

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the results and discussion of the research findings aimed at answering the research questions. The researcher explains the process and presentation of the data obtained in depth. This study used various research instruments, namely interviews and documentation, which were analyzed to draw relevant conclusions using a color-coded method aligned with the research objectives.

#### **A. Findings**

In this section, the findings from the field research are presented based on photos taken and collected by participants regarding the use of cooperative learning approaches in the classroom. These findings are explained through five themes: context, rationale, emotions, challenges, and opportunities, corresponding to the stages of cooperative learning. Descriptions from the interviews provide insights into how these photos reflect the experiences, feelings, and challenges of implementing cooperative learning. By analyzing the photos within these themes, the study offers a comprehensive view of the participants' perspectives.

The implementation stages of cooperative learning in the classroom consist of four stages:

1. Assigning appropriate tasks: by determining tasks or activities that align with the learning objectives and the students' needs in terms of enhancing English communication skills.
2. Student-Teacher Interaction: After assigning tasks, the teacher is expected to interact directly with the students. This includes introducing the learning content, explaining the learning objectives, and creating a supportive learning environment.
3. Student-Student Interaction: Students then interact with each other in groups. They should feel that their group members can help, support, and enhance each other's learning.
4. Student-Material Interaction: During the learning process, students use the provided learning materials to complete tasks. These materials can include reading materials, tools, or other resources relevant to the learning objectives.
5. Students Role Expectation: Ensuring each student understands their role and responsibilities within the group. Students must have clear goals and actively participate in group activities to achieve those goals.

## **1. The student's emotional experiences in improving English communication skills through the cooperative learning approach**

The findings of this study are presented through the PhotoVoice method, featuring five photos taken by five participants who served as group leaders. Since there was a lack of cameras, in the classroom the participants opted to share a camera and rotate taking photos at the same time while agreeing mutually. These photos provide deep insights into the experiences and perspectives of the participants regarding the use of cooperative learning in the classroom. Through interviews with each participant, various important aspects such as context, rationale, emotions, challenges, and opportunities in learning were revealed. The photos capture the physical classroom environment, interactions among students, and the feelings and challenges they faced, providing a holistic understanding of the implementation of cooperative learning.

As previously mentioned, there are five stages of cooperative learning, each implementing different grouping techniques, accompanied by five student portraits presenting students' opinions on their emotional experiences and challenges. In the initial stage, the Appropriate Task, the class implements the Think-Pair-Share technique. In the second stage, Student-Teacher Interaction, the Numbered Heads Together technique is applied. The third stage, Student-Student Interaction, implements the initial stage of the Three-Step-Interview technique, which is the interview.

In the fourth stage, Student-Materials Interaction, the discussion stage of the Three-Step-Interview technique is used. The final stage, Students' Role Expectations, applies the final stage of the Three-Step-Interview technique, which involves presenting in large groups.

(PhotoVoice of student 1)

