self-esteem, self-confidence, and motivation in learning English (Fitrianti, 2021). This is in line with another study, reported that CL affects affective aspects, in which it could reduce students' anxiety in speaking English and enhance students' motivation and learning interest (Chen, 2021).

Challenges in Implementing CL

Challenges will be found by teachers even if the teaching and learning methods are easy to implement. The challenges may stem from various factors, including teachers, students, and instructional factors. First, teachers face a great number of questions when implementing CL, where it confounds them (McCafferty, Jacobs, & Iddings, 2006). They have limited experience with CL, not familiar with the arrangement and organize CL activities. Teachers are also confused about the way to assess an individual's contribution in the group. Moreover, teachers may experience poor classroom management during CL activities (Chakyarkandiyil & Prakasha, 2023). On the

other hand, teachers may be confused about how to create a group in CL formed from the fundamentals of CL itself. How to create a group involves the number of students in each group, the benchmark of students, and arrange group seating (McCafferty, Jacobs, & Iddings, 2006).

Besides that, student-related factors may pose challenges for teachers. Based on the findings done by Chakyarkandiyil and Prakasha (2023), students lack collaboration, in which it encourages them to not finish their parts and over-dependence on other members. Lack of collaboration skill affects the group becoming unstable and causes internal conflict between the members. This is in accordance with another research, stating that shy students tend to be passive in group works (Renandya & Jacobs, 2017). They pointed out that students easily get off tasks, which means that they joke around or discuss other things.

In addition, instructional factors may serve as significant challenges in this context. Designing CL activities takes a lot of time (Renandya & Jacobs, 2017) because the teachers should consider CL activities to cover all materials within the curriculum timeframe (Chakyarkandiyil & Prakasha, 2023). Moreover, unsupported facilities and learning resources can become factors that cause difficulty in implementing CL optimally. Overall, the challenges in CL implementation could be more specific based on three factors above. These challenges identified that CL cannot be carried out optimally without adequate teacher preparation, supportive students, and carefully designed instructional procedures.

Strategies in Implementing CL

Challenges and solutions will not be separated in employing CL. As well as the challenges in CL implementation, strategies could be categorized into teacher-related, student-related, and instructional strategies. First thing is that teachers should get training or workshops before integrating CL

sysstematically in the classroom (Renandya & Jacobs, 2017; Chakyarkandiyil & Prakasha, 2023). Regarding the grouping process, the number of students needs to be prepared by teachers in creating a group where two students can be classified as a group or usually called a pair. In creating a group, teachers can divide it into a small group or larger group which both of them have advantages. A group in pairs is easier to organize than a large group (McCafferty, Jacobs, & Iddings, 2006).

Another strategy proposed by McCafferty, Jacobs, and Iddings (2006) about the grouping process is implementing four requirements as strategies for organizing groups. The first one, students can determine their group. Next one is groups can be selected derived from students' resemblance, for example, a student can make a group with friends who have similar interest in a chapter of English. Then, groups can consist of random students, where it takes a short time to create a group because it is easy and quick. It also feels fairer for students. Lastly, teachers can determine the groups, where teachers can put the heterogeneous characteristics such as proficiency levels, gender, nationality, or even their behavior in doing tasks. Related to assessing individuals, teachers could use mixed assessment to provide fairness (Chakyarkandiyil & Prakasha, 2023).

Challenges related to students could be addressed by several strategies. Lack of collaboration skills could be overcome by giving the students social skills explicitly such as how to communicate, negotiate, collaborate, and divide the tasks with others (Chakyarkandiyil & Prakasha, 2023). While avoiding getting off tasks, the teachers should actively monitor and guide the students to continue discussing the tasks with their group members. Moreover, teachers should guide the students in role distribution, therefore, the shy students can participate in the group (Renandya & Jacobs, 2017; Chakyarkandiyil & Prakasha, 2023).

Teachers can begin to design small and

simplify tasks to save time. However, teachers should consider the course duration and the curriculum contents while designing the tasks (Chakyarkandiyil & Prakasha, 2023). Small and simple tasks also become a strategy to address the limitation of learning resources (Renandya & Jacobs, 2017). These tasks could be displayed in the form of pairwork, jigsaw, summarizing, think-pair-share (TPS), or others. Those things are the instructional strategies that could be used to overcome challenges previously.

