

**LECTURERS' VIEW ON THE USE OF COOPERATIVE LEARNING  
STRATEGIES IN TEACHING ENGLISH AS FOREIGN LANGUAGE  
(EFL) READING**

**A Thesis**

**Presented to the Department of English Language Education  
as Partial Fulfilment of the Requirements to Obtain the *Sarjana Pendidikan*  
Degree in English Language Education**



**By:**

**YULI YESSY RICHA RACHMAWATI**

**13322028**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES  
ISLAMIC UNIVERSITY OF INDONESIA**

**YOGYAKARTA**

**FEBRUARY 2018**

**APPROVAL SHEET**

**LECTURER'S VIEW ON THE USE OF COOPERATIVE LEARNING  
STRATEGIES IN TEACHING ENGLISH AS FOREIGN LANGUAGE  
(EFL) READING**

**By:**

**Yuli Yessy Richa Rachmawati**



**Approved on 20<sup>th</sup> of February 2018**

**By:**

**Supervisor**

A handwritten signature in black ink, appearing to be 'Irma Windy Astuti', is written over a horizontal line.

**Irma Windy Astuti, S.S., M. Hum**  
**NIP. 062216005**

**RATIFICATION SHEET**

**LECTURERS' VIEW ON THE USE OF COOPERATIVE LEARNING  
STRATEGIES IN TEACHING ENGLISH AS FOREIGN LANGUAGE  
(EFL) READING**

By:

**YULI YESSY RICHA RACHMAWATI**  
13322028

Defended before the Board of Examiners on 9<sup>th</sup> of March 2018 and Declared  
Acceptable

Chairperson : Irma Windy Astuti, S.S., M. Hum

First Examiner : Astri Hapsari, S.S., M. TESOL

Second Examiner : Rizki Farani, S. Pd., M.Pd

Yogyakarta, 9<sup>th</sup> of March 2018

Faculty of Psychology and Socio-Cultural Sciences

Islamic University of Indonesia

Head of Department.



Irma Windy Astuti, S.S., M. Hum

### STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this research, which I have written does not contain other people's work, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 20<sup>th</sup> of February 2018

The Writer



YULI YESSY NUR RAHMACHMAWATI

13322028

## **MOTTO**

*“Assobru Yu'inu 'Alaa Kulli 'Amalin”*

(Kesabaran itu membantu atas setiap pekerjaan)

## **DEDICATIONS**

Appreciatively, I dedicated this thesis to ME, another part of myself that always eager for challenges in life. And especially for:

1. The dean of Faculty of Psychology and Socio-Cultural Sciences Islamic University of Indonesia Dr. rer. nat. Arief Fahmie, S.Psi.,M.A., Psikolog
2. The head of English Language Education Department also as my thesis supervisor all this time Ms Irma Windy Astuti S.S., M.Hum, May all your kindness can be merit for the hereafter.
3. The whole lecturers at English Language Education Department of Faculty of Psychology and Socio-Cultural Sciences Islamic University of Indonesia and the staffs.
4. My beloved Parents: Sulaiman Hakim and Asiah who always support me through their endless love and prayers, my brother Annis Fauzi Rifqi Rahman Hakim who always cheer me up, May Allah always give them health and always take care of them.
5. My partner also my human diary Aryo Arifuddin who always be there thru the ups and down
6. All my friends at English Language Education Department batch 2013 especially Shieazara Dinar Yualinda, Reza Rossytawati and Gebri Adinda, may all of them be successful person in the future.

7. All those who have helped the researcher to complete the thesis which may not be mentioned one by one

## ACKNOWLEDGEMENT

*Alhamdulillah.* All praises be to Allah SWT, who has given us life filled with challenges in a bundle of beautiful results and grateful blessings. In this chances, the Author enables to finishes this thesis as a partial fulfilment of requirements to obtain the *Sarjana Pendidikan* degree in English Language Education.

Behalf of the Author, this thesis could not be finished without the support of many people. Therefore, I would like to express my highest gratitude and appreciation to my beloved thesis supervisor, Irma Windy Astuti S.S., M.Hum who have been very helpful and kind in giving me advice, ideas, guidance, and valuable time during the process of writing this thesis. I also wished to express my sincere thanks to my academic lecturer, Intan Pradita S.S., M.Hum for the supports and advices to me. My very warm thanks to all lecturers at English Language Education Department, Irma Windy Astuti S.S., M.Hum., Nizamuddin Sadiq, S.Pd., M.Hum., Puji Rahayu, S.Pd., MLST., Rizki Farani, S.Pd., M.Hum., Astri Hapsari, S.S., M.Hum and Adam Anshori, S.S., M.A., who had given meaningful knowledge.

Special thanks to all of my big family especially to my parents (Ibu Asiah and Bapak Sulaiman Hakim) and my brother (Annis Fauzi Rifqi Rahman Hakim) for their loving support and encouragement since my study until then end of writing this thesis. Also I personally show my gratitude to my best partner Aryo Arifuddin for his support, understanding, and love on my thesis.

Last but not least, I want to say thank you so much indeed for all those who I could not mention the names one by one. Hopefully this thesis can be useful for us and become the input for the parties in need.

Yogyakarta, 20<sup>th</sup> of February 2018

**Yuli Yessy Richa Rachmawati**

## TABLE OF CONTENT

<b>RATIFICATION SHEET</b> .....	i
<b>STATEMENT OF WORK'S ORIGINALITY</b> .....	iii
<b>MOTTO</b> .....	iv
<b>DEDICATIONS</b> .....	v
<b>ACKNOWLEDGEMENT</b> .....	vii
<b>TABLE OF CONTENT</b> .....	ix
<b>LIST OF APPENDICES</b> .....	xiii
<b>ABSTRACT</b> .....	xiv
<b>CHAPTER I</b> .....	1
<b>INTRODUCTION</b> .....	1
<b>1.1. Background of the Study</b> .....	1
<b>1.2. Identification of Problem</b> .....	6
<b>1.3. Limitation of the Problem</b> .....	8
<b>1.4. Formulation of the Problem</b> .....	8
<b>1.5. Objective of the Study</b> .....	8
<b>1.6. Significant of the Study</b> .....	9
<b>CHAPTER II</b> .....	10
<b>LITERATURE REVIEW</b> .....	10
<b>2.1 Literature Review</b> .....	10
<b>2.1.1 Cooperative Learning Strategy</b> .....	10
<b>2.1.2 Teaching with Cooperative Learning</b> .....	13
<b>2.1.3 Teaching EFL Reading Through Cooperative Learning</b> .....	20
<b>2.1.4 Review on Relevant Studies</b> .....	25
<b>2.2 Conceptual Framework</b> .....	27
<b>2.3 Analytical Construct</b> .....	29
<b>RESEARCH METHOD</b> .....	31
<b>3.1 Research Method and Design</b> .....	31
<b>3.2 Data Preparation</b> .....	33
<b>3.2.1 Setting and Participants of Research</b> .....	33
<b>3.2.2 Types of Data</b> .....	33
<b>3.2.3 Sources of Data</b> .....	34
<b>3.2.4 Informed Consent</b> .....	35
<b>3.3 Data Collecting Techniques</b> .....	36
<b>3.3.1 In Depth Interview</b> .....	37

3.3.2	Document Analysis.....	42
3.3.3	Participant Observation .....	43
3.4	Data Analysis.....	44
3.4.1	Data Reduction.....	45
3.4.2	Data Display .....	46
3.4.3	Data Triangulation and Conclusion Drawing .....	46
3.5	Trustworthiness.....	47
3.5.1	Credibility.....	47
3.5.2	Transferability.....	48
3.5.3	Dependability.....	49
3.5.4	Conformability .....	49
	<b>RESEARCH FINDING AND DISCUSSION.....</b>	<b>51</b>
4.1	Findings .....	51
4.1.4	Thematising .....	59
4.1.5	Coding.....	60
4.2	Discussion .....	61
4.2.1	Learning in Group Stimulate Critical Thinking.....	61
4.2.2	Teaching with Cooperative Learning Promoting Students' Motivation in Learning.....	65
4.2.3	Cooperative Learning is Effective Strategy to Teach EFL Reading .....	80
4.2.4	Emergent Finding .....	90
	<b>CHAPTER V.....</b>	<b>97</b>
5.1	Conclusion .....	97
5.2	Recommendation.....	102
	<b>REFERENCES.....</b>	<b>104</b>