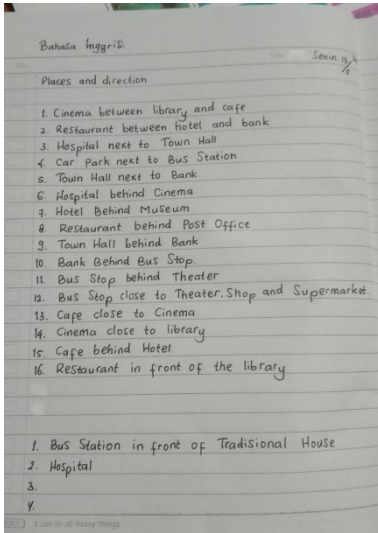
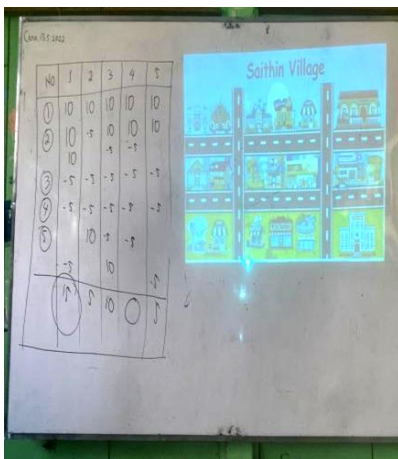
	<p>During the fifth and sixth periods, while the lesson was in progress, the teacher assigned group tasks to the students, placing them in the Appropriate Task stage by using the Think-pair-share method. The reason I took this photo is that it was a task given by the teacher to write down various locations shown on the screen displaying a map. I was very excited to work on it with my new group members. At the Student-Teacher Interaction, I felt enthusiastic because at this step, there was a game to test our group's teamwork knowledge of the preposition material. At the Student-Student Interaction step, I felt comfortable seeing many groups that interacted more and showed significant improvement in communicating with their peers. I love seeing the atmosphere in the photo taken at the Student-Materials Interaction; it depicts a warm interaction between the members and the leader. The members also attentively listen to the explanation given. During the Role play stage, I felt relieved because we presented it smoothly even though time was almost up. In this grouping method, I encountered many obstacles in learning, such as the lack of participation from members in group cooperation.</p>	<p>Context and reason</p> <p>Emotion in the stage 1</p> <p>Emotion in the stage 2</p> <p>Emotion in the stage 3</p> <p>Emotion in the stage 4</p> <p>Emotion in the stage 5</p> <p>Challenges</p>
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Figure 4.1 Photovoice of student 1

Student 1 showed feelings of joy during the first stage, Appropriate Task when the initial grouping method began. In the second stage, Student-Teacher Interaction, this student was highly enthusiastic during the quiz game facilitated by the teacher. Furthermore, in the stages of Student-Student and Student-Materials, the students experienced the same feeling of pleasure; they were happy with the comfortable classroom atmosphere resulting from improved interaction among students in the group. In the final stage of the Roleplay, this student expressed their relief when the group presentation task went smoothly, and their group was able to complete it on time.

(PhotoVoice of student 2)		
	<p>We took this photo during the 6th and 7th periods in classroom 7A while the lesson was in progress. The students were in the Student-Teacher Interaction stage. The reason I took this photo is because, during this stage, there is more interaction between the teacher and students using the Numbered heads together method. I felt somewhat helped by the feedback from my friends and teacher while completing this assignment. I felt happy because my group scored the highest points in this game, proving our more advanced teamwork compared to the previous stage. I felt quite happy because, at this 3rd stage, the members are able to understand the material that the teacher has explained by communicating with</p>	<p>Context and Reason</p> <p>Emotion in the stage 1</p> <p>Emotion in the stage 2</p> <p>Emotion in the stage 3</p>


	<p>their group members. I believe this is a good thing because it allows the students to master the knowledge being taught. At this stage, I felt quite happy because the members of my group were paying more attention to the group leaders' guidance. I felt quite happy because I had the opportunity to play a role-play this time, even though my explanation in front of my friends was not very satisfying, and my speech was somewhat hesitant. Nevertheless, I tried my best to explain the material this time. The challenge I feel in implementing this method is the need for a lot of creativity and teamwork at each stage, which is very energy-draining.</p>	<p>Emotion in the stage 4</p> <p>Emotion in the stage 5</p> <p>Challenges</p>
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Figure 4.2 Photovoice of student 2

Similar to Student 1, Student 2 experienced many of the same emotions at each stage. The feeling of being helped during the appropriate task stage was due to feedback from both peers and teachers in completing and understanding the task during the initial grouping. At the student-teacher stage, the student felt happy because their group achieved the highest score in the quiz game compared to the initial stage. Further happiness was felt during the student-student stage as group members became more active in communicating within the group, enhancing mutual understanding among group members.

Likewise, at the student-materials stage, the student felt happy because they saw their group members paying a lot of attention to the group leader's explanation of the day's material. In the final stage, Students

Role expectation, the student felt happy because they had the opportunity to play a more significant role in the learning process. Although he did not achieve maximum results, the student tried the best for himself and his group.

