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## Insights of Collaborative Learning Approach in Teaching English from Social-Psychology Perspective: A Systematic Review

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### Abstract

Collaborative learning (CL) is a learning approach that emphasizes activities focused on the students, which has been implemented in teaching English. Interdependence, social behavior, cognitive development, and social psychology views may all be used to explain its effectiveness. The systematic review's purpose is to investigate practical influencing elements on CL insight from a social psychology perspective. The research was conducted using a qualitative method and then thematically analyzed. The findings break down the success of CL interactions into three categories: social cognition, social relationship, and social behavior. According to our research, the social-psychological aspects of collaborative learning have also become a vital component in curricular practices. Consequently, starting with pre-service and building on it with the teacher.

**Keywords:** Collaborative learning; social-psychology; teaching English.

### Introduction

Many institutions have integrated the collaborative learning (CL) approach into their English classroom. In the 1980s, collaborative learning became popular in K-12 schools throughout the United States and later moved to colleges and universities. CL is currently extensively utilized at all levels and disciplines, from kindergarten to graduate school, and in various subjects, including humanities, science, technology, engineering, and mathematics (STEM). However, CL was familiar over the world, including Indonesia as the place of the study employed as well. According to academic research, CL is an effective strategy for teaching discipline-specific information and developing skills and dispositions that can be applied in various circumstances, including teamwork, critical thinking, and problem-solving. It has also been shown that having a good attitude toward learning and an appreciation of other people's perspectives is advantageous.

In teaching English, the student-centered teaching paradigm, in which the instructor mainly provides the content to students via lectures, is not stressed in favor of collaborative learning as a student-centered active learning strategy. Instead of passively listening to the instructor's lectures, cooperative learning stresses the importance of students actively engaging in joint activities. CL means incorporating new perceptions into prior knowledge and designing construction pedagogically. It interprets a few opinions and chronology of works surrounding us interactively. Social constructivist pedagogy describes how students learn by actively constructing knowledge by interpreting ideas and events encountered through interaction with the environment. Social constructivist adds to the premise that knowledge is culturally sensitive and learning is intrinsically social to constructivist learning theory. CL is based on social constructivism because students bring a range of experiences to the table while working in groups, which they may utilize to assist one another learn and developing, according to CL. Learners can gain and develop their knowledge by collaborating or working together in small group pairs.

CL provides several benefits for both students and instructors in the EFL classroom. According to Richards (2006), Collaborative learning activities typically increase the motivation of pupils. This is due to the fact that students displayed a stronger believe in and performance of academic and personal teamwork than individualistic learning. Additionally, cooperative learning fosters stronger student connections than competitive or individualistic learning. Such a mutually beneficial connection promotes student motivation.

According to Harmer (2007), there are several benefits to grouping students for English language teaching and learning. According to him, group work significantly improves students' speaking abilities and affords them more opportunities to voice varied viewpoints. Group work will teach students to talk more effectively on a particular topic. Then, students will acquire words and phrases that are useful for developing the issue given as the assignment, and they will learn to eliminate words and phrases that look inefficient for communicating the viewpoint to others.

Sutiah's (2011) research on using CLT during group work with Indonesian primary students also found that group work boosts students' speaking confidence. She emphasized that the students gained confidence in their ability to deliver oral presentations during group presentations but grew uncomfortable during individual

presentations owing to concerns about their pronunciation. This research indicates that group activities might boost students' speaking confidence and minimize their language anxiety. In conclusion, collaborative learning conducted within an actual or fictitious environment was a crucial component in the students' positive involvement with the English language learning process and was experienced in all circumstances. Students' enhanced involvement generated the potential for enhanced learning experiences, which may result in enhanced language learning results.

Social psychology is the only aspect that influences a student's decision to remain mute or inactive in his group or society. There were significant theories of CL that claimed social psychology had a role in its effectiveness, such as interdependence, social (Medaille, A. (2018), cognitive development (Jean Piaget, 1978), social development (Vygotsky, 1987), and distributed cognition theory (Bulkley, B. H., & Hutchins, G. M, 1977). Although numerous earlier researches have shown that CL is beneficial in encouraging student participation during group work processes in EFL class, there is little evidence from the perspective of social psychology. Therefore, the objective of the study is to perform a thorough review of the literature on the link between social psychology and student contact during CL, as well as the implications of this interaction.