## TABLE OF FIGURE

Figure 2.1 Analytical Construct Model of Study .....	30
Figure 3.2 Sample of Document Analysis 1 (Course Outline) .....	43
Figure 3.3 Sample of Document Analysis 2 (Students Assignment).....	43
Figure 3.4 Sample of Observational Form.....	44
Figure 3.5 Components of data analysis: (Interactive model based on Miles and Huberman, 1994) .....	45
Table 3.1 Interview Question.....	38
Table 4.2 Excerpt of Interview Transcript.....	<b>Error! Bookmark not defined.</b>
Table 4.3 Sample Excerpt of Analyzed Document.....	55
Table 4.4 Excerpt of Document Analysis 2 .....	55
Table 4.5 Excerpt of Observational Note .....	58
Table 4.6 Thematising .....	59
Table 4.7 Coding Systems .....	60
Table 4.8 Excerpt of Document Analysis (DCA/1/CLS) .....	63
Table 4.9 Excerpt of Document Analysis (DCA/1/2).....	63
Table 4.10 Excerpt of Observational Note (O/CLS/1/1) .....	64
Table 4.11 Excerpt of Document Analysis (DCA/5/TCL) .....	66
Table 4.12 Excerpt of Document Analysis (DCA/2/2).....	67
Table 4. 13 Excerpt of Observational note (O/TCL/2/1).....	67
Table 4.14 Excerpt of Document Analysis (DCA/1/TCL) .....	69
Table 4.15 Excerpt of Document Analysis (DCA/1/2).....	69
Table 4.16 Excerpt of Observational note (O/TCL/2/3).....	70
Table 4.17 Excerpt of Document Analysis (DCA/5/TCL) .....	72
Table 4.18 Excerpt of Document Analysis (DCA/2/2).....	72
Table 4.19 Excerpt of Observational note (O/TCL/2/1).....	73
Table 4.20 Excerpt of Document Analysis (DCA/5/TCL) .....	75
Table 4.22 Excerpt of Observational note (O/TCL/1/5).....	76
Table 4.23 Excerpt of Document Analysis (DCA/5/TCL) .....	78
Table 4.24 Excerpt of Observational note (O/1/TCL/3).....	79
Table 4.25 Excerpt of Document Analysis ((DCA/1/2) .....	79
Table 4.26 Excerpt of Document Analysis (DCA/3/TREFL).....	81
Table 4.27 Excerpt of Document Analysis (DCA/2/2).....	81

Table 4.28 Excerpt of Observational notes (O/TREFL/2/1).....	82
Table 4.29 Excerpt of Document Analysis (DCA/2/TREFL).....	84
Table 4.31 Excerpt of Observational Notes (O/TREFL/1/1).....	85
Table 4. 32 Excerpt of Document Analysis (DCA/5/TREFL).....	88
Table 4.33 Excerpt of Document Analysis (DCA/1/2).....	88
Table 4.34 Excerpt of Observational Notes (O/TREFL/1/5).....	89
Table 4.35 Excerpt of Document Analysis (DCA/1/CLS) .....	92
Table 4.36 Excerpt of Observational Notes (O/CLS/2/1).....	92
Table 4.37 Excerpt of Document Analysis (DCA/1/CLS) .....	95
Table 4.38 Excerpt of Observational Notes (O/CLS/1/5).....	96

## **LIST OF APPENDICES**

**Appendix 1** Interviews

**Appendix 2** Document Analysis

**Appendix 3** Observation

## **ABSTRACT**

Nowadays, the use of cooperative learning as the teaching strategy is not an uncommon thing in the field of education. Students-centred learning approach, student-student interaction and students-content interaction should be emphasized during learning process. In addition, lecturers have an important role in the classroom because lecturers are the persons who design teaching strategy for their learners. In Critical Reading and Literacy academic year 2016/2017 classes, both of lecturers applied cooperative learning strategy into their teaching. The lecturers may have several perceptions regarding to the implementation of cooperative learning strategy in teaching-learning process either for its benefit or challenges. The main purpose of this case study aims to investigate and analyze lecturers' view on the use of cooperative learning strategies in teaching English as Foreign Language (EFL) reading. This case study was done by using qualitative method with two lecturers as the participants. The data were collected from the interviews transcripts as the main source, observational notes and documents analysis as the confirmatory data to support the triangulation. This study revealed that cooperative learning strategy was implemented comprehensively in Critical Reading and Literacy class. In the implementation, lecturer viewed that learning in group stimulate critical thinking, all elements of cooperative learning strategy were covered in promoting students' motivation in learning and cooperative learning was an effective strategy to teach EFL reading, but somehow in its implementation there was several benefits and challenges that the lecturer confront in its implementation. Additionally, this research recommend that cooperative learning can be continually used to teach EFL reading.

*Keywords: Case study, Cooperative Learning Strategy, Teaching Reading,*

## **CHAPTER I INTRODUCTION**

Chapter 1 consists of background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and significance of the study.

### **1.1. Background of the Study**

As the advance of interactive global development, nowadays cooperation is valued as the fundamental concern in education field around the world to improve teaching learning process. According to Slavin (2011) cooperative learning has been used and studied in every major subjects with students from pre-school until college and in all types of schools, it is used at some level by hundreds of thousands of teachers over the world. Cooperative learning is a strategy of teaching in which the teacher put the students together in a groups during the learning process to help the teacher reach the purpose of learning, the term of cooperative learning comes from some scholars that will mention further. Johnson, Johnson, & Holubec (1993) state that cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. Likewise, Cohen (1994) mentions that cooperative learning defined as students working together in a small group that everyone in the group can participate on a collective task that has been clearly assigned and students are expected to carry out their task without direct and immediate supervision of the teacher. Meanwhile, Slavin (1995) as cited in Al-Yaseen (2014) state that

cooperative learning is a variety of teaching methods in which students work in small groups to help one another in learning academic content and the students are expected to help each other, to discuss and argue with each other also to assess each other's current knowledge and fill in gaps in each other's understanding. In addition, Kagan and Kagan (2009) as cited in Hinson (2015) mention cooperative learning activities is a foundation for classroom instruction that could increase positive interaction among students and let the students explore and engage in learning. From all of the explanation above, it can be concluded that that each scholar believes that cooperative learning is a strategy where the students work in small groups then they maximize each individual's and group learning to reach the goal of learning.

The use of cooperative learning strategy in learning process will affects students learning, according to Koppenhaver & Shrader (2003) as cited in Farzaneh and Nejadansari (2014), cooperative learning aims to create learner-centred learning and to increase the level of learner's understanding and reasoning, develop learner's critical thinking, and increase the accuracy of long – term retention. The statement is supported by Tran (2013) as cited in Hinson (2015) which stated that cooperative learning activities improved learners in tasks where they can effectively teach each other in their peer or group work, so the learners have great retention of presented content rather than only listening alone and this statement is supported by Both of explanation above agreed that the learners will be more engaged in learning and help the learners to have long-term memory or retention about what they

have learned by using cooperative learning strategy during the learning process.

As it is mentioned that cooperative learning occurs when the teacher placing students into small groups and having them work together to reach a common goal, during the cooperative work, each group member learns new material and helps other group members to learn important information of the lesson so that each member of a team is responsible not only for learning what is taught, but also for cooperating or helping their teammates learn so it will create an atmosphere of achievement in learning process, Johnson and Johnson (2014) stated that students would benefit both by teaching and being taught by other students so it will improve students learning in the classroom. Meanwhile, Johnson, Johnson, and Smith (1991) as cited in Brady and Tsay (2010) also mentioned several central elements comprising cooperative learning strategy including positive interdependence, individual accountability, face-to-face promotive interaction, social skills, and group processing that really affects students in cooperative learning, as will be discussed further. Based on the basic elements of cooperative learning that mentioned above it is clear that cooperative learning is not simply put the students to work in group and doing some tasks but the teacher should pay attention to those elements so they able to reach the main purpose of cooperative learning which is to encourage students to engage in activities that are academically more complex than those materials that they can access

under traditional lecture methods, so that they become more motivated to perform at higher levels due to affective and social involvement in the lesson.

Reading is a skill which also called as primarily receptive process from text to the reader so it was an interactive process between the reader and the text that involves comprehension thus when people do not comprehend during reading they are not reading (Isfahan and Nejadansari, 2014). The statement above implies that reading is not a simple thing to learn but learners need some guidance and strategy to make it easy to understand so learners are able to comprehend and more critical to every text that they are reading. That is the reason why teacher play the most important role to teach reading comprehension for EFL learners. Teacher roles should shift from knowledge transmitters to thought mediators where they should intervene and assist in the problem-solving process, and assess group interactions and monitor how students are developing their language skills, which allows them to adjust their procedures to enhance student's learning (Chen, 1998 as cited in Wu and Pan, 2013).

Related to the context of teaching English as a foreign language, Zhang (2010) confirmed that compared to traditional teaching and learning, cooperative learning tends to increase students activity and productivity, to give more opportunities and times to use language in practice communication, and to promote higher achievement it also has positive effects on student's relation, self-esteem, long-term retention, or depth of understanding of course material. Another believe comes from understanding

(Law, 2011; Liao, 2009; Suh, 2009) as cited in Wu and Pan (2013) which stated that using cooperative learning with college students enhances their learning motivation, knowledge retention.

Meng (2010) as cited in Wu and Pan (2013) shows similar results that cooperative learning is more effective than traditional approaches in teaching reading for EFL learners. From the statement mentioned above it is implied that it has been tested that cooperative learning was one of most effective and constructive teaching strategies to teach EFL reading.