(PhotoVoice of student 3)		
	<p>This photo was taken during the lesson in Class 7A, between 6-7 lesson, while the students were in the Student-Student Interaction stage. The reason I took this photo is that the students were communicating with each other during a group interview task about the topic of directions using the three-step interview method. I felt happy because I was able to write down a large number of locations, which allowed me to contribute significantly and play an active role in the discussion with my group members. I felt dissatisfied with our score today because the quiz answering duration lasted only 5 seconds. My group couldn't answer much because we felt hesitant and afraid of making mistakes, which could result in point deductions. However, I noticed the progress of some of my friends who actively participated in the quiz this time. I felt very excited when interacting in the interview about the direction material. This allowed us to test each other's understanding of the material. Seeing the photo makes me very happy because the group members are active and understand the material explained by the group leader. I feel amazed by our group's</p>	<p>Context and Reason</p> <p>Emotion in the stage 1</p> <p>Emotion in the stage 2</p> <p>Emotion in the stage 3</p> <p>Emotion in the stage 4</p> <p>Emotion in the</p>


	<p>teamwork in this role-play stage because we were able to present our answers in front of the class together. The challenge that arises when implementing this method is prioritizing active group collaboration while the others are just sitting idle and distracting their peers, even though they could have contributed little by little.</p>	<p>stage 5</p> <p><b>Challenge</b> s</p>
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Figure 4.3 Photovoice of student 3

During the first stage, Student 3 felt happy because they could contribute significantly to the group discussion. However, during the student-teacher stage, this student felt dissatisfied with the final quiz results facilitated by the teacher, caused by feelings of doubt and fear of making mistakes that would affect the group's score.

In the student-student stage, the student felt enthusiastic about interacting during the interview. Moving on to the student-materials stage, this student felt happy seeing the photo they had taken, as their group members actively participated in listening to the instructions from the group leader. During the student role-play expectation stage, the student felt amazed by the group's cooperation in delivering a balanced presentation in front of the class.




(Photovoice student 4)		
	<p>During the English lesson, in the 5<sup>th</sup>-6<sup>th</sup> lesson, in the Student-Student stage. The reason I took this photo is that it shows the interaction between me and my friend being more active, even though we are not very close.</p> <p>In the 1<sup>st</sup> stage, I felt <b>unsuitable</b> for group tasks because I had to explain again if they didn't understand, initiate topics, suggest answers, and encourage those who were afraid to communicate to actively participate in discussions. At the 2<sup>nd</sup> stage, I felt <b>gratefully satisfied</b> with the final outcome because the group members were actively participating in answering questions even though mistakes led to our group not achieving the best score. At the 3<sup>rd</sup> stage initially, I felt <b>awkward</b> because I was grouped with some friends who were not very close to me. However, the responses I received when I was speaking or initiating a topic and some of them responded well to me.</p>	<p><b>Context and Reason</b></p> <p><b>Emotion</b> in the stage 1</p> <p><b>Emotion</b> in the stage 2</p> <p><b>Emotion</b> in the stage 3</p> <p><b>Emotion</b> in the stage 4</p> <p><b>Emotion</b> in the stage 5</p> <p><b>Challenges</b></p>

	<p>At the 4<sup>th</sup> stage, I was confused about how to explain this material well. I often look around and see how competent my other friends are at explaining which makes me feel that I am not suitable to be a leader in a group project. At the last stage, I started to feel bored. I felt exhausted because my energy had already been used up in the previous stage. However, the members of mt group managed the presentation very well. One challenge that I find throughout this method is we must interact in many ways with the group, causing a noisy and chaotic classroom environment.</p>	
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Figure 4.4 Photovoice of student 4

Student 4 felt a sense of incompatibility during the appropriate task stage because they played a significant role in encouraging group members to actively participate in teamwork. The student felt immense satisfaction during the student-teacher stage when group members also actively participated in answering the quiz without fear of losing points. However, during the student-student stage, the student felt awkward because she was

grouped with another students she was not very familiar with. Moving on to the student-materials stage, the student felt confused about how to explain the material effectively, which made her feel unsuitable for the role of group leader. In the final stage, the student felt bored and exhausted due to the preceding stages.