Method

This study employed qualitative descriptive design to explore teachers' challenges and strategies in implementing CL. This design focused on describing phenomena that naturally occur without manipulating the data. Qualitative research design was appropriate because it can help the researcher to have comprehensive descriptions and develop conceptual framework (Miles et al., 2014).

The participants were selected by using essential criteria, where the participants should be EFL teachers in junior high school who had experience in implementing CL. The participants were two English teachers, who were selected by using purposive sampling for this occasion, where this kind of sample could not give chance to the person who didn't have experience in the specific context (Sugiyono, 2013). This study was conducted in two junior high schools in Yogyakarta. The researcher ensured that the English teachers have fundamental knowledge regarding CL. The demographic of participants showed in Table 1.

Table 1. Participants' Demography

| Participant Initial | Gender | Teaching Experience |
|---------------------|--------|---------------------|
| T1 | Female | 20 years |
| T2 | Male | 1.5 years |

The researcher employed interview guidelines for each participant before

conducting the interview session. The instrument was validated by the expert to ensure that the list of questions was aligned with the research objectives. The participants were asked about the procedure when they felt misunderstood for some points. Therefore, the data were collected by using semi-structured interviews which were conducted online for one meeting, consisting of six questions for each participant, which were adapted from (Ghaith, 2018). Semi-structured interviews already fall into the category of in-depth interviews (Sugiyono, 2013).

After the data was gathered, the researchers transcribed the interview data from the recorded audio and analyzed the data by using thematic analysis derived from (Clarke & Braun, 2017). The researchers utilized Microsoft Excel for organizing the qualitative data. The researchers categorized the findings into three main themes aligned with the objectives of the study.

Result & Discussion

The findings revealed three main themes to conclude teachers' perceptions in implementing CL in their English classes. These are the three main themes: (1) perceptions and practices of CL (2) challenges of CL implementation (3) strategies to address challenges

Perceptions and Practices of CL

During the implementation of CL in the classrooms, teachers needed to know the general understanding of CL itself. Participants shared their perceptions regarding how they define CL and the practices based on their experiences.

Conceptual Understanding of CL

Participants defined CL as the instructional method by creating a small group of students to achieve the specific goal under teachers' guidance. This sub-theme highlighted the definition of CL based on the participants' perceptions, whereas it emphasized peer work, goals achievement, and good relationship

enhancement. T1 described CL as:

"Cooperative learning is an instructional method in which students work in small groups to accomplish a common learning goal with the teachers' guidance".

Meanwhile, T2 defined cooperative as:

"Cooperative learning is a systematic learning model that is carried out by grouping students to achieve purposes, maximizing learning process, and respect for others' opinions".

Their statement showed that they viewed CL as more than just group work, in which it can be used by their students to achieve learning goals. During the discussion, the students can help each other to fulfill a goal together. The participants mentioned that CL can be utilized to address social purposes, for instance, to make good relationships with other students and respect opinions from others.

Preferred CL Technique

This subtheme highlights teachers' familiarity with and specific technique of CL they implemented in their classroom practices. The data showed that TPS emerged as the most mentioned and frequently implemented due to the structure, effectiveness, and ease of use. The participants stated that both were familiar with TPS because of some essential reasons for them. T1 and T2 stated relevant information as:

"TPS CL activity that can work in a very large classroom and in any subject".

"A week ago, I have used cooperative learning with the TPS technique, where I grouped the large class into several small groups".

Additionally, both participants mentioned that TPS as part of CL was the easiest method to apply in language teaching. T1 provided the following statement:

"TPS learning model is one of the simplest CL models. In using TPS, students who have difficulties will be help and difficult material will be easier for students to understand, so that completion in the learning process can be achieved".

Both statements highlighted that TPS can be used for classrooms with large students there. T2 stated that he recently

implemented the TPS, indicating his familiarity and preference for the technique. The data revealed that the participants were not only familiar with the TPS but also had a deeper understanding of how to apply this technique systematically. The steps involved dividing the students into small groups, giving instructions, presenting some issues or questions, providing brief explanations of unclear materials, asking the students to begin the discussion, and finally, having them share the results of the discussion in front of the class. T2 explained the implementation steps of TPS as follows:

“I grouped the large class into several small groups, then, I gave a little explanation and after that each group was given a problem. After all was done, the students presented in front of other groups using English”.