### **Collaborative learning based on a social psychology perspective**

As defined by Appel (1992), social psychology investigates how people's beliefs, emotions, and behaviors are influenced by one another and the social circumstances that influence them. This study looks at how one individual reacts to stimuli from another person or a group of people. Symbolic interactionism and psychological sociology are all examples of social psychological psychology. This research and philosophy may be traced back to the early 1900s when collaborative learning methods were initially introduced (Slavin, 1977; Johnson & Johnson, 1974). However, they have been altered to meet the demands of classrooms and to handle challenges that occur in collaborative learning. The scientific study of how people think about, influence, and interact with one another is known as social psychology. It is true that various elements, including social and psychological ones, are at play. Some, for instance, are based on the intellect or the body. The study of

human behavior at the micro level is the focus of social psychology, a subject of psychology. Moreno created the phrase "sociological benchmarking" to describe the study of society in terms of cognitive, emotional, and intergroup behavior. Explaining how demographic, sociological, and cultural information are applied to human social interactions is a particular task for psychological sociologists. This field looks at socio-demographic inequalities, group dynamics, prejudice, aggression, and other types of social persuasion, as well as other topics like group identity and symbols. It is possible to teach social psychology with a psychological focus. Sociological researchers rely primarily on experimentation; social, linguistic, and psychological aspects play a role (Butarbutar, 2021).

At the foundation of social psychology's ontology are views about the structure of the social world, its component pieces, and how they interact. In social psychology, assumptions are established regarding what constitutes actual knowledge of the social world (rather than views or opinions) and how social psychologists may get it. Meanwhile, psychological behavior in the learning process includes characteristics like curiosity, imitation, play, self-awareness development, and habit.

Strayhorn (2015) establishes a definition using interdisciplinary social psychology and investigates social issues using a variety of methodologies. As a result, social psychology is now widely employed in higher education research to investigate college students' experiences, organizational or group behavior, and broader policy issues, including access, affordability, and the racial atmosphere on campus. The ultimate objective of social psychology is to understand how a person fits into a broader social framework. Attitude adjustment, social perception, identification, social interaction, intergroup bias, stereotyping, and attribution are a few aspects of introductory social psychology (Kraus & Chiu, 1988).

Individuals and their perceptions of social settings are social psychology's most critical organizing units. Social psychologists employ five organizing principles to comprehend social interactions better. The scientific study of how people think and feel about, interact with, and affect one another, both individually and in groups, is known as social psychology. The emphasis of this branch of psychology, which investigates social behavior, is on individuals and their relationships with others (Ryan, R. M., & Deci, E. L., 2000)

Motivation appears as a critical aspect in the frequency and kind of strategy usage from the perspective of social psychology. Sociolinguistic experts have known for decades that motivation is one of the most significant emotional factors in language acquisition. Various things must be considered when determining which strategies to use, including pupils' judgments of their abilities to learn a language. These concepts have been linked to motivation, general learning styles, and academic expectations. Language learners who depend on instructors for authoritative information are more likely to forgo the self-directed activities required for language proficiency. Traditional approaches like translation, grammatical application, and rote memorization are the only ways to attain fluency, which might restrict a learner's possibilities.

Compared to natural learning settings, classrooms are more likely to depend on a restricted number of conventional approaches. Grade-oriented students often assume that social interaction techniques, which may help students enhance their communication skills, are insufficient to help them understand the knowledge on which their grades are based. The restrictive belief likely deters students that two years of non-intensive study is all it takes to become competent in a new language. Furthermore, many students think they cannot study a language, leading to many abandoning the subject entirely (Butarbutar, 2019; Butarbutar et al., 2021; Leba et al., 2021).

However, this issue may be reduced if students were more aware of successful language-learning techniques. The first step in achieving these aims is identifying students' misconceptions about language acquisition and assisting them in becoming more knowledgeable, self-directed, and effective language learners (Butarbutar, 2021; Nur & Butarbutar, 2022).

Another important learner factor that usually restricts the adoption of successful strategies is a lack of strategy-related information. Students studying a second or foreign language are often ignorant of the vast range of language learning techniques used by successful language learners, particularly when it comes to their own unique language learning strategies. To apply learning strategies successfully, one needs to be aware of three things: 1) their current strategy usage; 2) the large variety of diverse strategies that might be advantageous; and 3) the conditions in which a specific strategy could be most effectively used. Students may benefit from strategy training to get this type of knowledge. Learners who are more

aware of these ways are more likely to use task-specific learning strategies to overcome the limitations of their general learning style and process, recall, and apply new language information.