The significance and the efficiency of cooperative learning pedagogy have been widely known in English as Foreign Language (EFL) programs and many studies have been conducted on the cooperative learning approach and teaching reading in EFL class and show how it impacts the process of teaching and learning. Brown (2009) as cited in Wu and Pan (2013) stated that what has occurred in recent years on English reading instruction is that it is more student-centered and communication-oriented it is supported by Suh (1009) as cited in Wu and Pan (2013) that nowadays teaching English reading should lead to meaning-making and self-directed task, and communicative approach thus learning reading in EFL class need more interaction and cooperation so then cooperative learning is one of its alternative that promotes more interaction and communication between peers so that the students will be more active during the learning. Another study also showed that combining cooperative learning with English reading instruction creates student opportunities to interact with peers, increase peer

communication and support, encourage reading-comprehension development, and lower anxiety (Gillies & Ashman, 2000) as cited in Wu and Pan ,2013).

Based on the observation in Critical reading and Literacy class at English Language Education Department of The Faculty of Psychology and Socio-Cultural Sciences of Islamic University of Indonesia (PBI UII), the researcher found that cooperative learning strategy is applied by the lecturers to teach reading for the learners in this class which the students came with different characteristic and different learning style. Therefore, this study aims at capturing lecturer's view on the use cooperative learning strategy in teaching reading in English as Foreign Language class.

## **1.2. Identification of Problem**

Nowadays, the old paradigm of teaching-learning style should be shifted to make a better change and encouragement in teaching-learning process. Teacher-centred learning approach should be changed into students-centred learning approach, Student-student interaction and student-content interaction should be emphasized instead of teacher-student interaction at this time. Lecturing or any explanation from the teachers should change into cooperative learning strategy which the students will construct their critical thinking, solve the problem through discussion and use the new language to explain the material that been given by the lecturer.

The implementation of cooperative learning method in teaching must be not as easy as it seems, teacher will meet some benefits and challenges in its implementation. The benefits the teachers perceived that they derived from

using cooperative learning what has occurred in some researches in recent years included it helped the teacher to increase student's motivation, encourage student's interaction and communication through discussion, increase student's self-confidence and high order thinking in learning so that the learning outcome will be achieved (Lili and Hanjani, 2017). On the other hand, it was also important to explore the challenges that the teacher may confront in the use of cooperative learning strategies, time management issue, socializing, task construction, group composition, students mix abilities also group assessment will be something challenging for the teacher in the implementation of cooperative learning strategies. Therefore, the teacher should consider the composition of student's group member such as student's ability, gender, character and friendship to make a proper tasks that can motivate and increase student's learning (Gillies and Boyle, 2010). Some studies have been conducted on cooperative learning that showed how is the implementation of cooperative learning, what the benefit and challenges of cooperative learning is and how it affects the teaching-learning process. Meanwhile, in this study the researcher is mainly focused on lecturer's view on the use of cooperative learning strategies in teaching English as Foreign Language reading.

In the observation phase, the researcher found that cooperative learning strategy is applied in critical reading and literacy class, regarding to the benefit and challenges that mentioned above that has been occurred in recent years in some research, the researcher would like to identify the benefit and

challenges in the implementation of cooperative learning strategy in teaching English as Foreign Language reading based on the element of cooperative learning strategies and teaching reading from the lecturer's view because their view may help us to understand why it is implemented widely or consistently especially in critical reading and literacy class English Education Department Islamic University of Indonesia.

### **1.3. Limitation of the Problem**

Because of several considerations, this study is limited to several variables, this study is limited to cooperative learning and teaching reading for English as foreign language students. In term of focus, this study is focus on lecturer's view on the use of cooperative learning strategy which is implemented in Critical Reading and Literacy Class at English Language Education Department of Islamic University of Indonesia, Yogyakarta.

### **1.4. Formulation of the Problem**

This research was conducted to answer a question about how is lecturers' view on the use of cooperative learning strategy in teaching English as Foreign Language (EFL) reading in Critical Reading and Literacy class in English Education Department Islamic University of Indonesia, Yogyakarta.

### **1.5. Objective of the Study**

This study aimed to investigate Lecturers' view on the use of cooperative learning strategy in teaching English as Foreign Language reading in Critical

Reading and Literacy class at English Education Department Islamic University of Indonesia, Yogyakarta.

### **1.6. Significant of the Study**

The findings of the study can contribute to the lecturers in English education department, learners of English education department and also for other researchers.

For Lecturers of English Education Department this study is expected to be useful for Lecturers of English Education Department in order to develop English Language teaching to their EFL students. Likewise, for students of English Education Department, this study is expected to inspire learners of English Education Department to develop further research about cooperative learning strategy. Finally, for other researchers this study is expected to inspire the other researchers to contribute and also improving the research about language learning strategy especially cooperative learning strategy.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the author elaborates systematic analysis of references related to the research. The theories discussed in this chapter are thoroughly related to title of the research. This chapter consists of literature review, review on relevant studies, and theoretical framework of the research.

#### **2.1 Literature Review**

This subchapter systematically elaborates theories related to the two main key words of the research, which are Cooperative learning strategies and Teaching EFL reading.

##### **2.1.1 Cooperative Learning Strategy**

Before it get much attention in the last recent year, the origin of Cooperative learning already exist since 100 years ago but according to Jacobs et al, (2002, p.2) little research is done until 1960s. And since that time until nowadays, cooperative learning is not a strange thing in the field of education and the importance of cooperative learning strategies is widely used by the teachers and already being learned in many researches over the world. Cooperative learning has become so common in recent years so that it is no more considered as a new idea in the field of education.

According to Slavin (1983) as cited in Gillies (2008, p.7) Cooperative was a teaching strategy that encourages students to work in small, heterogeneous learning groups in order to promote individual learning and reach common goal. This statement is supported by Johnson and Johnson

(1999) which stated that cooperative learning is the instructional that use of small groups where the students work together to maximize their own and each other's learning'. Likewise, (Sharan 1980, p. 242) as cited in Tuan (2010) defined that cooperative learning is creating small teams of students to promote peer interaction and cooperation to learn some academic subjects. In addition, Cooper and Mueck (1990) as cited in Tuan (2010) defined Cooperative Learning as a structured and systematic instructional design in which students in small groups work together to reach a common goal. From those scholars statement about cooperative learning, all of them believes that Cooperative learning strategy allow all students to work together so that each student experiencing the role of teacher and learners during learning process, and each student recognize and respect for many different skills and learning styles of everyone in the class to reach their goal of study.

As written in Tuan (2010, p. 66) There are some benefits of cooperative learning such as increasing learners' cognitive growth, one of the crucial aim of cooperative learning is to strengthen the cognitive process of the learners, while cooperative Learning suggests that learning would be more meaningful if learners could experiment on their own learning instead of only listening to the teacher's explanation in the class. That's why cooperative learning will help learners to enhance their cognitive growth. Another benefit of cooperative learning that stated by Tuan (2010) is that cooperative learning enhance learners' motivation, since cooperative learning creates a strong social support system where learners will feel respected and connected each

other it will build the positive and relaxing atmosphere so that the learners will be motivated during the learning. In addition, Slavin and Kaweit, (1981) as cited in Tuan (2010) stated that self-confidence also increased when the class attention not only focused on individual but to the whole group and when some mistake occurred during the learning process it becomes teaching tool that could encourage the learners not something that have to be criticize either by the learners or the teacher thus the learners will feel free to express their opinion without any hesitation. Another benefit of cooperative learning is that cooperative learning enhancing learners' interaction, in Cooperative learning classroom students will learn many social skills, structures or activities that will maximize the interaction between the learners and the positive impacts of using cooperative learning can be encountered in all major subjects, in all grade levels, and for high, average or less achiever of the students, Slavin, (1991) as cited in Tuan (2010).

All in all, the last benefit of cooperative learning that the researcher will mention in this research is that cooperative learning helps the students to engage student's in learning and enhancing their achievements. According to Tuan (2010) there are 67 studies shown that the achievement impacts on cooperative learning 61% found greater achievement occurred by employing cooperative learning strategy rather than traditionally taught control groups.

### **2.1.2 Teaching with Cooperative Learning**

According to Johnson and Johnson (1999) as cited in Gillies and Ashman (2008) Cooperative learning is not simply putting the students into small groups and then give them some task to do, but the teacher also have to make sure that some elements are included in the environment and situation of cooperative learning. There are five basic elements that allow successful small-group learning:

#### **(1) Positive interdependence**

The first element is positive interdependence, according to Johnson and Johnson (1999) positive interdependence is linking the students together in a way where one student in a group will not succeed unless others do, when positive interdependence is established in the groups of cooperative learning, each member of the groups will always need each other in different role and responsibility for a tasks than assigned by the teacher, so the successfulness of the group will easily reached by the contribution from all member of the group. Without positive interdependence, “learners occasionally fall into the trap of hitchhiking where they will let one learner do all the work for the group” Cohen (1994) as cited in Tuan (2010, p. 66). The positive goal interdependence must be established through mutual learning goals where all member of the group are learning the same assigned material. The second step is joint rewards, it occur if member of the group got the best result on the test each of them will get extra point too. Then the next step is divided the same resources of the subject where all member have to know the complete

information so they can finish the assignment. The last, complementary roles may also be used where in the group must be a reader, checker, encourager and elaborator for learning situation to be cooperative so that the students will think that they are positively interdependent with other member of the group learning.