(PhotoVoice of student 5)	
	<p>During the English lesson, in the 7th period, a few minutes before the end of the English lesson at the Student Role Expectation stage. <b>The reason I took this photo is that, at this stage, each group is presenting their answers in front of the class.</b> When I was working on the assigned task stage, to be honest, <b>I was a bit confused</b> because the projected screen images were unclear. Before asking for clarification, I felt confused. However, after discussing and receiving feedback, I <b>felt relieved</b> and understood the materials. Honestly, during the student-teacher interaction, along with my group, <b>I felt quite frustrated</b> about achieving a satisfactory score compared to the first stage because the teacher required students to answer correctly within 5 seconds. When I interacted in the student-student interaction stage with the group I wasn't very close to, I initially <b>felt a bit nervous</b>, but I gradually tried to interact with them. In the end, I received quite good responses from them, which</p>
	<p><b>Context and Reason</b></p> <p><b>Emotion</b> in the stage 1</p> <p><b>Emotion</b> in the stage 2</p> <p><b>Emotion</b> in the stage 3</p>

	<p>made me <b>feel more confident</b> to open up. <b>I felt confident</b> at this student-materials stage because, as the group leader and the person who understands the material the best, I have to re-explain the material so that my group members can understand. In this final stage, <b>I felt proud</b> of my group members because they were able to present the results of our group work correctly and effectively. All the effort I put into helping my group members paid off with their understanding of the material. The challenge I realized in applying this method <b>appeared rushed, which reduced the quality of the group work.</b></p>	<p><b>Emotion</b> in the stage 4</p> <p><b>Emotion</b> in the stage 5</p> <p><b>Challenges</b></p>
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Figure 4.5 Photovoice of student 5

Student 5 experienced confusion during the appropriate task stage because the projected image was not very clear. However, after receiving help from a friend, Student 5 felt relieved and understood the material for the day. During the student-teacher interaction stage, particularly in the group quiz segment, Student 5 felt challenged to achieve a high score. In the student-student interaction stage, Student 5 initially felt nervous about interacting with group members, but the dynamics of the group situation changed this feeling, making Student 5 more confident and open. In the final stage of student role play expectation, Student 5 felt proud of their group because they were able to present their discussion results accurately and well.

## **2. The student's challenges in improving communication skills through the cooperative learning approach**

The challenges faced by students during the implementation of cooperative learning will be further explained by the researcher. In implementing the cooperative learning method, Student 1 faced several significant challenges. One of the main challenges was the lack of enthusiasm and participation from group members in interacting and collaborating to achieve learning objectives.

Student 2 faced their own challenges in implementing the cooperative learning method. According to them, this method requires active teamwork and involves various creative thinking from each individual. This makes Student 2 feel that this method demands a lot of energy.

The challenges mentioned by Student 2 are not significantly different from those faced by Student 3 and Student 4. According to them, cooperative learning emphasizes the importance of each group member's contribution, and active teamwork requires high commitment and enthusiasm from every member. Some of the members in their groups are somehow passive, nuisance, and killjoy.

Student 5 faced significant challenges in implementing the cooperative learning method. One of the main obstacles encountered was

the difficulty in dealing with time management throughout the grouping task.

## **B. Discussion**

The data that has been attached to the findings is used to address the issues present in the research process by interpreting the discoveries in the theoretical review. The first research questions are, "How do the photos represent students' emotional experience in improving English communication skills through the cooperative learning approach?" and "What challenges do students face in improving English communication skills through the cooperative learning approach?".

There are four stages in the cooperative learning process: Appropriate Task, Student-Teacher Interaction, Student-Student Interaction, Student-Materials Interaction, and Students' Role Expectations. This research has identified the emotional experiences and challenges faced by students as follows:

### **1. The student's emotional experiences in improving English communication skills through the cooperative learning approach**

#### *a. Students' emotional experiences in the appropriate task stage*

Think-pair-share applied at the first stage as indicated by Parker (2021) said that Think-pair-share is a cooperative learning technique that

involves three distinct phases: individual thinking time, partner sharing time, and time for pairs to share their ideas with a larger group.