According to the research results, students are more inclined to cooperate and engage in positive interactional acts. According to the social interdependence hypothesis, individual learning outcomes are impacted by group members' social interactions and the psychological processes individuals go through when engaging in group activities. Interdependence is a significant component of the theory, which has been studied extensively in various development and learning domains (e.g., moral development and psychological health: (Johnson & Johnson 2008), for a meta-analysis). When "persons think that they can attain their objectives only if and only if the other individuals with whom they are jointly related achieve their goals," this form of social interaction is evident in people. According to theory, group psychological development leads to a certain kind of interaction in addition to cooperation psychology. In an educational psychology class, students were instructed to keep track of their attendance and quiz scores. The findings revealed that groups who participated in "a democratic discourse" scored higher on academic performance exams than those who did not. The study's emphasis on interactional movements and collaborative patterns might be connected to learner psychology.

Similarly, group processing is a component of CL's social psychological component. The premise behind "group processing" is that groups can operate more effectively if they speak about how they interact as a group and what they can do to improve it. There may be advantages to having these discussions to improve student collaboration because groups can better detect, analyze, and resolve communication issues (such as a lack of student engagement or disruptive or bullying behavior). The example checklists and exercises provided by Gillies, R. M., Ashman, A. F., & Terwel, J. (2007) may be used by teachers and students to assess group procedures. (Ross, J., 1995) included a new group processing component. In addition to the self-appraisal instrument, Ross provided feedback on group functioning through five-page excerpts of their discussion transcripts and transcript evaluations that rated their levels of asking for assistance, offering aid, and keeping on task. Ross discovered that after getting this feedback, groups were more helpful to each other than before (in terms of methods, explanations, acknowledgments,

and assessments of each other's work). Therefore, there are four different types of social psychology: Accuracy is a commitment to gathering and interpreting information about the environment (including social behavior) with attention, precision, and accuracy.

To conclude, four dimensions may be utilized to concentrate on social psychology. To be clear, "people watching" during a huge event will not be included in this category. Our observations are not precise since we may be focused on various things, and our results may not be able to be duplicated by others. The commitment to doing all research and assessments in the most impartial way possible is known as objectivity. Thus, when we use the terms "casual" or "people watching," we may be prejudiced in our assessments of what we see. Skepticism is the belief that discoveries should only be accepted if they have been repeatedly demonstrated to be accurate. Replication is also essential since it enables different researchers to use the same procedure and get the same conceptual conclusions. Even if one's opinions are entrenched, open-mindedness necessitates a readiness to reevaluate them in the face of fresh evidence that contradicts them. (Branscombe & Baron, 2017 p.21).

### **Collaborative learning in teaching English**

When English language learners devote more time to studying new topics and regularly apply what they have learned in the classroom, their language skills will improve. Language learners typically use English not just to communicate certain concepts or ideas but also to engage in planned activities that foster group or learner-to-learner interaction. In the majority of circumstances, successful learning happens when learners work together. According to Brown (2001), the learning experience may be enhanced by cooperation amongst students. Collaborative learning occurs when two or more students work together to complete a task, discuss a subject, or complete an activity. In other words, collaborative learning intends to assist learners in comprehending the intricacy of finding a solution to a problem and promote a higher level of learning via action. Group collaboration helps students to study course material better and develop additional skills. When learners choose to work in groups, they must divide the provided massive project into manageable tasks, manage time, use group members' strengths, cooperate, handle group learning needs, resolve conflicts, and reach consensus.

Making students more independent has been a considerable worry for English language teachers, especially in countries like Indonesia, where the independent study is not traditionally encouraged. Numerous English teachers, especially in higher education, have endeavored to adopt a more student-centered methodology emphasizing students' active engagement in language acquisition. Students' language proficiency has been steadily enhanced using various student-centered instructional methodologies. For instance, students are encouraged to cooperate on a project with their peers. The application of student-centered learning in English classes can serve as an alternative technique for enhancing students' listening, reading, speaking, and writing skills. Since it remains uncertain how students acquire the skills necessary to produce a good piece of writing in another language (Khatib, M., & Meihami, 2015), writing has been recognized as one of the most difficult challenges. Therefore, English as a foreign language (EFL) instructors must improve students' writing skills to promote language learning success.

