



اتجاهات الطلاب نحو استخدام استراتيجية العمل الجماعي في تطوير أدائهم في امتحان اللغة
الإنجليزية في مدرسة الميثاق الثانوية

**Students' Attitudes towards Using the Group Work Strategy in
Developing their Performance in the English Exam
in Al-Methaq Secondary School in Marib**

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الملخص:

هدفت هذه الدراسة إلى التعرف على اتجاهات الطلبة نحو استخدام استراتيجية العمل الجماعي في تطوير أدائهم في امتحان اللغة الإنجليزية بمدرسة الميثاق الثانوية بمحافظة مأرب. استخدمت الدراسة المنهج الوصفي مع التصميم الكمي لتحقيق أهدافها. تكونت عينة الدراسة من (40) طالباً من طلاب الصف الأول ثانوي بمدرسة الميثاق الثانوية بمدينة مأرب، تم اختيارهم بالطريقة العشوائية كعينة للدراسة. تم توظيف استراتيجية العمل الجماعي في تدريس وتعلم اللغة الإنجليزية لمدة 7 أسابيع في نهاية الفصل الدراسي الثاني من العام الدراسي (2022-2023). ولجمع البيانات تم استخدام استبيان مغلق واعتمد الاستبيان على مقياس ليكرت الخماسي لفحص اتجاهات الطلبة نحو استخدام استراتيجية العمل الجماعي في تطوير تحصيلهم في امتحان اللغة الإنجليزية. وتم التأكد من صدق وموثوقية الأداة. تم تحليل البيانات التي تم جمعها باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية (SPSS). وأظهرت النتائج أن الطلاب لديهم اتجاهات إيجابية عالية نحو استخدام استراتيجية العمل الجماعي في تطوير أدائهم في امتحان اللغة الإنجليزية. أظهرت نتائج الدراسة الحالية أن غالبية الطلاب متفقون على أن استراتيجية العمل الجماعي هي استراتيجية فعالة. وأخيراً أوصت الدراسة بضرورة تطبيق استراتيجية العمل الجماعي وغيرها من استراتيجيات التعلم النشط في تعليم وتعلم اللغة الإنجليزية لتحقيق نتائج أفضل في أداء الطلاب في اللغة الإنجليزية.

الكلمات المفتاحية: اتجاهات الطلاب، استراتيجية العمل الجماعي، المدارس الثانوية بمأرب، أداء اللغة الانجليزية.

Abstract:

This study aimed at investigating the students' attitudes towards using the group work strategy in developing their performance in the English exam at Al-Methaq Secondary School in Marib city. The study used the descriptive approach with quantitative design to achieve its objectives. The sample of the study consisted of (40) male students from the 10th grade at Al Methaq secondary school in Marib city, they were selected randomly as the sample of the study. The group work strategy was employed in teaching and learning the English language for the duration of 7 weeks at the end of the second term of the academic study year (2022- 2023). For collecting data, a close-ended questionnaire was used. The questionnaire was based on a five-Likert scale to examine students' attitudes towards using the group work strategy in developing their performance in the English exam. Validity and reliability of the tool were assured. The collected data were analyzed using the Statistical Package for Social Sciences (SPSS) The results showed that the students had highly positive attitudes towards using the group work strategy in developing their performance in the English exam. The results of the present study showed that the majority of students agreed that group work strategy is an effective strategy. Finally, the study recommended the necessity of implementing group work strategy and other active learning strategies in teaching and learning the English language to bring better outcomes in the students' performance in English.

Keywords: Students Attitudes, Group Work Strategy, Marib Secondary Schools, and English Performance.

Introduction:

In today's world, there is a growing emphasis on the importance of educating

individuals who are creative, open-minded, collaborative, and innovative. Schools have become the focal point for developing such

qualities. It has been observed that many individuals learn and acquire skills more effectively when they actively participate in the learning process rather than being passive observers (Hermin & Toth, 2006). There are various active learning strategies and techniques that can be used to achieve the educational aims and help the teacher in creating a successful atmosphere in classrooms as the group.

Implementing active learning in the classroom can improve both the quality of learning and the quality of education in general. Group work is considered one of the important factors to improve learners' communication. In group work, students learn to listen to different ideas, learn to discuss and to negotiate. They take part in equally and sometimes they feel comfortable to experiment and speak the language. The use of group work in classroom activities is a method used for motivating learning and increasing the idea of pleasure through learning.

