



The Influence of Cooperative Learning Method: Jigsaw Model, Learning Motivation, and Self-Efficacy toward Students' Reading Skills

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Article Info	Abstract
Received: 2026-06-09 Revised: 2026-09-11 Accepted: 2026-09-16 Keywords: <i>jigsaw cooperative learning, learning motivation, self-efficacy, reading skills, EFL students</i> DOI: 10.24256/ideas.v14i2.11148 Corresponding Author: Dean Richi Tadisayu dean.r.tadisayu@gmail.com English Education Study Program, Graduate Program State University of Makassar	<i>This study investigated the influence of the Cooperative Learning Method, specifically the Jigsaw Model, learning motivation, and self-efficacy on students' reading skills. Reading is one of the essential skills in English language learning because it enables students to access information, expand vocabulary, interpret written texts, and develop academic literacy. However, students' reading ability remains a significant concern in Indonesian schools, as reflected in national and international literacy reports and classroom realities. The study was motivated by students' low reading achievement, limited enthusiasm in English learning, low self-efficacy, and the continued use of conventional teaching methods that did not sufficiently promote active participation. This research employed a quantitative approach with a quasi-experimental two-group pre-test and post-test design. The research was conducted at UPTD SMKN Sulawesi Barat from March to April 2026. The population consisted of students in Class X.AT, and the study compared an experimental class taught using the Jigsaw Cooperative Learning Model and a control class taught using conventional instruction. Data were collected through reading tests, learning motivation instruments, and self-efficacy measures. The data were analyzed using descriptive statistics, normality and homogeneity tests, paired sample t-test, independent sample t-test, simple linear regression, and multiple regression analysis. The findings showed a substantial improvement in students' reading scores after the implementation of the Jigsaw Model, with the mean score increasing from 10.35 to 25.30. The paired t-test showed a highly significant result with a p-value far below 0.05, while the independent sample t-test also indicated a significant difference between groups. Learning motivation showed a weak relationship with reading skills, whereas self-efficacy showed a moderate to strong positive relationship. The combined variables explained 33.5% of the variance in students' reading skills. The study concludes that the Jigsaw Model significantly improves students' reading skills, while self-efficacy plays a more influential role than motivation in supporting reading performance.</i>

1. Introduction

English has become one of the most important languages in the modern world. It functions as an international means of communication in education, technology, business, diplomacy, science, and global cultural exchange. In Indonesia, English is taught as a foreign language and is expected to help students access global information, continue their studies, and prepare for future careers. Among the four major English skills, reading has a strategic role because it enables students to understand written information, enrich vocabulary, interpret ideas, and acquire knowledge from different sources. Grabe and Stoller (2013) state that reading is a complex skill that involves word recognition, linguistic processing, background knowledge, and meaning construction. Therefore, reading should not be understood as simply pronouncing written words, but as an active process of understanding and interpreting written messages.

Reading skills are essential in English language learning because students are frequently required to understand textbooks, instructions, articles, digital content, academic references, and other written materials. Snow (2002) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction with written language. This definition shows that reading requires active engagement between the reader and the text. Students must identify main ideas, understand supporting details, infer meanings, connect information, and evaluate what they read. In academic contexts, reading also supports the development of critical thinking and independent learning.

Despite the importance of reading, Indonesian students still face serious difficulties in reading comprehension. The thesis background refers to the low performance of Indonesian students in reading literacy, including the Programme for International Student Assessment, where Indonesian students' reading achievement has remained a national concern. Many students are only able to complete simple comprehension tasks and still struggle to integrate information, make inferences, and understand longer texts. This condition indicates that reading instruction needs improvement, particularly in helping students become active, strategic, and motivated readers.

In many English classrooms, reading is still taught through conventional methods. Students are often asked to read a text silently, translate difficult words, and answer comprehension questions individually. This approach may help students recognize some information, but it does not always encourage active interaction, collaboration, or deeper understanding. When reading activities are monotonous, students may become passive, bored, and unmotivated. Richards and Rodgers (2014) argue that effective language teaching requires methods that involve learners actively in meaningful language use. Therefore, teachers need instructional strategies that allow students to interact with texts and with each other.