It was indicated that T2 used those steps aimed to measure that students participated in the discussion actively, developed their critical thinking skills, and were able to practice their speaking skills in the context of the participant's experience.

Perceived Benefits

This subtheme emphasizes the benefits of CL implementation in language classrooms. The participants recognized that CL not only fostered collaboration but also encouraged students' responsibility and interdependence in the learning process. Based on the definition shared by the participants, it can be summarized that CL fostered both cognitive and social skills, making it an effective learning method in language learning, as T1 noted that:

“CL increases participation and ambition. Students are interdependent and contribute to group work. Teacher is a facilitator”.

Challenges in CL Implementation

This section emphasizes the challenges faced by the participants in applying CL. The researchers highlighted that these challenges could be divided into three factors including teacher-related factors, student-related factors, and instructional factors. T1 expressed the following:

“Main challenges are the existence of lots of students in one class...”

“.....students make noise. Run around and maybe talk with their friends, uncomfortable sitting arrangements of students, lack of clear guidelines to practice. And the last is the problem of group organization or arrangements, reduce time allocation for discuss”.

While T2 identified the challenges as follows:

“....when there were students in a group who were passive in expressing their ideas. It hampered the discussion process carried out with their partners or groups. They tended to depend on their groups, so the discussion process became less effective because student involvement was unequal. Then, when presenting the results of the discussion, there were some students who did not dare or were ashamed to appear in front of their peers. It took quite a long time in learning process in the classroom.”

The data indicated that challenges faced by T1 cover three factors. Meanwhile T2 highlighted student-related factors as the main challenges. These challenges, drawn from their experience in applying CL in language teaching, indicate that the participants recognized how such difficulties can impact the overall quality of the learning process.

Strategies to Address Challenges

This theme focuses on the strategies to overcome the challenges faced by the participants in applying CL within language teaching. The participants recognized that without strategies, there was no development in the implementation. The findings about strategies also can be categorized into teacher-related strategies, student-related strategies, and instructional strategies as stated by T1 and T2 as follows:

“There are many supports or resources in implementing CL are teachers' competence, school environment, and school students facilities...”

“In overcoming the problems that arise in cooperative learning, I ask my colleagues for advice on how to overcome or approach students to increase their courage in expressing their opinions.

I also provide motivation or boost for them, so that they can get ideas easier. In addition, I provide facilities such as gadgets that are provided by the school for each group..."

Based on these findings, this study revealed that teachers had a clear understanding of CL as an instructional method towards creating small groups aimed at achieving specific goals. The result was that the teachers perceived CL more than just group work, but it could be used for maximizing the acquisition of knowledge. The participants reported that students could achieve learning objectives together with their partners in a group. It identified that the teachers regularly used CL in language teaching, especially for oral communication skills. The perceptions of participants aligned with the statement from Johnson and Jhonson (2009), where they viewed CL as a pedagogical model emphasizing on small groups and students' collaboration to achieve objectives. The participants stated that based on their experience, CL was meaningful and highly beneficial to apply in different levels of education and different schools.

CL has several techniques to employ and based on the participants' experiences, they chose to implement TPS in junior high school because it was the simplest, the easiest, and suitable for the large classroom whereas it had large numbers of students inside. Findings from (Ghaith, 2018) proved that TPS was one of the CL techniques which had a lack of need for extra work. The result corresponded with previous research done by Raba (2017), whereas he stated that TPS was the effective method to implement, especially in English language teaching. This related study revealed that TPS was suitable to teach oral communication. TPS was familiar for the teachers in junior high school because it demanded the students to think deeply and encouraged them to think critically. It was appropriate with the findings from previous studies which showed the structures of TPS because they can involve all students and foster them to think (Ghaith, 2018). Another earlier study done by Aprianti

and Ayu (2020) revealed that this technique was able to encourage students to activate their prior knowledge of a topic at the beginning lesson and enabled them to share the result of their group discussions.