Group work is a teaching strategy employed in classroom activities to enhance learning motivation and reduce anxiety or fear associated with speaking in front of the entire class. This fear and anxiety are particularly experienced by students who are shy or lack confidence. Group work involves students working together in a small group to complete a given task. The group typically consists of students with different skills levels. Importantly, students are expected to work on their assigned task within the group without direct or immediate supervision from the teacher (Cohen & Lotan, 2014). Group work has become an essential part of modern methodology in teaching and learning because it offers teachers a powerful way to engage students and provides students with opportunities for cooperative learning. (Situmorang, 021).

Some researchers find that focusing on student's attitudes towards group work strategy is considered a big and important topic. Kouros and Abrami (2006) gave two reasons why students' attitudes toward group learning are an important part of the educational process. First, students' attitudes are assumed to reflect the quality of their learning experience. Knowing

students' attitudes toward small group work can help teachers implement cooperative learning in the classroom. The second reason is that students' attitudes are believed to influence learning behavior. It is possible that negative attitudes toward group work have negative effects on group interactions and relationships as well as on student learning. Consequently, the current paper agrees with this vision as a result of good decisions resulting from experience. Accordingly, the researchers get a strong desire to seize the opportunity of conducting this study to fulfill the gap of previous literature. Therefore, this research is important because its findings may help teachers to be more aware of students' attitudes toward the cooperative learning strategy during the English class. Afterwards, the teachers can discover and create other methods or teaching strategies, and create variety of classrooms activities which make the students totally engaged in the teaching and learning processes. So, it is important to conduct further studies to understand students' attitudes towards group work. Therefore, this study was conducted at Marib secondary schools to find out and learn more about students' attitudes toward group work implemented at their classes.

Literature Review

The success of any teaching and learning method and/ or strategy, including group work, relies on the attitude of the students. While group work is generally considered an effective and valuable approach, its effectiveness in the classroom depends on its implementation. Moreover, the attitude of students towards group work is crucial and should be given due attention. According to Hashemi (2005), attitudes refer to the extent to which students accept a subject and their opinions about it. The acceptance of students towards a subject is indicative of the success of teaching. Students' attitudes towards group work can vary and may differ from the attitudes of their instructors. Here, students' performances on the cooperative learning strategy are influenced by the learners' attitudes. There are negative and positive attitudes which might influence their engagement on group works in English classrooms. For instance, as cited in Hamer &

O'Keefe (2013), learners tend to express negative attitudes in group activities and constantly express complaints, negative feelings and opinions on the assigned group works. According to Felder & Brent (2001), as an example of students' negative attitudes on cooperative learning is that students can be relegated or will relegate themselves to a passive role in group works.

Students who show positive attitudes towards the cooperative learning strategy might tend to willingly participate in the group works. Moreover, students will take their responsibilities to the group to achieve the same goals. Furthermore, learners' positive attitudes help them to get learning experiences by working in homogeneous and heterogeneous groups. Furthermore, learners' personal opinions and affective aspects on the group might influence their involvement on group works (Gillies & Ashman, 2003). Positive opinions on getting higher achievements by working in groups will increase their motivation to get involved and engaged in the groups. While individuals have the same opinion to achieve higher accomplishments, they tend to help other learners to achieve the same common goals. It means that a helping behavior helps learners in accomplishing the group works. Also, learners' attitude of being helpful to each other might help students to increase their performances and engagements in the groups.

According to Masgoret and Gardner (2003), a learner's attitudes towards the learning situation can be influenced by their evaluation of various factors such as the course, the teacher, the materials, and the teaching environment. Kouros et al. (2006) indicated that students' attitudes towards group learning play a significant role in the educational process. Understanding students' attitudes towards small group work can assist teachers in effectively implementing cooperative learning in the classroom. They also claimed that attitudes have a profound influence on various aspects of students' learning, including their learning behaviors, knowledge acquisition, performance, and overall learning quality.