### **(2) Individual accountability**

The second one is individual accountability, in cooperative learning students have to believe that learning their own material is essential and all member of the group have to be responsible on their own part and give active contribution to the group according to Johnson and Johnson (1999), even though the whole member of the group can help through the assigned task everybody in the group must also keep attention to their personal performance to get the best result of learning. Common ways to make individual accountability structured are include: (a) the teacher gives individual test to each students, (b) asking the students to explain what they have learned to their classmate, (c) observing each group and collecting data on how the students' participation during the class and the last is (d) choosing one student's product randomly to show the example of the learning goal to the whole group so the students expected to be more motivated to reach their learning goals.

### **(3) Promotive face to face interaction**

According to Johnson and Johnson (1999) promotive interaction is individuals encouraging and facilitating each other's efforts to do the task

and achieve in order to reach the group's goal. In this process how each student in the group think, talk and act toward the other member of the group will influence how well perform the group is. Cognitive activities and Interpersonal dynamics are involve in this stage because students will explain how to solve problems orally, discussing the subject being learned, teaching one's knowledge to their classmates, and connecting present material with the past learning material. In addition, verbal and nonverbal responses give important information to help students' performance the smaller group the greater promotive interaction will be.

#### **(4) Social skills**

The fourth is social skills, first of all to work cooperatively as a team each student have to improve their interpersonal skill, students must be taught the interpersonal and small group skills needed for high quality cooperation, and be motivated to use them (Johnson, 1991, 2000; Johnson & F. Johnson, 2000; Johnson & R. Johnson, 1997). Social skills refer to group-related skilled and task-related social skills included the way how students interact as teammates, such as mediating disagreements, encouraging, and praising. In cooperative learning group, students' achievement also improves students' social skills and in giving the feedback, the teacher may be give the feedback individually to the students rather than give them group feedback so then it will increase their social skill too.

## **(5) Group processing**

The last element is quality of group interaction process, it defined as reflecting on a group session to describe what member action were helpful and unhelpful to achieve goals of learning and maintaining the effective working relationship in the group and then find out the action to continue or change to make the group process better (Johnson and Johnson, 1999) this part is the process where the learners able to do their verbal and face to face interaction in the group where they can explain, argue, elaborate and connecting current material with what they have learned previously. The purpose of group processing is to improve the students' effectiveness in contributing the process of their group learning so if they find out any difficulties during learning they can solve the problem together. In conclusion, group processing is increasing daily achievement of the students, build the positive relationship among member of the group and relationship between students and teachers, also increasing self-esteem and positive attitudes toward the subject being learned.

Since cooperative learning has become accepted as one of strategy that can help students and teacher during learning process, there are three types of cooperative learning according to (Johnson & Johnson, 1999; Johnson, Johnson, & Holubec, 1998) as cited in Gillies and Ashman (2008):

- **Formal Cooperative Learning Groups**

Formal cooperative learning groups usually used to teach specific contents where students are working together for one class period to several

weeks, to achieve shared learning goals and complete some specific tasks and assignments (Johnson, Johnson & Holubec, 1994, 1998). In formal cooperative learning group, teacher will decide the objectives (academic and social skills) for the size of groups, the lesson, the method of assigning students into the groups, the materials need to conduct the lesson and the way room will be arranged when using cooperative learning strategy. Then, the teacher also will explain the task, specifies the positive interdependence and individual accountability, gives the criteria of success also explain the targeted social skills that students have to engage in. The teacher also have to monitor students' learning and intervene within the groups to provide task assistance or to increase students' interpersonal and group skills. The last thing teacher have to pay attention in formal cooperative learning is assessing students' learning and see how effectively they have been working in the group then students' performance will easily evaluated.

- **Informal Cooperative Learning Groups**

Informal cooperative learning groups is temporary that last for only one discussion or one class period. According to (Johnson, Johnson & Holubec, 1994, 1998) the purpose is to make students focused on the material that will be learned, create a conducive learning atmosphere, organizing the material that will be covered during the class session and to ensure that learners cognitively process the material being taught. It can be used at any time, but are especially useful during a lecture or direct teaching but when it use during direct teaching the instructional challenge for the teacher is they have to

make sure that learners do their best in organizing the material explaining it, summarizing it, and integrating it into existing conceptual networks. (Johnson, Johnson & Holubec, 1994, 1998) said that in informal cooperative learning groups there are several procedure that may help the teacher to keep their students actively engaged during learning process; it needs focus group discussions in the beginning and in the end of the lesson and then turn to your partner discussion during the process of learning. In focus group discussion at the beginning of the lesson, the students are work in pair then given a series of question to build their critical thinking and set their learning mood conductively to start the lesson. While in turn to your partner discussion, the class is divided into 10 up to 15 minutes segment and the teacher plan a task to be discussed by each pair of the students, the task need to be short enough so the students can finish it in three or four minutes. The purpose of this way is to make sure that the students are active and engage enough to think about the material being presented. After all, focus group discussion in the end of the lesson is needed to be done where the students given at least five minutes to summarize and discuss the material that they have learned and the result of their discussion must be integrated to the existing conceptual framework moreover the final group discussion should lead the student to the next subject content that they will learn in their next class.

- Base groups

Base groups are long-term, heterogeneous cooperative learning groups in which the learners work with a stable membership (Johnson, Johnson &

Holubec, 1994, 1998). Base group provides permanent and caring peer relationships in which students are committed to and support each other's educational success, this type is last for a semester or for a year or may be for several years. The larger the class and the more complex the subject that will be learn, the more important to have base groups in the classroom to help the teacher and learners achieve goal of learning.

Overall, the teacher can also integrate the use of these three types of cooperative learning during learning process, a class session may begin with a base group meeting, followed by a brief lecture in which informal cooperative learning is used, after that the learners work together in a formal cooperative lesson, a short lecture with informal cooperative learning summarizes what has been learned to improve learners' understanding, and the class session ends with a base group meeting (Johnson, Johnson & Holubec, 1994, 1998).

On the other hand, there are also some consideration that the teacher need to pay attention before implementing cooperative learning in EFL classroom such as; (1) group size, according to Jacob (2006, p. 18-29) as cited in Mekki (2016) four person in group seem to be the most popular size, (2) group formation, as Huss (2006, p. 19-23) as cited in Mekki (2016) clarifies that cooperative learning teams should be a composition of one low-ability student, two medium-ability students, and one high-achieving student, (3) teacher's rule, teacher is a facilitator during the cooperative learning strategy that should assist the learning process to help the students to reach

the learning outcome, Zhang (2010, p. 81), (4) student's rule, according to Zhang (2000, p.81) as cited in Mekki (2016) learners are active participators and autonomous learners, so that each of the learners can actively participate the learning process (5) individual and group assessment, to know the effectiveness of the used cooperative learning method, EFL students' performance should be assessed. In conclusion, for EFL learners, cooperative learning could create a positive learning environment for the learners in learning English because it helps them to develop skills in communication and improve their motivation to learn.

### **2.1.3 Teaching EFL Reading Through Cooperative Learning**

As the four English skill which are speaking, listening, writing and reading that took part in teaching learning English as foreign language, of the four reading plays the most important role in different levels of EFL learners, such as elementary, intermediate, and advanced. Reading is a fundamental to function in today's society and it is an essential skill for English as Foreign Language learners, that is why it needs some specific strategy to learn reading and teacher play the important rule to encourage their learners to be a comprehensive readers. According to Anderson as cited in Nunan (2003, p. 68) Reading is a cognitive process of readers to combine the information from a text and their own background knowledge to build meaning and the goal of reading is comprehension. In addition, Harmer (1998) stated that reading is useful for any purposes that's why language students have to master reading ability and teaching reading is a way to reach this purposes,

teaching reading is an activity of transferring knowledge from the teacher to the learners using some strategy and material that will help learners to master the ability of reading itself.