The problem of reading skills is also related to students' internal factors. In the thesis, low reading achievement was associated not only with teaching methods but also with students' low motivation and self-efficacy. Motivation is an important factor in language learning because it influences students' effort, persistence, attention, and willingness to complete learning tasks. Gardner (2007) explains that motivation in language learning involves effort, desire, and positive attitudes toward learning the language. Students with strong motivation are more likely to participate actively, continue learning despite difficulties, and use learning strategies more effectively.

Learning motivation is also related to the classroom environment and instructional method. Dörnyei (2005) emphasizes that language learning motivation is influenced by learners' goals, classroom atmosphere, teacher behavior, task design, and students' perception of success. When learning activities are interesting, meaningful, and interactive,

students are more likely to become motivated. Conversely, when students feel that English reading is difficult, boring, or irrelevant, their motivation may decrease. Therefore, improving reading skills requires learning methods that can make students more engaged and responsible for their own learning.

In addition to motivation, self-efficacy is another important psychological factor that may affect reading performance. Bandura (1997) defines self-efficacy as individuals' belief in their ability to organize and execute actions required to achieve specific outcomes. In reading, self-efficacy refers to students' belief that they can understand texts, answer questions, complete reading tasks, and overcome comprehension difficulties. Students with high self-efficacy tend to be more persistent, confident, and willing to attempt difficult tasks. In contrast, students with low self-efficacy may avoid reading tasks, give up easily, or believe that they cannot succeed.

Self-efficacy is highly relevant to English reading because reading in a foreign language often involves unfamiliar vocabulary, complex sentence structures, and challenging text content. Students who believe that they are capable of understanding texts are more likely to use strategies, ask questions, and continue reading even when they face difficulties. Schunk and Pajares (2009) note that self-efficacy influences students' academic motivation, effort, and achievement. Therefore, self-efficacy should be considered an important variable in reading instruction.

To address students' reading difficulties, low motivation, and low self-efficacy, cooperative learning can be used as an alternative instructional method. Cooperative learning is a student-centered approach in which learners work together in small groups to achieve shared learning goals. Johnson and Johnson (1999) explain that cooperative learning involves positive interdependence, individual accountability, face-to-face interaction, social skills, and group processing. These principles make cooperative learning different from ordinary group work because each student has responsibility for both individual and group success.

One well-known cooperative learning technique is the Jigsaw Model. The Jigsaw Model was originally developed by Aronson and his colleagues as a strategy to promote cooperation and reduce competition among students (Aronson, 1978). In the Jigsaw Model, students are divided into home groups and expert groups. Each student becomes responsible for learning one part of the material and then teaching it to other members of the home group. This structure encourages students to read, understand, explain, and listen actively. It also creates positive interdependence because each group member's contribution is needed for the success of the whole group.

The Jigsaw Model is suitable for reading instruction because reading texts can be divided into sections, topics, paragraphs, or subtopics. Each student can become an expert on one part of the text and then share the information with peers. This process encourages students to read more carefully because they are responsible for explaining their part to others. Slavin (1995) argues that cooperative learning can improve academic achievement because it combines group goals with individual accountability. In the context of reading, this means students do not only read for themselves but also read to support their group's understanding.

The Jigsaw Model also supports social constructivist learning. Vygotsky (1978) emphasizes that learning occurs through social interaction and scaffolding. In Jigsaw learning, students construct understanding through discussion, explanation, questioning, and peer support. Students who understand a section of the text can help others, while students who have difficulty can receive assistance from peers. This interaction may

increase comprehension and confidence. It may also reduce the anxiety that some students feel when learning English individually.

Previous studies reviewed in the thesis indicate that the Jigsaw Model has positive effects on students' learning achievement, motivation, participation, and reading ability. Several studies found that Jigsaw cooperative learning improved students' academic achievement in different subjects, including biology, physics, nursing, mathematics, and language learning. Other studies found that Jigsaw learning increased students' confidence, motivation, metacognitive awareness, and active participation. These findings suggest that Jigsaw is not only a method for content mastery but also a strategy for developing social and psychological aspects of learning.