Understanding the collaborative aspects of ELT demands partnership participation. Partnership and collaboration are interchangeable terms. It is advantageous to organize the educational system with students as partners in mind. This concept links assessment and feedback, flexible pedagogies, internationalization and retention, and accomplishment (Healey et al., 2014). Traditionally, students study textbooks and complete worksheets while awaiting teacher responses; teachers are responsible for classroom learning. In addition to being exam-driven and repetitive, the course emphasizes the intended results of the teacher. Therefore, understanding the roles and duties of teachers in altered classrooms is necessary to apply innovative pedagogies successfully. The student-centered classroom outlines the duties and responsibilities of the teacher in classrooms employing student-centered pedagogies. Teachers must alter their classroom focus from lecturing to assessing to satisfy their new responsibilities. Inquiry-based teachers become assessors because it aids in diagnosing students' prior knowledge, judges students' comprehension during the learning experience and direct teaching, and measure their comprehension and knowledge after the learning experience.

According to van Schalkwyk (2015), active learning is more sustainable. It has more significant long-term consequences because active learners prepare for autonomous learning, engage constructively with materials, processes, technology,

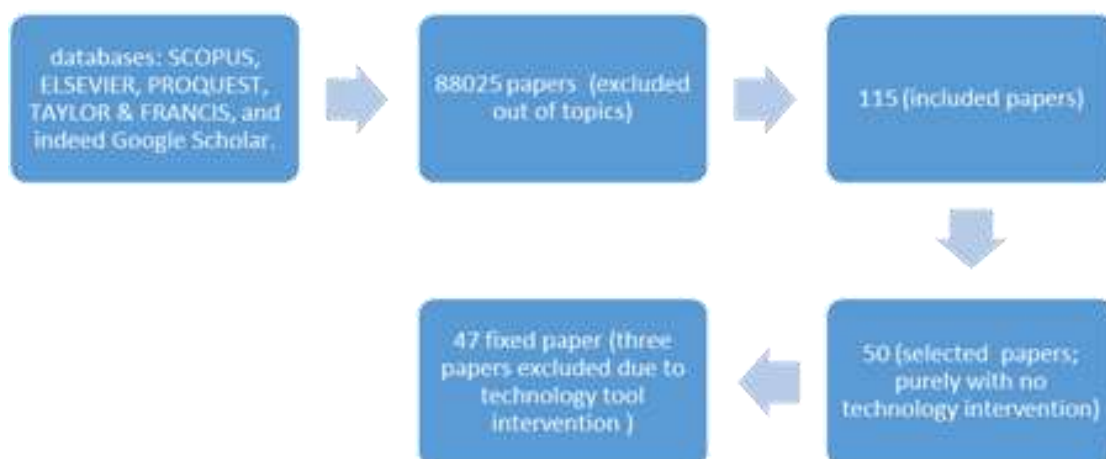


and equipment, and face genuine challenges. In addition, student-centered learning requires that students own responsibility for their education, participate in critical problem analysis, actively study with their peers, and provide ongoing feedback on the learning process.

### **Research Methodology**

As a study method, qualitative content analysis was applied (Gall, Gall & Borg, 2007). The qualitative analytical method of content analysis puts emphasis human materials such as manuscripts, voice recordings, and diaries. We used grounded theory as our qualitative approach. The phrase "grounded theory" refers to data-driven procedures. The objective is to employ sensitizing concepts to tie evidence to existing theoretical structures or frameworks (Landsheer, J. A., & Boeije, H. R, 2010; Van Leeuwen & Janssen, 2019; Van Wesel et al., 2015).

The data was extracted from scholarly papers found in databases such as SCOPUS, ELSEVIER, PROQUEST, TAYLOR & FRANCIS, and Google Scholar. The relevant publications were located using keywords such as "collaborative or cooperation, social psychology, cooperative, social interaction, and small group work." 88025 articles were identified as being related to the research. We began with the abstract and conclusion. After noting that 115 papers were included, the abstracts were carefully examined to determine if there was any technological intervention; if there was, the publications were deleted immediately. Then we discovered three papers concerning technology. In the end, 47 publications were selected as the study's subject.



**Figure 1:** framework of literature searching

The 47 publications included in the research were analyzed using thematic analysis. The next stage is to assess each paper's quality. In this manner, they were assessed using assessment forms or what we called A Qualitative Research Checklist developed by Casp, 2017 and Glynn (2006).