At the initial stage of the appropriate task, the class used the think-pair-share technique. The teacher assigned a task about prepositions of place by displaying a city map using a projector. Students were directed to individually answer the location of buildings as shown on the map. After students completed the task, the teacher divided them into groups of three. The students were then asked to discuss their answers within their groups. Subsequently, the teacher regrouped the students into larger groups and guided them to present the results of their discussions in these larger groups.

During the initial use of the cooperative learning technique, Think-Pair-Share, at the first stage of the appropriate task, students experienced two emotional responses: positive emotions and negative emotions.

1. excited, helped, happy, relieved

The four emotions felt by the students are experiences of emotions that fall under the category of positive emotions. Students who show enthusiasm and excitement are those who find comfort in the learning process when using the think-pair-share technique. As stated by student 1, "I was very excited to work on it with my new group members," and student 3, "I felt happy because I was able to write down a large number of locations, which allowed me to contribute significantly and play an active

role in the discussion with my group members.". Their statement proved that Richards (2020) In the context of teaching, emotions involve students' feelings about themselves, their teachers, their peers, the use of English in the classroom, the teacher's language proficiency, the instructional methods, and the teaching resources utilized, such as the internet or textbooks. Throughout the first stage, students exhibited several positive emotions when using of the think-pair-share technique in learning.

## 2. Unsuitable and confused

During the first stage, there were also some students who displayed negative emotions towards the grouping technique at the initial stage. The feelings of incompatibility and confusion shown by the students regarding the implementation of this cooperative learning method were caused by based on the circumstances of other students or the classroom environment as supported by Zikuda (2013) stated that the impact of social environments on emotional expression and experience (including the rules for displaying and feeling emotions within instructions). Negative emotions were displayed at this second stage also indicated that Çetin (2021) Students who experience negative emotions find it difficult to cope with life and develop serious behavioural issues.



***b. Students' emotional experiences in the Student-Teacher Interaction stage***

In the numbered heads together model, the numbering system is crucial. The teacher organizes students into groups and assigns each student a different number according to the group's size (Widyaningtyas et al., 2018). Each student is responsible for solving a question that corresponds to their assigned number (Tedja., 2019).

In this stage, the Numbered Heads Together technique was used in the cooperative learning process by dividing students into five groups and assigning a number to each group. The teacher displayed a map of a city with questions for each group to answer, such as "Where is the bakery?" Then, the teacher called on a specific group number to respond. If the chosen group couldn't answer, the question was passed to the next group. There was an option for a point deduction if the answer was incorrect, and conversely, a correct answer earned additional points. The teacher then provided feedback, highlighting the correct and incorrect prepositions used.

**1. Enthusiastic, happy, satisfied**

Most of the positive emotions felt by the students resulted in satisfaction with their group's final points when using numbered heads together in the learning process, which helped them to perceive the material being learned. Most of the students actively participated than

those who participated in the first stage. As student 3 and 4 said, “However, I noticed the progress of some of my friends who actively participated in the quiz this time. “one of the group members was actively participating in answering questions”. Students statement proved that what Pekrun (2000) indicated Positive anticipatory emotions can emerge when the values are favorable. since students are favourable with their points, teamwork, and participation in the numbered heads together technique, positive emotions are engaged in this stage.

## 2. Dissatisfied, hesitant, afraid

Several types of negative emotions experienced by student 3 during the second stage of using the numbered heads together technique began with the group's hesitation to make mistakes in answering the quiz, leading to feelings of dissatisfaction after seeing the group's points. As Pekrun (2002) stated, "negative emotions surfaced when the values were unfavourable'. Student 3 also stated the limited time to answer was the initial problem for her group members. This also supported Widyaningtyas's (2018) statement that one of NHT's challenges in answering questions includes limited time and inactive student participation in responses.