Research conducted by Shao (2014) indicates that students exhibit positive motivation and

attitudes when they are assigned to work with energetic and active group members. In contrast, when students work individually, they are more prone to procrastination and delaying the completion of assignments, or even not completing them at all. However, when students work in a group, they become aware that their group members rely on them, which instills a sense of responsibility to complete the assigned tasks by the given deadline. This finding supports the observations made by Felder and Brent (2007). According to the study conducted by Daba, Ejersa, and Aliyi (2017), students generally have a positive perception of the benefits of group assignments. The findings indicate that learners prefer working on assignments in a group rather than completing individual assignments or taking classroom tests. Similarly, Kondo's (2010) study involving second-year students at Kosen showed that students had positive attitudes towards group work activities compared to individual activities. In a study conducted by Daba, Ejersa, and Aliyi (2017), the findings indicated that the students had a positive view of the benefits associated with group assignments. They expressed a preference for working on assignments in a group rather than completing individual assignments or taking classroom tests. Similarly, Kondo's (2010) study, revealed that students displayed positive attitudes towards group work activities compared to individual activities.

The significance of this topic has led to numerous studies in the fields of TEFL (Teaching English as a Foreign Language) and TESL (Teaching English as a Second Language). One interesting related study conducted by Taqi and Al-Nouh (2014) examined the benefits of incorporating group work into English examinations. The study found that the majority of students enjoyed the tasks and expressed a desire to engage in group work more frequently. Furthermore, the method of forming groups appeared to impact learning outcomes. The study also revealed that social and academic factors such as age influenced the formation, engagement and outcomes of group work.

Pishghadam and Moghaddam (2011) conducted a study that examined the impact of group work on the language performance of children in EFL classes. The objective was to investigate how group work influenced children's language skills. The findings indicated that children who were taught using the group work method enjoyed considerable advantages, particularly in terms of their ability to memorize conversations and acquire new vocabulary. In a study conducted by Rahaman (2014), the impact of group work into EFL classes to enhance reading skills was investigated. The findings of the study suggested that teaching text reading comprehension through group work could be an effective strategy, particularly in secondary school settings. The study emphasized the significance of providing teachers with training on how to implement group work activities effectively. It also highlighted the potential benefits of using group work for text reading, such as facilitating idea sharing and social interaction among students. This student-centered approach creates a classroom environment that encourages learners to feel more comfortable, allows them to observe their own progress, and provides them with the opportunity to freely express themselves within a supportive and friendly atmosphere.

In a study conducted by Othman and Murad (2015), the objective was to explore the perspectives of Kurdish students regarding the advantages and disadvantages of group work in the classroom. The findings of the study revealed a mixture of positive and negative opinions. According to the participants, some of the advantages of group work included the ability of group members to clarify difficult concepts for each other and the potential for the tasks to be completed more quickly. On the other hand, negative opinions highlighted the tendency of certain group members to become passive and remain silent, relying on others to do all the work. A significant number of students demonstrate enthusiasm and a preference for group work compared to individual work. They perceive group work as an effective and advantageous teaching and learning strategy that allows them to interact with their peers. They view group work as a

means to enhance concentration, aid in memorization, and facilitate learning. However, it is worth noting that a small minority of students express a genuine dislike for group work, as highlighted by Rees (2009). According to Cantwell and Andrews (2002), negative experiences such as discomfort, dislike, or resentment in group work often stem from psychological factors. These issues commonly arise when high-achieving students feel frustrated by the slower pace of their group members, while weaker students may express feelings of being ignored or neglected within the group. This sentiment is supported by Felder and Brent (2007). Group work or cooperative learning has become an integral part of modern teaching and learning methodologies. It is considered a broad concept that encompasses various teaching modes. On the other hand, collaboration is a specific idea that falls within the broader concept of cooperation. This distinction was highlighted by Chiriac (2014). Kouros et al. (2006) found that in their research, a smaller number of students agreed that they produced higher quality work, enjoyed the material more, found it easier to understand, had better organization of their work, had group members who explained the material to them, and improved their work habits when working in groups.