All summary sentences from each research were collected and thematically organized in the final step. Theoretical articles are read and discussed. During our literature search, we identified articles before classifying all summary phrases. Social cognition, relationships, and social behavior were the themes that emerged. As a result, a categorization system for social psychology and student involvement was required. The social aspects of groupwork Collaboration's content space and relationship space were recognized. We utilized theme analysis to look at the influence of collaborative learning from a social psychology standpoint, and then we divided it into sub-dimensions (Braun et al., 2022; Clarke & Braun, 2013).

**Findings and Discussion****Factors contribute success CL insight from the social psychological perspectives.**

The findings break down the success of CL interactions into three categories: social cognition, social relationship, and social behavior

**1. Social Cognition**

There were 26 researches analyzed in this study on how cooperation learning affects social cognition. Sensorimotor interactions with the social and physical environment result in dynamic and adaptive cognitive processes. (Semin & Smith, 2002). Learners have greater opportunity to achieve excellent quality in communication, academics, thinking, and reasoning throughout the collaborative learning process, which is supported by peers, as indicated in P.19, P.36. When students comprehend their obligations and responsibilities as a group member, they may develop social cognition.

To understand disparities in pooled results in the English learning process and measurements of individual functioning, we must also acquire insight into the group's functioning, i.e., how they form cooperatively shared cognition and solve issues collectively (Barron, 2000). Research has identified instances where the interaction and performance of teams that appear identical in composition and assigned jobs vary significantly. This research suggests that productive cooperation requires more than bringing together individuals with relevant knowledge. Understanding the components of successful collaboration is necessary.

As a result of cognitive psychology studies, such as creating assumptions and identifying people, researchers have established a process-oriented view of social-cognitive functioning (Fiske, 1992). Cooperation in pair work can foster empirical social cognition such as self-control, self-determination, and self-acceptance. As a kind of collaborative learning, several language teaching theories and techniques emphasize pairwork (e.g., communicative approach, task-based learning). Moreover, Lightbown and Spada (1999) argue that students can increase their language proficiency and attain a higher level of performance in a collaborative context than they could separately. According to Richards and Schmidt (2002), pairwork is an educational activity in which students work in pairs. Therefore, working in pairs enhances and develops meaningful contact amongst the students, and increasing their language production.

It was compatible with Hutchins' idea on distributed cognition or intelligence, which states that a single individual's cognitive process extends beyond the study of socially shared cognition. Because cognition and interaction are integrated or inextricably connected, the study of interaction cannot be separated from cognition. By creating a supportive learning environment, improving opportunities for genuine peer interaction, and producing more meaningful language input and output, it is possible to improve student's communication skills. We corroborate with the findings of Voulgari and Komis (2011) that the environment, the task, the group, the member, and the interaction are all critical cognitive components in collaborative learning.

## **2. Social Relationship**

Close connections may provide enormous joy and a feeling of purpose to one's life, but they can also bring sadness. In some respects, it is impressive how the processes and events that characterize intimate relationships may happen without conscious thought or effort, rather quite spontaneously based on whatever interpersonal information is active at the moment. (Anderson et al., 2012).

Social interactions have their origins in cooperation and social psychology when it comes to classroom collaboration. Social interdependence theory has been used widely to describe the cooperative and competitive connections among individuals in a working or learning group. Social interdependence refers to students' efforts to achieve healthy relationships and display social competence.

Interdependence among members is at the heart of a group, resulting in a dynamic whole in which any change in the status of one person or subgroup impacts all other members or subgroups. Group members become increasingly interdependent when they work toward a common goal. When members recognize their common goals, a state of tension develops, pushing activities toward their fulfillment. The actions of others influence the achievement of one person's aims, referred to as social interdependence. In contrast to the results of (Tolmie et al., 2010), the social benefits of collaborative learning are a particular outcome of group work rather than a pre-condition for or a direct consequence of successful activity. However, that early group skills training may assist in increasing these benefits. Positive supporting connections during collaborative learning were studied in a modest quantity of evidence from some articles.

According to EFL research, cooperative learning can help students establish social interdependence in communication. Cooperative learning allows students to work in groups and communicate with one another. This strategy generates a favorable learning atmosphere for pupils and increases their communication chances (Duxbury & Ling, 2010; Zhang, 2010). Cooperative learning frameworks provide a framework for language learners. From this framework, students will gain confidence in their language abilities, making them more at ease in their learning environment and more ready to participate in class discussions. They must communicate to complete the work and are driven to do so since the task is interdependent (Jolliffe, 2007). When students utilize language for learning activities,

they must collaborate to achieve a particular goal, make their thoughts evident to others, and stretch themselves a bit to understand another's perspective on an issue. It is a suitable method for communicating language instruction.