According to Wachyuni (2011) teaching EFL reading through cooperative learning means that teacher used specific activities in reading class in which students work in group that to support each other to comprehend the text individually and each member of the group has their own responsibilities in order to reach common goal in understanding the text. Meanwhile, Brown (2007) as cited in Wu and Pan (2013) in recent years it can be found that English reading instruction has many student-centered and communication oriented. Likewise, Suh (2009) as cited in Wu and Pan (2013) indicated that English reading instruction should be meaning making and self-directed task so that cooperation and interaction is needed in learning EFL reading, that is why it can be indicated that cooperative learning strategy is appropriate to teach EFL reading because it emphasize interaction and communication. In teaching reading, teacher have responsibilities to help the students reach their goal by encouraging learners to read appropriate text, designing useful reading tasks, setting up effective classroom procedure, encouraging critical reading, and also creating supportive environment for practicing reading. Hence, the statement of Wachyuni (2011) is flexible to some points of principle of teaching reading from Anderson (1991) that can be used for the teacher as their references in

teaching English as Foreign Language Reading through cooperative learning strategies:

1. Exploit the reader's background knowledge, according to (Carrell, 1983, Carrell and Connor, 1991) as cited in Anderson (1991) a reader's background knowledge affects students reading comprehension, readers' background knowledge such as life experience, educational experience, knowledge of language and cultural background will help the learner in learning reading comprehension. Reading comprehension can easily enhanced if background knowledge can be activated through setting goals, asking questions, making predictions, teaching text structure, and discussion as what cooperative learning strategy provided.
2. Build a strong vocabulary base, many research have emphasize the importance of vocabulary in reading. Anderson (1991) stated that basic vocabulary should be explicitly taught and L2 readers should be taught to use context to effectively guess the meanings of less frequent vocabulary. As students will learn each other in the group work it will be helpful for them to build a strong vocabulary base because they will guess the meaning effectively in the discussion.
3. Teach for comprehension, According to Anderson (1991) most of reading instruction that have been done are focused on reading test rather that teaching readers how to comprehend the text they are reading, as in cooperative learning strategy teacher will encourage the students to discuss and the students will learn one another it could be a strategy that help the

learners in verifying that the predictions being made are correct and checking that the reader is making the necessary adjustments when meaning is not obtained so that helpful for teacher to success their learners in reading comprehension.

4. Work on increasing reading comprehension, the teacher have to find the balance between assisting students reading rate and to develop reading comprehension because the purpose of teaching reading is not to make students a speed readers but fluent readers, Anderson (1991). The teacher expected to make their learners reduce the use of dictionary and improve their reading skill such as skimming, scanning, and predicting and ask the learners to spend more time on analyzing and synthesizing the content of the reading which can be done by discussion in cooperative learning mode.
5. Teach reading strategies, in second language reading tasks, “strategic reading means not only knowing what strategy to use, but knowing how to use and integrate a range of strategies” (Anderson, 1991). In cooperative learning mode, students will think and then share their ideas of the material that they are reading or they learn and getting the students to verbalize or talk about their thought processes as they read so the reader can listen to another readers that talk about the same material and they will get the meaning of the passage.

Many researcher showed the correlation about the use of cooperative learning strategy in teaching English as Foreign Language either from the benefit or the challenges during its implementation, according to (Johnson et

al., 1998; Johnson & Johnson, 1999, 2009) as cited in Lili and Hanjani (2017) stated that teaching EFL Reading through cooperative learning strategies will increase students' self-esteem and motivation in learning, improving students' social support through interaction and encouraging creative thinking also discussing. Likewise, according to (Bolukbas, Keskin, Polat, 2011) as cited in Wu and Pan (2013) teaching EFL Reading through cooperative learning strategies also will help the learners participate in reading lessons effectively, create an effective English learning environment, make language learning more meaningful, and increase acquisition and its helpful for both teacher and learners to reach the learning outcome. In addition, Cooperative learning strategy in teaching EFL reading also can improve learners' reading competence as it builds high order thinking in reading skills, (Olsen & Kagan, 1992; Tuan, 2010) as cited in Lili and Hanjani (2017).

Besides, according to Gillies and Boyle (2010) the challenges that the teacher might face in the use of cooperative learning strategy included time management issue, socializing, constructing group and make the learners work cooperatively also can be challenging for the teacher as the students sometimes preferably to work in friendship, that is why group composition and group size with gender composition also something that the teacher have to consider because when groups were gender-balanced, boys and girls were equally interactive and won't be any differences in learning outcome. In addition, Gilles and Boyle (2010) also mentioned that task construction also

something that will challenge the teacher because it affects student's interaction in the discussion how they perform and it will affect their achievement. Lastly, assessing group learning duringg the cooperative work also can be difficult for the teacher because student's mix abilities that varied but the teacher can help students to improve their performances on both formative and summative assessment tasks.

In conclusion, the benefit and challenges that the teacher will found in the implementation of cooperative learning strategies can be consideration for them to design the cooperative learning as good as possible, as cooperative learning is viewed as a general term for an instructional teaching strategy that emphasizes interactive learning especially in teaching English as Foreign Language reading in which the teacher also have to ensure that the key elements of positive interdependence, individual accountability, promotive face to face interaction, social skills and group processing are well established.

#### **2.1.3.1 Review on Relevant Studies**

Researches about cooperative learning in teaching reading has been conducted by many researchers, a research by Kidman, Nason and Nutrakune (2008) by the tittle "Two Thai Teachers' Perception on Cooperative Learning" aim to address the perceived need to introduce socio-constructivist practices such as cooperative learning into Thai schools that implemented a cooperative learning strategy within two classrooms in a Thai primary school. This paper focuses on two Thai teachers' perceptions about the

benefits of cooperative learning and the roles of the teachers in cooperative learning classroom. The study showed that the two teachers have different perceptions on cooperative learning and the roles of the teachers in cooperative learning classroom, one thought that it was successful to implement cooperative learning in teaching and one other thought she still being uncomfortable with the implementation of cooperative learning.

In other study entitled “Implementing cooperative learning in Australian primary schools: Generalist teachers’ perspectives” by Dionigi and Hennessey (2013) aimed to determine generalist teacher’s perspectives on the successful of cooperative learning implementation based on its features, term and how it functions in the classroom. This is a qualitative study that examined 12 Australian generalist primary teachers as the participant, semi-structured interviews were used to examine teacher’s understanding about cooperative learning and their perception on the factors that affecting its implementation, the result of this study show that some teachers perceive that cooperative learning features and function could be effectively managed by the teacher, meanwhile some other teachers thought that the young age of primary school children could be a barrier when they attempt to implement cooperative learning.

Another study was conducted by George (2017) by the title “Teacher Perception of Cooperative Learning Strategies Impacting English Learner Engagement and Academic Performance Levels” this study aimed to determine teacher perceptions of cooperative learning strategies affecting the

engagement and academic performance levels of English language learners. This is a qualitative study which involve 7 teachers as the subject and these teachers completed two questionnaires, one at the beginning of the study and one at the end of the study. The results of this study indicated that teachers perceive cooperative learning strategies have a positive impact on English language learner engagement and academic performance also reflect that teachers perceive these strategies to be useful in their classrooms.

These three researches chosen as relevant studies to this research due to the facts that these researches mainly focus on cooperative learning implementation in learning English. In comparison to these three previous researches, this research mainly focuses on cooperative learning strategy in teaching English as Foreign Language as it particular context. This study emerges to lecturers' view on the use of cooperative learning strategy in teaching English as Foreign Language reading in Critical Reading and Literacy course at English Language Education Department of Islamic University of Indonesia which chosen as the case to illustrate the issue of the study.

## **2.2 Conceptual Framework**

In general, this study contain cooperative learning strategy as the main topic and teaching EFL reading as the bounded variable that limit the topic. Meanwhile, single instrumental case study research design was used in this research to investigate lecturers' view on the use of cooperative learning strategies in teaching EFL reading. Lecturers' view on the use of cooperative

learning is the main unit of analysis in this study while teaching EFL reading is the embedded unit of analysis. Critical Reading and Literacy course in English Language Education Department of Islamic University of Indonesia (PBI UII) is chosen as the case to illustrate the issue of this study.

Cooperative learning strategy is teaching strategy where the students work in a group with different background knowledge and each member of the group will have a positive dependence so each of them are responsible for the group success to reach the goal of learning based on what Johnson and Johnson (1999) stated. Cooperative learning strategy appear to help students in understanding difficult material, build their critical thinking ability, work together, and help friends. In cooperative learning, students are actively involved in the learning process and it gives positive impact on the quality of interaction and communication that can motivate students to improve learning achievement. In addition, Teaching with cooperative learning means that some important elements of cooperative learning strategies included in the process of learning such as positive interdependence, individual accountability, promotive face to face interaction, social skills and also group processing

Reading comprehension is learning process of making connections between the new information in the text and the reader's background knowledge it was a cognitive process in translating a text into a sound, reading is a complex skill that's why teacher play an essential role in teaching reading, teacher have responsibilities to help the students reach their

goal by motivating students reading through selecting the appropriate text, designing useful reading tasks, setting up effective classroom procedure, encouraging critical reading, and also creating supportive environment for learning reading, Harmer (1998). Teaching EFL reading through cooperative learning means that teacher used specific activities in reading class in which students work in group that to support each other to comprehend the text individually and each member of the group has their own responsibilities in order to reach common goal in understanding the text, Wachyuni (2011).

In this case, the study conducted to describe lecturers' view on the use of cooperative learning strategy in teaching English as Foreign Language reading which took place at English Education Department Islamic University of Indonesia, Yogyakarta.

### **2.3 Analytical Construct**

The draft below is an analytical construct about the variable that the researcher will identify which are include cooperative learning and teaching EFL reading also showing the connection between those two variable construct.