Harmer (2008) highlights several advantages of group work. Firstly, it significantly increases the number of opportunities for students to engage in conversation. Secondly, personal relationships become less problematic as there are multiple students in the group, and this also enhances the likelihood of diverse opinions and contributions compared to pair work. Thirdly, group work fosters cooperation and negotiation skills. Fourthly, it promotes learner autonomy by empowering students to make their own decisions within the group, rather than relying solely on teacher instructions. Lastly, group work allows students to choose their level of participation more freely compared to whole-class or pair work situations. According to Albaqshi (2016), group work offers several benefits. Firstly, it allows for increased participation in large classes. Secondly, it promotes learners' sense of responsibility and autonomy. Thirdly, it creates a sense of

contribution, which motivates students to be engaged more. Lastly, it facilitates mutual learning and interaction among students. Additionally, Pardede (2019) suggested that group work is an effective method for developing integrative language skills.

According to Taqi and Al-Nouh (2014), there are several disadvantages associated with group work. Firstly, some students may receive praise despite contributing very little to the group's work, while others may end up doing the majority of the work. This imbalance can create issues in terms of fairness and grading. Secondly, some students may choose to work only with their friends, excluding others from the group. This can make it challenging to assess and grade individual group members. Thirdly, different work habits and preferences among students can lead to conflicts within the group. Some students may be reluctant to take orders from their peers or refuse to collaborate with certain group members. Lastly, noise can be a significant drawback of group work, as it can disrupt the learning environment and discourage teachers from utilizing this approach.

Regarding the background above, it is important to conduct further studies to understand students' attitudes towards group work. Accordingly, the researcher gets a strong desire to seize the opportunity of conducting this study to fulfill the gap of the previous literature. Therefore, this study was conducted at Marib secondary schools to find out and learn more about students' attitudes toward group work implemented at their classes.

Statement of the Problem.

Group work strategy has great value to promote students' engagement in meaningful activities through which they share ideas, values, and experiences. Some researchers find that focusing on students' attitudes towards group work strategy is considered a big and important topic because students' attitudes are assumed to reflect the quality of their learning experience. Knowing students' attitudes toward small group work can help teachers implement cooperative learning in the classroom. It is possible that

negative attitudes toward group work have negative effects on group interactions and relationships as well as on student learning

Based on the researcher's experiences, students who were assigned group work tended to display various negative or positive attitudes. Some students would willingly participate in the group work and transfer their responsibility to the groups. However, some students avoid working in groups and preferred to complete the task individually. Furthermore, based on the researcher's observations and experiences, teachers believe that a cooperative learning strategy is suitable for their students. Teachers point out that by working in groups, students can improve their learning performance and perform better. However, in reality, not all students can participate in cooperative learning activities, and not all students can improve their academic performance and achieve better results after engaging in group work. The researcher believes that the problem of the present study is due to students' poor performance in English as well as lack of motivation, interest and awareness. Therefore, it is so important to conduct such a study to investigate students' attitude towards the use of group work strategy in developing their performance in English.

Objectives of the study

The study aims at:

Highlighting the attitudes of 10th grade students in Marib towards the group work strategy.

Questions of the Study

To achieve the objective of the study, the following question was stated:

What are students' attitudes towards using the group work strategy to develop their performance in the English exam at Al Methaq Secondary School in Marib City?

Significance of the study

Group work strategy has some phases of significance. Here are some of these phases:

1. There are not many studies that shed light on the implementation of active learning strategies at the schools in Marib. Thus, this study fills a gap in the relevant literature.

2. It is expected that this study will help the teachers to increase their strategies in teaching English and to organize an effective teaching and learning environment in the light of implementing group work strategy.
3. It is expected that this study will help to overcome the difficulties of students in learning.
4. It is expected that this study will facilitate teaching and learning English in schools.
5. This study may benefit syllabus designers to modify, organize and enrich English language curricula with activities based on students' interaction.
6. Using group work strategy can lead to successful learning and teaching.

Limitations of the Study (This also can come b4 Lit R.)

The study is limited to the following:

- Topical limitations: The study examining students' attitudes towards using the group work strategy in developing their performance in English exams.
- Human Limitations: The study is limited to the 11th- grade students in Marib secondary schools.
- Place Limitations: This study is limited to Al Methaq secondary school in Marib city.
- Time Limitations: This study is limited to the second semester of the academic year 2022/2023.

Operational Definitions of Terms:

Theoretical and operational definitions

The researcher adopted the following theoretical and operational definitions as follows:

Theoretical definitions of terms:

Group work

Johnson (2005) describes group work as being a teaching strategy where students of different levels form groups with certain decided numbers of students to work on activities that will eventually enhance their understanding of the subject.