From the research articles analyzed in the study, the authors highlight these following issues: 1) promoting socio-cultural aspect; 2) promoting good interpersonal relationships, environmental mastery and competence, and a sense of possibility 3) striving for no overt positive or negative socio-emotional tone, strengthening ties with rivals, increases morale, and improving the quality of interpersonal interactions); 4) positive working environment; 5), praising or encouraging one another to foster good teamwork; 6) Positive interaction, the formation of more positive connections among group members, and the quality of interpersonal interactions; 7) supportive, encouraging students with a wide range of learning and adjustment needs, as well as those from culturally and ethnically diverse backgrounds, to form inter-personal interactions; 8) providing regular chances for children to interact and working together in structured cooperative learning groups, feeling more committed to the group, and developing a sense of group cohesion; 9) Self-development as well as the best circumstances and factors for learning social self-regulation.

### **3. Social behavior**

Interactions between two or more individuals refer as social behavior, and it encompasses any activity in which one member affects the other. Those people have come into touch with each other. Social action may be similar to a product exchange, with the expectation of receiving the same in return (Tolmie et al., 2010). Social behavior arises as a result of an interaction. In other words, people's social behavior is impacted by their characteristics and the situations they find themselves in.

As a person matures and develops, their social behavior changes. The creation of behavior is tightly tied to the bodily and cognitive changes that one is experiencing at any given time. Consequently, humans develop broad patterns of social behavior (Doll, 1988). Behavioral development is controlled by a combination of the child's temperament and the situations to which they are exposed, just as social behavior is governed by both circumstances and an individual's traits

(Rothbart et al., 1994). As a result, group members and group pairings had an impact on social behavior during collaborative learning.

The interaction of students as part of collaborative learning becomes an essential feature of the English teaching and learning process that must be considered. Numerous studies have demonstrated that this collaboration enhances student learning. Interaction between students' diverse past experiences, prior knowledge, and views foster literate thought and comprehension at the advanced level. (Anderson, T& Soden, R, 2001)

The data analysis shows how collaborative intervention enhanced good social behaviors such as negotiating, social support, praising, supporting, obtaining information, offering information, requesting aid, and delivering assistance. In this spirit, we agreed with (Myers, 2016), who proposed that confirmation social behavior occurs when a group unwittingly persuades an individual to act in a manner that is consistent with most of the group's members. Individuals are more likely to participate in conformity activities when the group is more prominent. We acknowledged that if a student emerges as a group leader, the other group members will follow his or her lead, whether accepting or rejecting a suggestion. In most circumstances, the rest of the group would follow (Bergen, 2012).

### **Conclusion and Suggestion**

We have the opportunity to apply social-psychological ideas to better our educational aims when we bring groups of individuals together for learning. Using these concepts in the classroom may help students become more devoted to studying, improve their attitudes toward school, reduce feelings of failure and the harmful impacts or emotions that come with them, increase their ambition and grades, and much more. By examining all of the studies provided, we recommend collaborative learning as a classroom learning technique that may be informative in terms of social psychology characteristics . Three sub-dimensions were used to discern those dimensions accurately. They may be used by both group members and classmate pairs as social comparison, observational learning, and negative stereotyping or judgment avoidance strategy.

Simultaneously, by focusing more on the social psychology of collaborative learning, the classroom environment may be harmonized with less bias rather than enhanced self-esteem, self-efficacy, and self-confidence. As a result, elements

leading to CL understanding from the social psychological perspectives of social interaction and social cognition were linked with group members' interdependence as collaborators. Apart from the aforementioned contributing elements, we stated that the study's shortcomings were the absence of acquired data and interpretation. Furthermore, the bulk of the research focused on general learning interventions instead of focusing on individual skills. In this line, we propose that future research be focused on specific areas such as speaking, writing, reading, and listening.

According to our study, the social-psychological components of collaborative learning have also become an essential component to incorporate in curricular practices. As a result, it would be preferable to begin with pre-service and build upon it with teacher professional development. We argue that cooperation success is a power to survive in the twenty-first century, and vice versa.

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