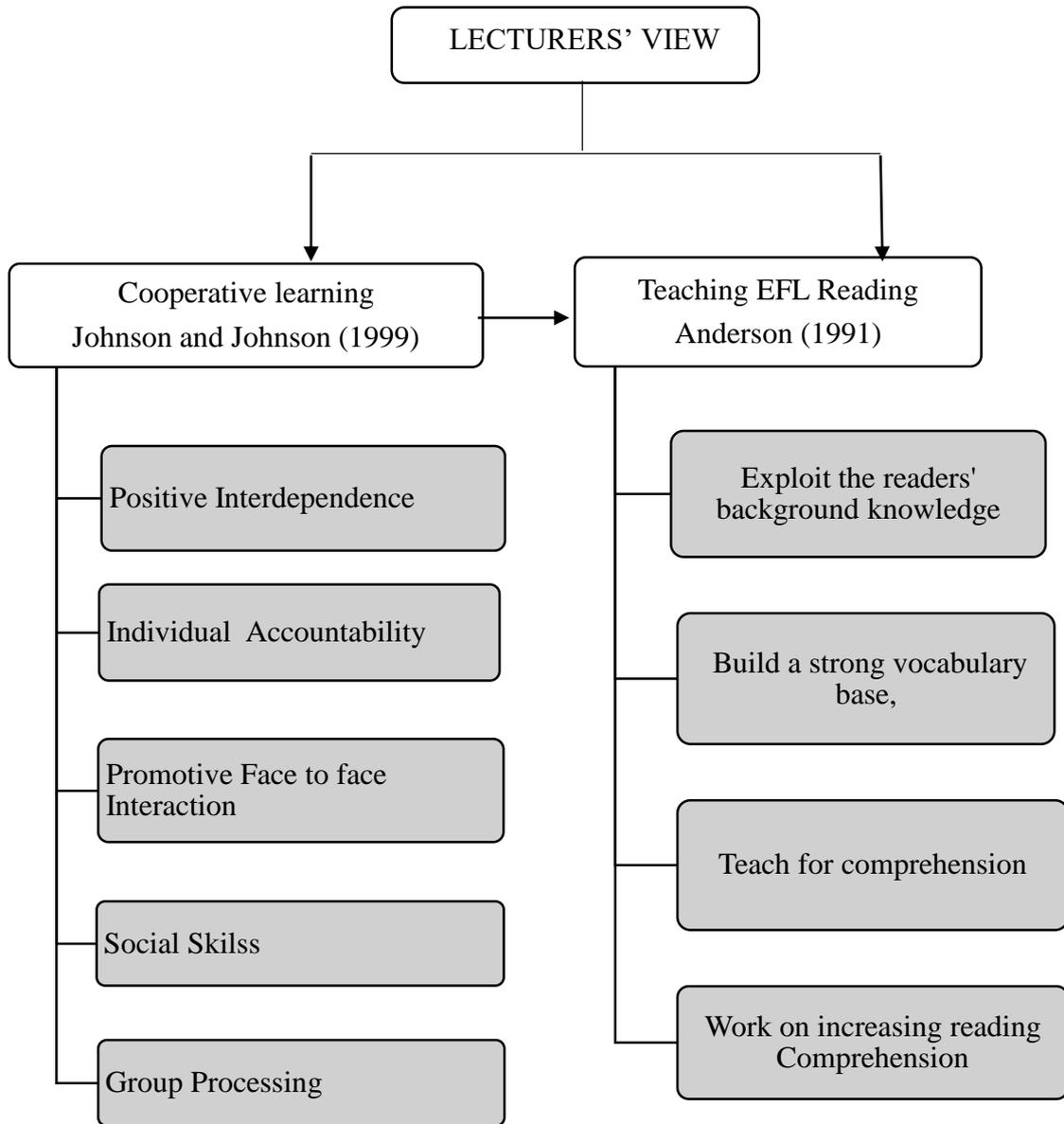


Figure 2.1 Analytical Construct Model of Study

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents methods that the researcher uses, including research design, data preparation (participants, types of data, sources of data, and informed consent), data collecting techniques, data analysis, and trustworthiness of the research.

#### **3.1 Research Method and Design**

As written in Yin (2014) research design is an action plan to connect between the initial set of questions to be answered, and some set of conclusions (answers) about these questions. In other words, research design is the framework or the detail plan that used to seek what kind of data is required, what methods are going to be used to collect and analyze the data of the research, and how all of this is going to answer our research question.

One of qualitative research approach is case study and design of this research is a case study research as Yin (2014) mentioned that case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. In the same line, Cresswell (2007) defined that qualitative is an activity in which the researcher study things in their natural setting attempting to interpret phenomena in term of the meanings people bring to them. Likewise, as written in Cresswell (2008) Case studies are a strategy of inquiry in which the researcher explores in depth a program, even, activity or one or more individuals.

According to Yin (2014) there are some types of case study; single case study and multiple case study. Single case study occur where the case represents a critical test of existing theory, where the case is a rare or unique event, or where the case serves a revelatory purpose. While multiple case study occur when the cases should serve in a manner similar to multiple experiments, with similar or contrasting result that predicted explicitly at the outset of the investigation.

Based on the outcome, this research is a single case study research which focuses on more than one level of analysis unit (a main unit of analysis with an embedded unit of analysis) and involves one bounded case to illustrate the concerns using narrative accounts. Lecturers' view on the use of cooperative learning strategies as the main unit analysis while teaching EFL reading as the embedded unit of analysis of this study and Critical Reading and Literacy class at English Education Department of Islamic University of Indonesia as the single case of this research to describe lecturers' view on the use of Cooperative Learning strategies in Teaching EFL Reading. Specifically, the limitation of this case study research is focused on how is lecturers' view on the use of cooperative learning strategies in teaching EFL reading which takes place in Critical Reading and Literacy class in PBI UII, so then qualitative case study approach is simply fit to this research problem.

## **3.2 Data Preparation**

There are several points in data preparation that researchers need to address in this case study. These points are research setting and participants of research, types of data, sources of data, and informed consent. And the data preparation is scheduled between October 2017 until January 2018.

### **3.2.1 Setting and Participants of Research**

Setting of research means where the data being studied takes place. Meanwhile, participants of the research are chosen by the researcher to be studied and to contribute in the research. This research was done in Critical Reading and Literacy course in English Education Department of Islamic University of Indonesia (PBI UII) Yogyakarta which applied cooperative learning method in teaching learning process and two lecturers of this course would be the participants for this research as the focus of this research is Lecturers' view on the use of cooperative learning strategies in teaching English as Foreign Language reading. There were two classes for this course, class A and class B as the setting for this research in which each of class conducted twice in a week and each class Lecturer as the participant A and participant B that will be participant for this research.

### **3.2.2 Types of Data**

Data is empirical evidence collected by researcher to answer research questions. The data used in this research is qualitative data, according to Creswell (2007) qualitative data typically gathered in multiple form of data such as interview, observation and document which the researcher review all

of the data and organized them into categories of the data sources. There are four basic type of data in qualitative research; (1) Qualitative observation, where the researcher have to take field notes on the behavior and activities of the research setting and it is kind of open ended observation, (2) qualitative interview; in this stage the researcher do the face to face interview with participants that involved open ended question so the participant may provide their view freely, (3) qualitative documents; any official or private documents related to the object of the research such as official report, newspaper, diaries, (4) qualitative audio and visual materials; any data that collected in the form of pictures, video, email or any form of voice records.

Refers to those four type of data, the researcher adopting three of those type of data in conducting this research which is the researcher will do the observation in Critical Reading and Literacy to take field notes and then doing face to face interview with the two lecturer that involved in Critical Reading and Literacy Class as the participant also collecting any document related to Critical Reading and Literacy class to support the data which all of those activity will record in the form of video and voice records.

### **3.2.3 Sources of Data**

Source of data is where the data of the research came from, the source data of this research was gathered from lecturers that teaches Critical Reading and Literacy course in English Education Department Islamic University of Indonesia. The interview involved two lecturers of Critical Reading and Literacy class and they have different background knowledge,

Lecture A has background knowledge on *Applied Linguistics* while Lecturer B on *Teaching*. Since there are some curriculum changes in PBI UII, Critical Reading and Literacy course was offered as the breakdown of the reading course. Both of these lecturer has been teaching for the last two year for this subject and already conducted an action research for this class last year, therefore the researcher was ensured to have found the resourceful participants to gather the data as comprehensive as possible thus the result of the case study would cover detail information from interviews as the main data source. It also supported by another two sources which are from document analysis and observations.

#### **3.2.4 Informed Consent**

After deciding setting, participant, data type, data source of data research, the next phase the researcher have to do is dealing with informed consent as one of ethical issues. As the researcher is one of student in English education department Islamic University of Indonesia dealing with consent issues with the institution is not necessary to be done, the researcher just need to take benefit from the class observation without formal letter. Nevertheless, consent concern with the participants of research is still has to be addressed by the researcher, this concern is done through informing participants that the researcher is conducting research and ask the participants consent, and also gaining their consent to be the researcher participants. As (Burns, 2010) stated that that participants have a right to know about the purpose, the procedures, possible effects of the research on them, and how the research

will be used. And supported by Creswell (2014) that a research have to get the participants' permission because the norms and charter of indigenous cultures have to be concerned since its sensitive impacts for the participants, then the researcher will know how exactly to put themselves as well during the research and avoiding any troubles. That's why it is important for the researcher to give the sufficient information to the participants about the research so then the participants will clearly understand what the researcher is doing and how it affects them.