*c. Students' emotional experiences in the stage Student - Student Interaction*

The three-step interview technique was applied in the third stage and the subsequent stages. Asserted by Aristy (2019), The procedures for the Three-Step Interview involve grouping learners into small groups of three. Within each group, students take on the roles of interviewer, interviewee, and note-taker, with each student rotating through all three roles. In this third stage, the teacher gave the students worksheets containing questions about prepositions related to a map. The students were divided into groups of three. Then, the teacher directed the students to interview their group members in turns using the questions provided on the distributed worksheets.

1. Comfortable, happy, confident

The emotional experience felt by the participant during the third stage in the Three-step-interview technique was in the form of positive emotions which can be seen from the participant's expression "I felt comfortable seeing this because, at this step, they interacted more and showed significant improvement in communicating with their peers". The positive emotions of comfort student 1 felt caused by class environment at the interviewing task as Richards (2020) noted that the brain learns best in an affectively positive environment, which reduces stress and maximizes engagement with the content being learned. When students emphasized

that other peers showed significant improvement, especially in communicating. It proved that Candraloka's (2016) statement also emphasized Three-Step-Interview is a cooperative learning technique that enhances communication skills, particularly in spoken language.

## 2. Awkward, nervous

During the third stage, when using the three-step interview technique, students experienced negative emotions. Some students felt awkward and nervous, expressing sentiments such as, "I felt awkward because I was grouped with some friends who are not very close to me," and "I initially felt a bit nervous." These negative emotions arose because the students' expectations did not match their actual experiences. The discomfort stemmed from being paired with less familiar peers, which made them feel uneasy and anxious, highlighting the impact of unmet expectations on their emotional state. Çetin (2021) noted that individuals experience sadness and other unpleasant negative emotions when their needs, expectations, and demands are not met.

### *d. Students' emotional experiences in the Student-materials Interaction stage*

In the fourth step, the teacher continues to use the three-step interview technique in the class by instructing students to discuss how the findings from the interviews relate to the material being studied before breaking the students back into larger groups.

### 1. Love, happy, confident

During this fourth stage, the class continued to use the three-step interview technique in the learning process. Most students experienced positive emotions at this stage; however, there were specific emotional experiences highlighted by students, such as feelings of Love. As one student said, "I love seeing the atmosphere in the photo taken at the Student-Materials Interaction; it depicts a warm interaction between the members and the leader." Positive emotions like Love can be categorized into various positive emotions; as stated by White (2018), Love is a combination of various positive emotions like happiness, curiosity, and satisfaction, which guide us toward forming significant connections with others. Additionally, our relationships with loved ones can forecast our inclinations towards experiencing joy, curiosity, satisfaction, and pride.

### 2. Confused

The emotional experiences felt by students decreased at this fourth stage. Meanwhile, one student felt confused, as expressed by the student: "At the 4th stage, I was confused about how to explain this material well. I often look around and see how competent my other friends are at explaining, which makes me feel that I am not suitable to be a leader in a group project." This feeling of confusion in the student's statement is categorized as a negative emotion because there are several factors that support this, as also stated by Richards (2020): worrying that others in the

class might possess greater proficiency and apprehension about misunderstanding instructions and explanations provided by the teacher. Both of these concerns can contribute to a negative emotional experience in the classroom, affecting a student's motivation, engagement, and overall academic success.

*e. Students' emotional experiences in the Student Role Expectations stage*

In the final stage, as previously mentioned, the teacher still employs the three-step-interview technique by dividing students into larger groups, allowing each student to practice their discussion outcomes and explore various perspectives among groups. The teacher also plays a role in providing feedback or assessing the role-play performance to ensure student comprehension.

1. Relieved, happy, amazed, proud

Arriving at the final stage of cooperative learning, still using the three-step-interview technique with role-play mode, students classified various positive emotions such as relief, amazement, and pride. Pekrun (2017) indicated that positive deactivating emotions, such as relaxation and relief, denote a positive outlook on activities and outcomes but a lack of prioritization in investing time and effort. For example, student 1 stated , “I felt relieved because we presented it smoothly even though time was almost up”.