Attitudes

Hashemi (2005) states that attitudes towards something is the extent to which students accept the subject and their opinion towards it.

Operational Definitions of Terms:

Group work (This also can come b4 Lit R.)

Group work refers to learning experiences in which the 10th grade students in Marib work together on the same task.

Attitudes (This also can come b4 Lit R.)

Attitudes refers to the opinions and perceptions of secondary school students at Al Methaq secondary school towards implementing group work strategy. Attitude is the way of thinking, feeling or behaving.

Methodology

As mentioned earlier, the current study aimed at investigating students' attitudes towards using the group work strategy in developing their performance in the English exam. The study used the descriptive approach with quantitative design to achieve its objectives. The sample of the study was (40) students in the 10th grade at Al Methaq secondary school who participated to achieve the main objective. The participants had already been instructed by their English teacher that they will be taught English lessons using group work strategy for a period of seven weeks. For collecting data, a close-ended questionnaire was used. The questionnaire was based on a five-Likert scale to examine the EFL students' attitudes towards using the group work strategy in developing their achievement in English exam. The data collection procedures and the statistical tools and processes are described.

Population and sample of the Study

The population of the study consisted of the 10th grade students in Ma'rib city in the second term of the academic year (2022- 2023). The population of the study was (6800 too big a number?) male and female students. The sample of the study consisted of (40) male students. They were selected randomly from Al Methaq secondary school in Marib city to participate in the study.

Instrument of the Study

A questionnaire was prepared and developed by the researcher and with the help of supervisors and validators. The questionnaire aimed to measure students' attitudes towards the use of group work strategies. The

questionnaire was adapted using a five-point Likert scale with the following responses: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree. The questionnaire consisted of (18) items from two categories. The first category related to students' attitudes toward group work strategy with (13) items, and the second category related to students' attitudes toward developing their performance in English exams with (5) items. The questionnaire was translated into Arabic to ensure optimal understanding by all students and to eliminate possible language barriers that could prevent them from expressing their full opinions. The questionnaire was administered to the study sample on the last day of implementing the group work strategy in the classroom. That was on Sunday, February 27th, 2023. The students then submitted the questionnaire to the researcher.

The validity of a questionnaire is determined by analyzing whether the questionnaire measures what it is intended to measure. The questionnaire was administered to eight English language experts who provided their feedback and comments. It was then revised based on the experts' comments. To check the reliability of the questionnaire, the questionnaire was administered to eight students who were randomly selected from the study population but were not included in the sample. Then, after two weeks, it was given to the same group in the same condition to check its reliability. The pilot study data were analyzed using the SPSS package (Cronbach's Alpha) to determine the extent of stability of the questionnaire. The Cronbach alpha for the

student questionnaire is 0.790, which demonstrates the reliability of the questionnaire.

The Results of the Study

The researcher explained the results as follows The Results Related to Students' Attitudes towards Using the Group work Strategy in Developing their performance in the English Exam at Al Methaq secondary School.

What are students' attitudes towards using the group work strategy to develop their performance in the English exam at Al Methaq Secondary School in Marib City? To gain a better understanding of students' views on using the group work strategy for performance development in English exams, a five Likert scale questionnaire was created, which included (18) items from two categories. The first category was related to students' attitude toward group work strategy with (13) items, and the second category was related to students' attitude toward developing their performance in English exams with (5) items. After distributing this instrument to (40) students in the 10th grade to determine their attitudes toward using the group work strategy in developing their performance in English exams, the results showed that the overall mean of students' attitudes in each category was extremely highly positive. Based on these results, each of these categories was discussed separately. Table (1) shows students' attitudes towards group work strategy.