### **3.3 Data Collecting Techniques**

Data collecting technique is one of the prominent elements of the research since it can determine validity of the study. Data of this research came from interviews, documents, and observations, which was gathered through several techniques of data collection. The techniques used in this study include in-depth interview, document analysis, and participant observation. As the data is gathered from interview, observation and document analysis, the researcher do six times class observation from 10<sup>th</sup> of October 2017 untill 28<sup>th</sup> of December 2017 in each class A and B, and then doing the interview on 3<sup>rd</sup> of January 2018 for participant B and on 4<sup>th</sup> of January 2018 for pasrticipant B while the document analysis (course outline and students' assignment) is gained from the participants during the class observation and via email.

### **3.3.1 In Depth Interview**

One of the most important source of case study is interview, Creswell (2012) defines interview on qualitative method as the data collection techniques where the researcher give some questions to the participants by open-ended question to gain some information and taking the record on its process, then, the result would be transcribed and analyzed.

There are several types of interview such as telephone or group interview, focus group interview and one-on one interview. In this qualitative case study research, the interview session was semi-structured in-depth interview (Cresswell, 2007). The interview was done by using open-ended questions also known as shorter case study interview that involved two participants: participant A and participant B. These two lecturers are chosen as the participants that will be interviewed about how is their view on the use of cooperative learning strategies in teaching English as Foreign Language reading because they were lecturer in Critical Reading and Literacy Class in English Education Department Islamic University of Indonesia which a place where the data being studied takes place. Each participant was interviewed face to face in different times and places. The construct of the interview question is elaborated in table

Table 3.1 Interview Question

Construct	C	Construct Reference	Conceptual Definition	Component	Interview Question
<b>Cooperative Learning Strategy</b>		<b>Johnson and Johnson (1999)</b>	Johnson and Johnson (1999) Cooperative learning is the instructional use of small groups in which students work together to maximize their own and each other's learning.	1. Learning in group	1. Why did you choose cooperative learning as the strategy to teach critical reading and literacy course? How do you believe cooperative learning as an important strategy that could maximize student's learning in CRI class?
				2. Grouping technique and consideration	2. When do you use cooperative learning as the strategy in CRI class, and what do you think of your use of cooperative learning as a strategy in your teaching? What are your consideration about the students mix abilities that will work well in the group

---

**Johnson  
and  
Johnson  
(1999)**

Johnson and Johnson (1999) said that Cooperative learning is not simply putting the students into small groups and then give them some task to do, but the teacher have to make sure that some elements are included in the environment and situation of cooperative learning. Those are: positive interdependence, Individual accountability, promotive face to face interaction, social skills and group processing.

1. **Positive Interdependence.** (positive interdependence is linking the students together in a way so that one will not succeed unless others do)
2. **Individual Accountability** (this element emerges when each learner believes that learning her/his material is essential and all member of the group have to be responsible on their own part and give active contribution to the group

and how do you select the students to work in groups?

1. As in cooperative learning one will not succeed unless others do, how did you motivate and facilitate your students to work cooperatively? What do you think of it and how is it evident in your class?
  2. What do you think of your students' responsibility on their own part and when giving active contribution to the group during learning? is there any hitchhiking or everyone is fair doing it cooperatively?
-

- |  |  |
|--|--|
| <p>3. <b>Promotive face to face interaction</b><br/>(individuals encouraging and facilitating each other's efforts to do the task and achieve in order to reach the group's goal)</p>                              | <p>3. As in cooperative learning group, students come from different ability and skill, how do you see your students encouraging and facilitating each other's efforts to do the task and achieve in order to reach the group's goal? What do you think of it?</p> |
| <p>4. <b>Social skills</b><br/>(refer to group-related skilled and task-related social skills included the way how students interact as teammates, such as mediating disagreements, encouraging, and praising)</p> | <p>4. In term of social skills such as how students interact as teammates, such as mediating disagreements, encouraging, and praising each other in a group, what do you think about their social skill during the class?</p>                                      |
| <p>5. <b>Group processing</b><br/>(reflecting on a group session)</p>  | <p>5. Since you teach your learners using cooperative</p>  |
-

to describe what member action were helpful and unhelpful to achieve goals of learning and maintaining the effective working relationship in the group and then find out the action to continue or change to make the group process better

learning strategy in CRI class, How do you assess your students individual and group contribution so they can reflect which member action were helpful and unhelpful to achieve goals of learning in learning process?

<b>Teaching Reading</b>	<b>Anderson (1991)</b>	According to Anderson (1991) : Teaching reading is not simply delivering material to the students but it also need some strategies to make the process of learning easier, the principle of teaching reading that can be used for the teacher as their reference in teaching so that will be easier to reach goal of learning are :	<ol style="list-style-type: none"> <li>1. Exploit the reader's background knowledge</li> <li>2. Build a strong vocabulary base</li> <li>3. Teach for Comprehension</li> </ol>	<ol style="list-style-type: none"> <li>1. How cooperative learning help you to exploit reader's background knowledge?</li> <li>2. How to build a strong vocabulary based by employing cooperative learning in your reading class?</li> <li>3. What kind of cooperative learning style did you choose to teach comprehension ?</li> </ol>
-------------------------	------------------------	---	---	--

---

Exploit the reader's background knowledge, Build a strong vocabulary base, Teach for comprehension, Work on increasing reading comprehension which will be elaborated with the implementation of cooperative learning strategy.

4. Work on Increasing reading comprehension

4. Why do you think is it important to work on increasing reading comprehension ?

5. What do you think about your strategy in teaching critical reading by using cooperative learning strategy? Is it helpful and give advantages for you as the teacher and for the students?

---

### 3.3.2 Document Analysis

In case study research, document is really needed as one of the source to improve the data. Some notes on the past events that put in the form of written or verbal are called as document. In this research, document analysis was one of data collecting technique that gains from observation and interview. Documents that will be used in this research are document related to Critical Reading and Literacy class including the course outline and classroom assignments. The document will be analyzed further to gather supporting data related to lecturers' view on the use of cooperative learning

strategies in teaching English as Foreign Language reading. The sample of document analysis that will be used is elaborated in figure 3.2 and 3.3 below

1. Identitas Mata Kuliah			
Nama Mata Kuliah/Blok	CRITICAL READING AND LITERACY		
Fakultas	FPSB	Program Studi	PENDIDIKAN BAHASA INGGRIS
Kode		Bobot sks	
Kelompok	ENGLISH PROFICIENCY	Sifat Pengambilan	WAJIB
Semester Ke	3	Ketersediaan	TERBATAS
Metode	COLLABORATIVE LEARNING	Media	COMMUNITY TEXTS
Rumpun Mata Kuliah/Blok		Prasyarat	INTERNSIVE READING
Dosen/Koordinator Pengampu	INTAN PRADITA		

2. CAPAIAN PEMBELAJARAN MATA KULIAH						
Kode CPL	Rumusan CPL	Kode CPMK	Rumusan CPMK	Indikator	Penugasan/ Assessment/ Penilaian/ Pengukuran/ Evaluasi Rubrik	Bobot
KU1	mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya;	KU 1	Mahasiswa mampu menerapkan diskusi kelompok yang komprehensif dan konstruktif	Mahasiswa aktif berdiskusi dalam menjawab pertanyaan yang diberikan	LO 1: mahasiswa menganalisis teks 300-500 kata dalam tiga genres, dalam bentuk reading comprehension (multiple choice dan essay)  Penilaian berbasis rubrik.	15%
		KU 1	1. Mahasiswa mampu mengidentifikasi dan menjelaskan fitur <i>register analysis (field, of the discourse)</i> dalam teks <i>recount, report, narrative</i> .	a. Answer what is talked about in the text b. Identify the major, minor, and invisible participants in the text c. Describe how are the participants talked about by mentioning the adjectives and nouns to collocate with them d. Mention and explain the verbs which are collocating with the major participants to describe the kind of processes that happens in the text (strong, weak, relational power) displayed in the text. e. Describe the circumstances indicated in the text by mentioning the adverbs or		

Figure 3.2 Sample of Document Analysis 1 (Course Outline)

**Critical Reading and Literacy**

**Time allocation : 90'**

**Exam type : Closed Dictionary**

**A. Choose the most appropriate discourse markers for the following sentences (scored 1 for each).**

1. The concert was cancelled _____ poor ticket sales.	a. As
2. The factory closed and _____ many straitjackets lost their jobs.	b. Despite
3. _____ university students nowadays want to be an entrepreneur simply because it seems fancy.	c. Consequently
4. _____ knowing the risks, she decided to be self-employed.	d. Due to
5. The tax officers are unable to fine the entrepreneur _____ there is not enough evidence.	e. Broadly speaking
6. The population of New York is greater than _____ San Diego	f. That of

**B. Fill out the most appropriate discourse markers for the paragraphs below.**

Collaborative learning is an educational methodology where learning involves groups of students working together toward a common goal. It is based on the concept that learning is social, in particular, group members work alongside one another, talking and working through the learning process.