Pekrun et al. (2002) also discovered that positive emotions such as pride and a sense of accomplishment were positively associated with students' motivation to learn and accomplish goals. This was evident in the experiences of students during the role-play stage. "I feel amazed by our group's teamwork in this role-play stage because we were able to present our answers in front of the class together" and Student 5 said, "I felt proud of my group members because they were able to present the results of our group work correctly and effectively". This indicates a deep appreciation for collaborative effort and a sense of wonder at their collective success, which likely enhances their motivation to engage in future group activities.

## 2. Bored, exhausted

Pekrun et al. (2017) noted negative deactivating emotions, like boredom and hopelessness, indicate a lack of interest in the activities and outcomes without any inclination to exert effort as felt by student 4 said, "I started to feel bored. I felt exhausted because my energy had already been used up in the previous stage". This statement highlights several key points about the impact of negative deactivating emotions on student engagement and motivation.

## **2. The students' challenges in improving English communication skills through the cooperative learning approach**

### a. Passive behaviour

The first challenge faced by the participants at each stage is that some students are not accustomed to task-based group discussions. Consequently, they refuse to participate in group activities and remain silent and passive during the discussion (Wang, 2020). Another factor that the researcher observed that contributes to students' passive behaviour in group assignments is their dependence on one member who has greater dominance in a particular subject. This leads students to believe that their peers can complete or handle the group tasks on their own without any help. Wang (2020) suggests a solution that teachers should provide guidance for students who need encouragement and motivation; students should be guided to exercise more self-control and advised to listen to others with modesty. Widyaningtyas (2018) also suggested that solutions to address these challenges include teachers being active and circulating during discussions, assigning tasks according to student's abilities, and providing rewards to motivate students to compete to excel.

b. Noisy class

The second challenge posed by participants revolves around the noisy and bustling classroom environment during group activities, especially noticeable when implementing the Numbered Heads Together technique for quiz answering. This technique often heightens the competitive spirit among groups as they strive to achieve the highest score. As Widyaningtyas (2018) observes, students tend to be quite loud



throughout this grouping technique, contributing to the overall noise level in the classroom. The heightened noise levels can create a sense of being overwhelmed by both students and teachers, making it challenging to communicate effectively and deliver instructions. Nguyen (2021) stated it is crucial for teachers to set cooperation goals and collaborate with other educators to discuss the most effective methods for managing group dynamics and controlling noise levels.

c. Teamwork high demands

Some participants also suggested that the implementation of cooperative learning techniques in teaching requires a high level of teamwork. Additionally, students experienced exhaustion during the application of this approach. Dickinson (2015) supported the idea that students who place high demands on themselves are especially likely to experience study-related exhaustion. Student fatigue can be caused by several factors, as mentioned in the findings, such as the burden on individuals within the group, where active students play significant roles in supporting the group's enthusiasm in terms of understanding and involvement in discussions. Many researchers emphasize that Low levels of exhaustion are associated with receiving peer support, and well-being is negatively correlated with either insufficient or nonexistent peer support (Väisänen et al., 2017; Räisänen et al., 2020). Räisänen (2020) suggested a solution that teachers can aid in developing students' self-regulation skills

by establishing clear learning objectives, encouraging students to set their own goals, and assisting them in breaking down these goals into smaller, manageable sub-goals. She also suggested that teachers create opportunities for peer learning, ensuring that all students have the chance to study with and receive support from their peers.

d. Task time management

Limited time is a significant challenge of cooperative learning. As stated by Sanjaya (2011), this approach requires an extended period of time. Time management significantly affects students and the learning process. Firstly, when time is limited, students will complete instructions or tasks less effectively, often resulting in a lack of understanding of the material. They tend to focus more on finishing tasks quickly rather than exploring learning concepts thoroughly. This can lead to unmet learning objectives, diminished quality of interactions, and poor development of collaboration skills. Additionally, limited time can increase students' feelings of pressure and stress. For this problem, Keramati (2021) suggested that instructors should consider minimizing the amount of course content and allocate more time to teamwork and assessing reports. Widyaningtyas (2018) asserted that a solution to address this challenge is to establish time limits for each phase of the teaching and learning model.