Table (1) Students' attitudes towards the group work strategy

N	Statements	Means	ST.D	Rank	Attitude
7	Group work is an effective strategy.	4.95	0.56	1	Highly Positive
12	Working in a group is very interesting and fun	4.95	0.56	1	Highly Positive
3	I prefer working in a group than working individually	4.80	1.48	2	Highly Positive
5	Group work facilitates interaction among students	4.75	1.05	3	Highly Positive
4	Group work promotes collaboration	4.7	0.89	4	Highly Positive
10	The group assignment is done by all student in the group.	4.65	0.89	5	Highly Positive
2	Group work encourages students to share and exchange ideas.	4.6	0.8	6	Highly Positive
9	Group work teaches students how to learn and think	4.55	1.06	7	Highly Positive
13	Group work strategy helps to use time effectively	4.5	0.71	8	Highly Positive
6	Group work taught me to respect others' opinions	4.20	0.84	9	Positive
8	I prefer group work over other types of active learning strategies.	4.15	0.51	10	Positive
1	Group work encourages students to participate in the lessons.	4.1	0.69	11	Positive
11	My opinions can be expressed without fear of rejection.	4.05	0.89	12	Positive
Total		4.54	0.427		Highly Positive

With regard to data analysis of each item of the questionnaire, the mean scores and standard deviations were analyzed for each item based on Likert's scale. It was found that the means of the first category of the EFL students' attitudes towards the group work strategy ranged from (4.95) to (4.05). The total mean of this category was (4.54) and standard deviation was (Std. D = 0.427) indicating to that the students had highly positive attitudes towards the group work strategy. At the level of each item in this category, this table revealed the following results:

- Students' attitudes toward the group work strategy were extremely positive on (9 out of 13) items and positive on (4 out of 13) items.
- The highest ranked items were “Group work is an effective strategy.” and “Working in a group is very interesting and fun.” with a mean of (4.95) and a standard deviation of (Standard D. = .0 ,65).
- The items receiving the lowest rank were “Group work promotes class participation.” and “My opinion can be expressed without fear of rejection.” with mean values of (4.01 and 4.05) and a standard deviation of (1.48 and 1 ,03). Referring to the table in this category, students expressed extremely positive attitudes towards group work strategy in (9) out of (13) items. The numbers of these items were (7), (12), (3), (5), (4), (10), (2), (9) and (13).

The results in table (1) shows that the group work strategy is indeed an effective strategy. It promotes collaboration and teamwork among individuals. When working in a group, members can pool their diverse skills, knowledge, and perspectives to solve problems or complete tasks more efficiently. By engaging in discussions and actively listening to others' viewpoints, individuals can improve their ability to express their thoughts clearly and respectfully. This fosters effective communication and helps build stronger relationships within the group. Additionally, group work promotes a sense of accountability and responsibility. It provides an opportunity for individuals to learn from one another. By working with people from diverse backgrounds and experiences, individuals can gain new perspectives, learn different approaches, and expand their knowledge base. Additionally, group work provides an opportunity to interact with peers, build relationships, and develop teamwork skills. It can be a great way to make new friends, strengthen existing bonds, and create a supportive and positive environment. Table (2) shows students' attitude toward developing their performance in the English exams.

Table (2): Students' Attitudes towards developing their performance in the English exam

N	Statements	Means	ST.D	Rank	Attitude
1	I feel that I am performing well academically	4.70	0.49	2	Highly Positive
2	Group work Strategy helps develop thinking	4.00	0.37	5	Positive
3	My language skills improve as a result of the group work strategy	4.65	0.29	3	Highly Positive
4	Thinking is developed through group work strategies.	4.35	0.78	4	Highly Positive
5	I can achieve good exam results in English.	5.00	0.00	1	Highly Positive
Total		4.45	0.28		Highly Positive

It was also clear from the table that the means of the performance development category were between (5.00) and (4.00) and the overall mean of this category was (4.45) and the standard deviation (Std. D. = 0, 28) was. These results suggest that the students had extremely positive attitudes toward their performance development. At the level of each item in this category, this table revealed the following results:

- Students' attitudes toward their performance development in the English exam were

extremely positive in (4) of (5) items and positive in (1) of (5).

- The highest ratings in this category were “I can achieve good test results in English” and “I feel like I am doing well academically.” with mean values of (5.00 and 4.70) and standard deviation of (Standard D = 0.000 and 0.49).
- The lowest rank went to “Group work strategy helps in developing thinking”. with a mean of (4.00) and a standard deviation of (0.37). Regarding the table of this category, the students also had a highly positive attitude of (4) out of (5) items towards the Performance

Development category. The numbers of these four items were (1), (3), (4), and (5) with means of (4.70), (4.56), (4.53), and (5.00), respectively.