However, the relationship among Jigsaw cooperative learning, motivation, self-efficacy, and reading skills still needs further investigation, especially in vocational school contexts. Vocational students often face practical demands that require reading competence, such as understanding manuals, instructions, digital information, and workplace-related texts. They also need confidence and motivation to engage with English materials. Therefore, studying the influence of the Jigsaw Model, learning motivation, and self-efficacy on students' reading skills is important.

Based on this background, the present study examined the influence of the Cooperative Learning Method: Jigsaw Model, learning motivation, and self-efficacy on students' reading skills at UPTD SMKN Sulawesi Barat. The study aimed to investigate whether the Jigsaw Model influenced students' reading skills, whether learning motivation influenced students' reading skills, whether self-efficacy influenced students' reading skills, and whether these variables influenced reading skills simultaneously. The findings are expected to contribute theoretically to cooperative learning, motivation, self-efficacy, and reading instruction, and practically to English teachers who seek more active and student-centered reading strategies.

2. Method

This study employed a quantitative approach with a quasi-experimental research design. The quantitative approach was selected because the study aimed to measure the influence of the Jigsaw Cooperative Learning Model, learning motivation, and self-efficacy on students' reading skills through numerical data and statistical analysis. Creswell and Creswell (2018) explain that quantitative research is appropriate when researchers examine relationships among variables and test hypotheses using statistical procedures. In this study, the researcher used statistical analysis to determine whether the independent variables influenced students' reading skills.

The research was conducted at UPTD SMKN Sulawesi Barat, located on Jalan Pahlawan, Tasiu, Kalukku District, Mamuju Regency, West Sulawesi Province. The research was conducted from March 2 to April 20, 2026. The population consisted of students in Class X.AT at UPTD SMKN Sulawesi Barat. The study involved two groups: an experimental class and a control class. The experimental class was taught using the Jigsaw Cooperative Learning Model, while the control class was taught using conventional instruction.

The research design used was a two-group pre-test and post-test design. In this design, both groups were given a pre-test before the treatment and a post-test after the treatment. The experimental group received the Jigsaw Model treatment, while the control group received conventional instruction. Fraenkel, Wallen, and Hyun (2012) state that quasi-experimental designs are useful in educational research when researchers use existing classroom groups and cannot randomly assign individual students.

The variables in this study consisted of three independent variables and one dependent variable. The independent variables were the Cooperative Learning Method: Jigsaw Model, learning motivation, and self-efficacy. The dependent variable was students' reading skills. Reading skills referred to students' ability to understand written texts, identify information, interpret meaning, and respond to reading questions. Motivation referred to students' internal and external drive to participate in learning, while self-efficacy referred to students' belief in their ability to complete reading tasks successfully.

The data were collected using reading tests and questionnaires. The reading test was used to measure students' reading skills before and after the treatment. The pre-test was administered before the Jigsaw Model was implemented, while the post-test was administered after the treatment. The questionnaires were used to measure students' learning motivation and self-efficacy. The instruments were designed to provide quantitative data for statistical analysis.

The Jigsaw treatment was implemented by dividing students into home groups and expert groups. Students first received reading materials and were assigned different sections of the text. They then worked in expert groups to understand their assigned sections. After that, they returned to their home groups and explained their sections to their peers. Through this process, students were required to read actively, discuss meaning, share information, ask questions, and construct group understanding.

The data were analyzed using descriptive and inferential statistics. Descriptive statistics were used to calculate mean scores, standard deviations, and score improvements. Normality and homogeneity tests were conducted before hypothesis testing. The homogeneity test showed that the variance was homogeneous because the Levene statistic was 0.582, which was lower than the F-table value of 4.098, and the p-value was 0.450, which was greater than 0.05. Inferential analysis included paired sample t-test, independent sample t-test, simple linear regression, and multiple regression analysis. Pallant (2020) explains that t-tests and regression analysis are appropriate statistical procedures for examining differences and predictive relationships in quantitative educational research.

The significance level used in this study was 0.05. If the significance value was lower than 0.05, the null hypothesis was rejected. The regression analysis was used to examine the individual influence of the Jigsaw Model, learning motivation, and self-efficacy on reading skills, as well as their simultaneous contribution. The coefficient of determination was used to identify how much variance in students' reading skills could be explained by the independent variables.