On the other hand, TPS had systematic steps to implement. The participants reported they used specific sequences in implementing TPS as part of CL. It began with the teachers' initiative to create small groups for their students. Then it was important to give clear instructions so that the students could work maximized with their groups. Following with the brief explanation or it can be called review materials before the teachers gave the questions or issues to solve. After ensuring that all the students understood and were clear with the instructions, the teachers presented the questions or issues. The first participant required each group to develop a core idea to present at the end of the discussion. Meanwhile, the second participant instructed that each group member should contribute two ideas for answering questions or issues, which they would discuss collaboratively. At the end of discussion, the groups were expected to present the result in front of the class by using English. It synchronized with the result from (Ghaith, 2018), where TPS enabled students to develop their thoughts and then exchange with other group members. This finding strengthened with the related study that stated TPS as a model of CL could enhance students' outcomes (Hidayat & Muhsan, 2018). Implementation of TPS's steps aligned with the earlier study conducted by Aprianti and Ayu (2020) that the teachers regularly applied specific stages of TPS in every lesson to achieve the learning objectives.

The result of this study also was straightened with the qualitative finding from (Ghaith, 2018), where it was stated that TPS had organized structure to engage all students inside a classroom. The participant reported that TPS helped students to express their ideas generously and students didn't feel fearful when they expressed their opinions because they had

been through the discussion process together with their partners. It was matched with the previous studies that claimed structures of TPS immersed students and made them to be interactive respondents in the classroom rather than passive participants (Ghaith, 2018). It was significantly aligned with the findings from Sumekto (2018) as a related study where it stated that TPS could encourage students to give additional answers to accomplish the responses with their opinions. This also matched with the study from Namaziandost et al. (2020) where they believed that TPS could overcome challenges in the class.

Moreover, the participants highlighted that CL enhanced students' soft skills and social skills, for instance they tried to help each other to understand the materials before answering the questions or solving the problems given by the teachers. The participants monitored that enhancement of soft skills was the part of students' success in class and their discussion. Additionally, it was beneficial for social skills enhancement because students could try to give acceptance to others' opinions, not only focused on theirs. CL encouraged the students to respect each other and established good relationships with their peers to raise the goals and ensured a smooth discussion. Regarding social skills, CL promoted students' responsibility and interdependence. It matched with the previous study conducted by Ghufron and Ermawati (2018) that CL played an important role for affective development including encouraging students to become more confident, having high motivation, lower anxiety levels, and enhancing students' responsibility in learning.

Although the objectives and benefits of CL were evident, this method was not without its challenges. Based on the findings, the challenges may come from three factors such as teacher-related factors, students-related factors, and instructional factors. First, it comes from the participants, for instance lack of clear guidance, where it made the learning process less effective. Thus, the students were

confused about the sequence of activities. Participants also encountered problems in organizing groups and time allocation. Participants found it difficult to determine effective groups, therefore, it needed more time to arrange the groups. These matched with the statement delivered by McCafferty, Jacobs, and Iddings (2006) that teachers were not yet proficient in implementing CL including in forming the groups. Moreover, participants also struggle to set the time for each phase of activity, which means the materials were not fully delivered and the discussion cannot finish on time. It was also consistent with previous study, supporting that classroom management remains a major obstacle, especially in time allocation (Chakyarkandiyil & Prakasha, 2023).

Second, related to the student, the challenges may take the form of noise, off-task behavior, passive students, inequitable participation, and presentation anxiety. Noise and off-task behavior were related to each other. Students talked about unrelated topics in the discussion forum, where it led them to make noises in classroom activities. These findings have a similarity with the earlier study, which identified similar obstacles such as noise, off-task, and passive students (Renandya & Jacobs, 2017). Inequitable participation, which included both passive and active students, prevented the achievement of the CL goals. Therefore, passive students will not be able to share their ideas with other students. On the other hand, it can be called that students lack collaboration (Chakyarkandiyil & Prakasha, 2023).

Third, the challenges arise from instructional factors including large classroom size, large number of students, uncomfortable sitting arrangement, and CL taking a longer time. The large number of students in the large classroom became contributing factors to difficulties in controlling the interaction between groups. Uncomfortable seating arrangements were not conducive for students to do group work, and it caused more time

to reorganize the seating arrangement. In addition, the characteristics of CL took considerable time, making it difficult to achieve learning objectives. It was consistent with the study done by Renandya and Jacobs (2017) that highlighted CL activities preparation took lots of time.