These results generally showed that the items that received the highest level of positive attitude were (9) items in the first category and (4) items in the second category. For example, these items' numbers were (7), (12), (3), (5), (4), (10), (2), (9) and (13), in relation to the first category (the group work strategy). Regarding the second category, which is performance development, the items that were included were (1), (3), (4), and (5). These results emphasized that the majority of the EFL students' attitudes was highly positive. Regarding those got positive attitudes, they were distributed as follows:

Four items in the first category and an item in the second category. The distribution of those items in the first category included the items of (6), (8), (1) and (11) which received the means (4.20), (4.15), (4.10) and (4.05) respectively. The item (2) of the second category was received mean of (4.37). Group work has been shown to be a very successful academic success strategy. Because group work enables students to cooperate with one another, exchange ideas, and gain knowledge from various viewpoints. The results indicate that group work strategy can help students develop important skills such as communication, teamwork, and problem-solving. Students engaged in group work, or cooperative learning, show increased individual achievement compared to students working alone. However, the results gained are very useful and important for both teachers and students.

The Major Findings

Group work strategies are of great value in promoting student engagement in meaningful activities through which they share ideas, values, and experiences. Conversely, students do not implement the group work task effectively in ELT classrooms. Therefore, the researcher examined students' attitude towards group work strategy due to students' lack of interest, students' lack of motivation, and students' lack of awareness. This is why it is so important to conduct such a study to examine

students' attitudes towards using group work strategies to develop their English performance. The results related to students' attitude toward using the group work strategy revealed that students have a positive attitude toward using the group work strategy. This is because the overall mean is (4.54). It was found that by using the group work strategy, students showed a positive attitude towards their performance in the English exam. These results were consistent with (Shao, 2014; Daba, et al. 2017; Taqi and Al-Nouh, 2014; and Kondo, 2010). The views of students in this study are consistent with this idea. In addition, most students pointed out that adopting a group work strategy helped them in learning and performance in English exam.

Conclusions and Recommendations

The present study aims at investigating the students' attitudes towards using the group work strategy in developing their performance in the English exam at Al-Methaq Secondary School in Ma'rib city. The results of the study on students' attitudes toward applying the group work strategy demonstrated how positively the students felt about it. This implies that the students thought the group work approach was advantageous and positive, which adds to the evidence supporting the efficacy of this pedagogical strategy. This result was in line with the findings of the previous studies like: (Shao, 2014; Daba, et al. 2017; Taqi and Al-Nouh, 2014; and Kondo, 2010). Some researchers have found that focusing on students' attitudes towards group work strategy is considered a big and important topic. They gave two reasons why students' attitudes toward group learning are an important part of the educational process. First, students' attitudes are assumed to reflect the quality of their learning experience. Knowing students' attitudes toward small group work can help teachers implement cooperative learning in the classroom. The second reason is that student attitudes are believed to influence learning behavior. It is possible that negative attitudes toward group work have negative effects on group interactions and relationships as well as on student learning. The results of this study demonstrated that most students agreed that

group work is an effective strategy. In addition, the majority of students mentioned that using a group work strategy improved their performance in the English exams. They think that working in groups can really be a useful tactic for cooperation and learning. Besides, the majority of students say that group work is better than individual work. Through group work, they can cooperate with their peers, have conversations, and exchange ideas. It was discovered that working in groups can be a very successful academic strategy. Students generally have a positive perception of the benefits of group assignments. Meanwhile, the current study concludes that all previous studies confirm that group work strategies help students learn better and improve their performance. It demonstrated students' positive attitude towards group work strategy. As a result, there are some recommendations for using the group work strategy:

1. Implementing active learning strategies in teaching and learning English language to bring better outcomes in the students' performance in English language.
2. Implementing group work as a teaching strategy for different subjects is suggested.
3. It is recommended to conduct additional research to explore the effects of using small groups on students' academic achievements, as well as their social and emotional well-being.
4. Organizing training courses for teachers. These courses can provide guidance on how to utilize this strategy in various educational settings, ensuring that teachers are equipped with the necessary skills and knowledge.
5. Enhancing Yemeni curriculum with different group work activities.
6. Conducting training courses that help teachers enhance their competencies of implementing the group work strategy in their classes.

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