3. Result

The findings of this study are presented based on the pre-test and post-test results, homogeneity test, t-test results, regression analysis, correlation between learning motivation and reading skills, correlation between self-efficacy and reading skills, and simultaneous contribution of the three independent variables.

The pre-test results showed that students' initial reading skills were still low before the implementation of the Jigsaw Cooperative Learning Model. Students had difficulty understanding English reading texts, identifying information, and responding to questions. This condition supported the background of the study, which stated that students' reading achievement was affected by conventional teaching methods, low motivation, and low self-efficacy.

After the treatment, the post-test results showed a substantial increase in students' reading performance. The mean score increased from 10.35 in the pre-test to 25.30 in the post-test. This improvement indicates that students performed better after the implementation of the Jigsaw Model. The increase suggests that Jigsaw learning helped students understand texts more effectively by requiring them to read sections of the text, discuss with expert groups, and teach their understanding to peers.

The improvement from 10.35 to 25.30 also indicates that the Jigsaw Model created a more active reading environment. Students were not only reading individually but were also responsible for explaining information to their group members. This responsibility encouraged them to understand the text more carefully. The cooperative structure helped students become more engaged in the reading process because they depended on one another to complete the learning task.

The homogeneity test was conducted to examine whether the variance between groups was homogeneous. The result showed a Levene statistic value of 0.582, with $df_1 = 1$ and $df_2 = 38$. The F-table value was 4.098, and the significance value was 0.450. Since the significance value was higher than 0.05 and the Levene statistic was lower than the critical value, the data were considered homogeneous. This means that the groups had equal variance and were suitable for further inferential analysis.

The paired sample t-test was used to determine whether there was a significant difference between students' pre-test and post-test scores. The result showed a p-value of 0.0000000000000044, which is far lower than 0.05. This indicates that the improvement from pre-test to post-test was statistically significant. Therefore, the null hypothesis was rejected, and it can be concluded that the Jigsaw Cooperative Learning Model had a significant influence on students' reading skills.

The independent sample t-test also showed a significant result, with a p-value of 0.0001. Since this value was lower than 0.05, it indicates that there was a significant difference between the group means. This supports the conclusion that students who were taught using the Jigsaw Model achieved better reading outcomes than those taught through conventional instruction. The result confirms that the Jigsaw Model was more effective than conventional learning in improving students' reading skills.

The simple linear regression analysis for the Jigsaw Model showed the regression equation $Y = 86.10 + 0.80X_1$, where Y represents reading skill and X_1 represents the Jigsaw Model. The coefficient value of 0.80 indicates that every one-unit increase in the Jigsaw Model variable was associated with an increase in students' reading skill scores. This result shows a positive relationship between the implementation of the Jigsaw Model and students' reading achievement.

The analysis of learning motivation showed a weak relationship with reading skills. The correlation coefficient between learning motivation and reading skills was $r = 0.08$. Although students' overall motivation scores were high, with a mean of 125.35, the relationship between motivation and reading achievement was weak. This means that motivation alone was not the strongest factor influencing students' reading performance in this study. Students may have been motivated, but motivation did not directly translate into stronger reading outcomes without appropriate instructional support and self-belief.

The analysis of self-efficacy showed a stronger relationship with reading skills. The correlation coefficient between self-efficacy and reading skills was $r = 0.53$, indicating a moderate to strong positive relationship. Furthermore, the regression analysis showed that self-efficacy was a statistically significant predictor of reading success, with $p = 0.034$. This means that students who had stronger belief in their ability tended to achieve better reading performance. Self-efficacy appeared to be more influential than learning motivation in explaining reading outcomes.

The multiple regression analysis showed that the Jigsaw Model, learning motivation, and self-efficacy together explained approximately 33.5% of the variance in students' reading skills, as indicated by $R^2 = 0.335$. This means that the three variables contributed meaningfully to students' reading performance. However, the combined model had an F-statistic p-value of 0.08, which is above the conventional 0.05 significance level. Therefore, while the model showed meaningful explanatory power, its simultaneous statistical significance was not fully confirmed at the 0.05 level. The strongest individual contributor in the model was self-efficacy.