The participants reported that they faced challenges under the context of classroom management including noisy classrooms whereas aligned with the statement from previous study that TPS could make noise in the classroom (Argawati & Suryani, 2017), students running around, talking with their friends, they got uncomfortable sitting arrangements, difficult to manage groups, and lack of clear guidance from the teacher itself. Based on the previous study, most respondents claimed that classroom management and noise classroom was crucial and became a consideration to implement TPS and TPS needed more allocation time to be prepared before applying it in the classroom (Ghaith, 2018). The same previous study also found that students who had low proficiency levels faced much difficulty if teachers implemented TPS. On the other hand, the participant highlighted different challenges such as passive students and time allocation. Students who were passive made the discussion less effective, which affected the presentation session, and it needed lots of time to persuade the ashamed students who didn't want to participate in the presentation in front of the class. To sum up, two participants faced different contexts of the challenges, and those challenges came from their experiences in implementing CL.

The participants needed strategies to address the challenges respondents delivered before. As well as challenges, strategies are also categorized into three parts including teacher-related strategies, student-related strategies, and instructional strategies. First, referring to the teacher-related strategies, the participants sought advice from their colleagues to get practical solutions, which enhanced their awareness of CL. The participants consulted

on their problems to find out the suitable techniques to employ for the students. These strategies, supported with previous study, emphasized that the teachers should get training or workshops to enrich their knowledge of CL (Renandya & Jacobs, 2017; Chakyarkandiyil & Prakasha, 2023).

The participants also approached the students personally and did motivation enhancement for students. These strategies aimed to enhance students' engagement in CL activities, reduce their presentation anxiety, and increase their confidence in sharing their ideas in the group discussion. The participants also helped the students to generate ideas by using prompting questions. These strategies could enhance the effectiveness of group work. In other words, the participants guided the students to be able to collaborate with other members and achieve the learning objectives. These findings were aligned with the previous studies, particularly in fostering collaborative skills (Renandya & Jacobs, 2017; Chakyarkandiyil & Prakasha, 2023).

Related to the instructional factors, the participants provided access for the students to use gadgets or facilities for groups. Therefore, the students could develop effective discussion because they were able to find more references. This kind of strategy led the students in a student-centered learning process, where it fostered in developing responsibility to finish the tasks independently within the group. In other words, these strategies focused on enhancing students' social skills (Chakyarkandiyil & Prakasha, 2023).

The study highlights the teachers' perceptions of CL where they covered challenges and strategies based on their experiences in teaching English at junior high school. The study emphasizes that while CL was a valuable method to implement, there were challenges and it could be successful if the teachers could overcome those challenges with thoughtful strategies.

Conclusion

In conclusion, this study highlights teachers' perceptions regarding challenges and strategies during CL implementation in the field of EFL and answered three research questions previously. By interviewing two English teachers in junior two junior high schools in Yogyakarta, the findings categorized into three themes: (1) perceptions and practices of CL (2) challenges of CL implementation, and (3) strategies to address challenges. Teachers' responses showed that they hold positive perceptions about CL, in which CL was viewed as the easiest learning method to achieve the learning goals through small groups. CL was also considered as a beneficial approach to enhance students' motivation and collaboration in English learning. Additionally, TPS emerged as the most familiar CL technique and commonly practiced among the teachers. It was perceived as the most applicable and the easiest CL technique.

However, challenges were inseparable in CL implementation. The challenges may come from three factors including teachers-related factors, student-related factors, and instructional factors. Those challenges are particularly related to the classroom size, role distribution, excessive classroom noise, and time constraints. The teachers considered several strategies to address those challenges by enhancing students' motivation, seeking advice from other teachers, and providing access for students to use school facilities. Although the teachers served the strategies as their efforts, their effectiveness remained limited, as they didn't sufficiently address the challenges related to teacher-related factors, student-related factors, and instructional factors.

The researchers realized that this study had several limitations. The findings were based on a small number of participants, making this study difficult to generalize. Moreover, the data relied solely on interviews, thus, the complexity of classroom practices wasn't well-captured. Then, this study focused on a specific context, in which it may not represent teachers

in different levels of schools. The researchers suggested that future research could include observations and many participants gaining more comprehensive data.

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