Overall, the findings show that the Jigsaw Cooperative Learning Model significantly improved students' reading skills. Learning motivation was present but had a weak direct relationship with reading performance. Self-efficacy had a stronger and statistically significant influence on students' reading skills. The combined variables explained a meaningful portion of reading achievement, but other factors outside the model may also influence students' reading performance.

4. Discussion

The findings of this study indicate that the Jigsaw Cooperative Learning Model significantly improved students' reading skills. The increase in the mean score from 10.35 to 25.30 shows that students' reading performance improved substantially after the implementation of the Jigsaw Model. This result supports the theoretical view that cooperative learning can promote academic achievement by encouraging positive interdependence, individual accountability, and active participation. Slavin (1995) argues that cooperative learning improves learning outcomes because students work together while remaining individually responsible for mastering the material.

The significant paired t-test result, with a p-value far below 0.05, confirms that the improvement in reading scores was not random. The independent sample t-test result, with $p = 0.0001$, also supports the effectiveness of the Jigsaw Model compared with conventional instruction. This finding is consistent with previous studies reviewed in the thesis, which reported that Jigsaw learning improved students' academic achievement, motivation, critical thinking, and reading ability across different educational contexts.

The effectiveness of the Jigsaw Model can be explained by its learning structure. In Jigsaw learning, students are assigned different parts of a reading text and become responsible for understanding and explaining their part to peers. This responsibility encourages deeper reading because students need to understand the material well enough to teach it. Teaching others requires students to organize information, clarify meaning, and explain ideas. These processes support reading comprehension because they move students beyond passive reading.

The Jigsaw Model also increases student engagement. In conventional reading instruction, students may read individually and answer questions without much interaction. In contrast, Jigsaw learning requires interaction in expert groups and home groups. Students discuss the meaning of texts, ask questions, and share understanding. This supports Vygotsky's (1978) sociocultural theory, which states that learning develops through social interaction and scaffolding. Students who struggle with reading can receive support from peers, while students who understand the material can strengthen their understanding by explaining it.

The regression coefficient for the Jigsaw Model was positive, showing that stronger implementation of Jigsaw learning was associated with better reading skills. This indicates that the method provided a practical contribution to students' reading development. Through Jigsaw learning, students became more active readers. They were not only

receiving information from the teacher but also constructing knowledge through collaboration. This is important because reading comprehension requires active processing, not passive reception.

The weak correlation between learning motivation and reading skills is an interesting finding. The data showed that students' motivation scores were generally high, but the relationship between motivation and reading performance was weak, with $r = 0.08$. This suggests that motivation alone may not be sufficient to improve reading achievement. Students may feel motivated, but if they do not have effective strategies, sufficient vocabulary, or strong self-efficacy, their motivation may not directly produce better reading outcomes.

This finding does not mean that motivation is unimportant. Motivation remains a necessary factor in learning because it supports effort and persistence. Gardner (2007) and Dörnyei (2005) emphasize that motivation influences language learning behavior. However, the present study suggests that motivation may need to be supported by appropriate instructional methods and psychological confidence. In other words, motivated students still need effective learning structures, such as Jigsaw, to transform motivation into academic achievement.

Self-efficacy showed a stronger influence on students' reading skills. The correlation between self-efficacy and reading skills was $r = 0.53$, and the regression analysis showed that self-efficacy was significant with $p = 0.034$. This finding supports Bandura's (1997) theory that self-efficacy influences effort, persistence, and achievement. Students who believe that they can understand reading texts are more likely to continue reading, use strategies, and overcome difficulties. Students with low self-efficacy may give up quickly when they encounter unfamiliar vocabulary or complex sentences.

The strong role of self-efficacy in this study suggests that reading instruction should not only focus on teaching strategies but also on building students' confidence. Teachers can support self-efficacy by providing achievable reading tasks, giving constructive feedback, allowing peer support, and creating successful reading experiences. In Jigsaw learning, self-efficacy may increase because students experience success through collaboration. When students understand one part of the text and successfully explain it to others, they may begin to believe more strongly in their reading ability.

The simultaneous model showed that the Jigsaw Model, learning motivation, and self-efficacy explained 33.5% of the variance in reading skills. This is a meaningful contribution in educational research because reading achievement is influenced by many factors. However, the simultaneous model's p -value of 0.08 suggests that the combined influence did not reach the conventional 0.05 level of statistical significance. This should be interpreted carefully. The model has explanatory value, but its simultaneous statistical strength may be limited by sample size, measurement conditions, or variability among students.

The strongest individual factor in the model was self-efficacy. This indicates that students' belief in their own ability may be more directly related to reading performance than general motivation. Reading in English often creates anxiety because students face unfamiliar words and sentence structures. Students who believe they can succeed are more likely to persist. Therefore, self-efficacy should be intentionally developed in English reading classes.

The findings also highlight the limitations of conventional teaching methods. Conventional reading instruction often positions the teacher as the main source of information. Students may become dependent on teacher explanation and may not develop independent reading strategies. The Jigsaw Model changes this pattern by making students responsible for learning and teaching parts of the text. This encourages autonomy,

accountability, and peer learning. Johnson and Johnson (1999) argue that positive interdependence and individual accountability are essential elements of effective cooperative learning. These elements appeared to support students' reading development in this study.

The study has several practical implications. First, English teachers should consider using the Jigsaw Model in reading instruction, especially when teaching longer texts or texts that can be divided into sections. Second, teachers should prepare reading materials carefully so that each section is balanced in difficulty and meaning. Third, teachers should train students how to work in expert groups and home groups before implementing Jigsaw learning. Fourth, teachers should provide guidance and monitoring to ensure that all students participate actively.

Another implication is the need to integrate self-efficacy development into reading instruction. Teachers can help students build self-efficacy by giving tasks at appropriate difficulty levels, offering praise for progress, providing models of successful reading strategies, and allowing students to experience success. Since self-efficacy had a significant relationship with reading skills, strengthening students' confidence may improve their reading outcomes.

Learning motivation should also be supported through meaningful learning tasks. Although the correlation between motivation and reading skills was weak in this study, motivation remains important for long-term learning. Teachers can increase motivation by selecting interesting texts, connecting reading topics with students' lives, using collaborative tasks, and giving students opportunities to express opinions about what they read.

Overall, the study confirms that the Jigsaw Cooperative Learning Model is an effective method for improving students' reading skills. It also shows that self-efficacy has an important role in reading achievement. Motivation, although weakly correlated with reading performance in this study, remains a supportive factor that should be developed together with effective instruction and confidence-building strategies.

5. Conclusion

This study examined the influence of the Cooperative Learning Method: Jigsaw Model, learning motivation, and self-efficacy on students' reading skills. Based on the findings, the Jigsaw Model had a significant positive influence on students' reading performance. Students' mean reading score increased from 10.35 in the pre-test to 25.30 in the post-test. The paired t-test showed a highly significant result with a p-value far below 0.05, and the independent sample t-test also showed a significant difference with $p = 0.0001$. These results confirm that the Jigsaw Cooperative Learning Model was effective in improving students' reading skills.

Learning motivation showed a weak direct relationship with students' reading skills, with a correlation coefficient of $r = 0.08$. Although students' motivation scores were high, motivation alone did not strongly predict reading performance in this study. This suggests that motivation needs to be supported by effective instructional methods and learning strategies.

Self-efficacy showed a moderate to strong positive relationship with reading skills, with $r = 0.53$. Regression analysis also showed that self-efficacy was a statistically significant predictor of reading success, with $p = 0.034$. This finding indicates that students' belief in their ability plays an important role in reading achievement.

The simultaneous analysis showed that the Jigsaw Model, learning motivation, and self-efficacy explained 33.5% of the variance in students' reading skills. However, the combined model approached but did not fully reach conventional statistical significance at the 0.05 level, with $p = 0.08$. Therefore, the Jigsaw Model and self-efficacy were the strongest contributors in this study.

In conclusion, the Jigsaw Cooperative Learning Model is recommended as an effective strategy for improving students' reading skills. English teachers should combine cooperative reading activities with efforts to strengthen students' self-efficacy and motivation. Future researchers may conduct studies with larger samples, longer interventions, delayed post-tests, and qualitative classroom observations to explore how Jigsaw learning improves reading skills more deeply.

6. References

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