Figure 3.3 Sample of Document Analysis 2 (Students Assignment)

### 3.3.3 Participant Observation

According to Hammersley & Atkinson (1995) as cited in Cresswell (2007) observation is an activity where the researcher put themselves in the setting of the study to find out and review the issue that occur in the setting. Participant observation will help the researcher to know how is the process

and natural activity that occur in the setting of research and also provides an opportunity to perceived reality from the perspective of someone inside a case rather than external. Since Critical Reading and Literacy class is held twice in a week so then the observation will follow it, during the observation, the researcher made field notes and video recording to be used in analysis data phase and sample of observational form is elaborated in figure 3.4

Meeting	Date	Topic	Class Mode	Time	Activity	Note
2	17/10/2017	The material being taught	Face to Face	100 Minutes		

Figure 3.4 Sample of Observational Form

### 3.4 Data Analysis

In this case study research, the data will be analyzed using interactive model based on Miles and Huberman (1994) which the data are collected from observation, interview and also document. There are three different approach of this model including; data reduction, data display and drawing or verifying conclusion. (See figure 3.1):

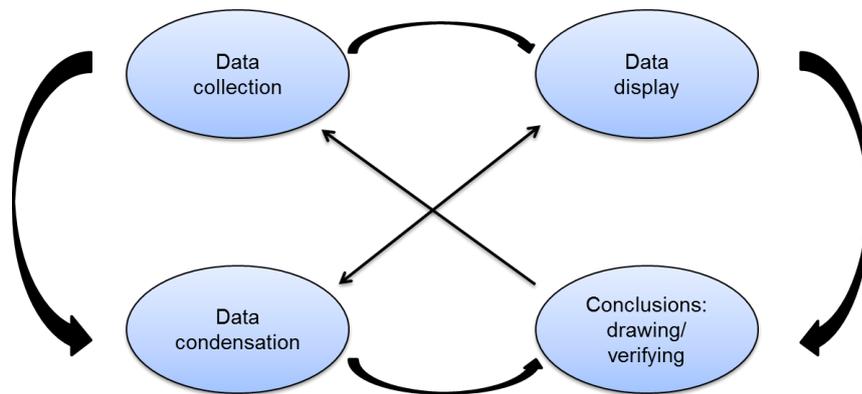


Figure 3.5 Components of data analysis: (Interactive model based on Miles and Huberman, 1994)

### 3.4.1 Data Reduction

The data that gained from observation, interview and also document are still complex that's why in data reduction stage the data will be more clear and those data that has been reduced will give a brief explanation and help the researcher in collecting the data. Data reduction in this case study research was done through the process of selecting, focusing, simplifying, abstracting, and transforming the data from field notes observation interview transcript a document analysis. Actually, data reduction in this research occurs since the beginning of the research whereas the researcher decide what kind of case, what is the research questions and what kind of data collection technique that will be used and continually throughout the analysis until the final report of the research as stated by Miles and Huberman (1994).

In this research the result of interview recording was changed into verbatim form, observation result was turned into field notes, and document analysis result was arranged into script of document analysis. While in reducing the data, the researcher focus on research question about how

teachers' view on the use of cooperative learning strategies in teaching EFL reading and set apart the data that do not related to it.

### **3.4.2 Data Display**

Data display is the second phase in Miles and Huberman's (1994) qualitative data analysis model. Data display organized, compressed and assemble information, by displaying the data, the researcher will easy to understand and to analyse what happen on the data that been displayed and know what to do further. There are many different kind of data display research such as graph, chart, network and many types of diagram (casual models, Venn diagrams etc). Meanwhile, brief notes, narrative text and table are which the researcher used in this research.

### **3.4.3 Data Triangulation and Conclusion Drawing**

Data triangulation is a process in which the researcher wants to verify a finding by showing that independent measures of it agree with or, at least, do not contradict with the finding, Miles and Huberman (1994). Data triangulation of this research was triangulation by method which achieved throughout the observational note, interview and then the document analysis. Meanwhile, according to Miles and Huberman (1994) drawing conclusion is the last step of data collection which should follow the early two stages those are data reduction and data display that take place more or concurrently with them. In this research, in the early beginning of data collection, the researcher started to decide the variables meaning to draw the conclusion and brought it explicitly in the conclusion stage as well as the verification stage of all

previous stages. As a result, the credible final conclusion which is fulfilled by valid and consistent evidences would be gathered.

### **3.5 Trustworthiness**

A good quality of research design can be seen through certain logical test that supposed to represent logical set of statement, U.S. Government Accountability office (1990) as cited by Yin (2014). Trustworthiness of this research is checked through credibility, transferability, dependability and conformability.

#### **3.5.1 Credibility**

One of the most important phase in building trustworthiness is credibility also known as internal validity, where the researcher dealing with establishing a phenomenon in a credible manner, that is ‘generative mechanisms’ or ‘causal powers’ (Yin, 2014) and the researcher have to make sure that the result of what have been observed reached what they already plan at the beginning of the research. According to Merriam as cited in Shenton (2004) credibility was an equivalent concept that relate the finding into the real life. In credibility measurement there are some provision that the researcher may use to improve the credibility of the study finding that they have been conducted, whereas in this research, triangulation and member checks will be used to check the internal validity of the research. Triangulation is accomplished by asking the same research questions of different study participants and by collecting data from different sources and by using different methods to answer the research questions, as written in

Shenton (2014) the form of triangulation may involve the use of a wide range of in-formants. One way of triangulating via data sources here individual viewpoints and experiences can be verified against others and, ultimately, a rich picture of the attitudes, behavior of those under scrutiny may be constructed based on the contributions of a range of people. While Member checks occur when the researcher asks participants to review both the data collected by the interviewer and the researchers' interpretation of that interview data. According to Guba and Lincoln as cited in Shenton (2004) Checks relating to the accuracy of the data can be on the spot at the course and at the end of the data collection dialogues where the informants may also be asked to read any transcripts of dialogues in which they have participated to reconsider that their words matched with what they actually intended.

### **3.5.2 Transferability**

Transferability or external validity **is** the generalization of the study findings to other situations and contexts. Meriam as cited in Shenton (2004) stated that transferability is “concerned with the extent to which the findings of one study can be applied to other situations”. The result of this case study research is applicable for English teacher and English learners as the reflection. Besides, the research finding can also relate into another or similar situation, phenomenon, or characteristic of the subject by readers. In addition, the finding can also be used for some references and extend research.

### **3.5.3 Dependability**

Dependability or reliability also important in trustworthiness because it establishes the research study findings as consistent and repeatable. As written by Shenton (2004) dependability is repeating process to gain the detail of the study so that future researchers may repeat the study if not essentially convey the same results. Since many qualitative methods are made on the study situation, the specific ways of data gathering, analysis, and interpretation in qualitative research should be described in this way to show how repeatable the research could be. According to Yin (2014) Dependability can be done through case study protocol and developing case study database, Case study protocol means the procedural guide for collecting the data for case study, including a set of field questions to be addressed by the researcher to the participant, while developing case study database referred to organizing and documenting the data collected from a case study. This case study research covers both case study protocol and case study database. While the dependability test of this case study research is conducted through the whole process audit by lecturer supervisor as an expert.

### **3.5.4 Conformability**

According to Shenton (2004) the concept of confirmability is the qualitative investigator's comparable concern to objectivity gain the conformability, where the reader of the research report should be able to examine the data to confirm the result of study, this is where we can say that the research is trustworthy. The researcher provides all data and needs peer

reviews to give comment, opinion, and suggestion regarding to the data analysis. Conformability in this study case is the “audit trail”, which allows any observer to trace the course of the research step-by-step via the decisions made and procedures described.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presents all the findings of the data collected and its analysis. Data of this research is presented in the findings while analysis of the research data is elaborated in discussions.

#### **4.1 Findings**

In this part, the data findings are presented from 3 different types of data collection sources. They are categorized into certain themes and coding to support finding and discussion of this study.

##### **4.1.1 Interview**

Interview in this case study was a semi-structured in-depth interview with open-ended questions, which is also known as shorter case study interview, this is in line with Creswell (2007). The interview involved two lecturers of Critical Reading and Literacy class and they have different background knowledge, Lecturer A has background knowledge on *Applied Linguistics* while Lecturer B on *Teaching*. Since there are some curriculum changes in PBI UII, Critical Reading and Literacy course was offered as the breakdown of the reading course. Both of these lecturer has been teaching for the last two year for this subject and already conducted an action research for this class last year, therefore the researcher was ensured to have found the resourceful participants to gather the data as comprehensive as possible thus the result of the case study would cover detail information from interviews as the main data source. It also supported by another two sources which are

from document analysis and observations. Furthermore, each participant was interviewed in different times and places, in addition to that, the two lecturer was interviewed by face-to face.

After the entire interview session has been completed, the researcher arranged the results of interviews to verbatim by listening to participant voice recording and then the researcher re-read the whole interview transcript to be analyzed further.

In this interview session, the researcher investigated Lecturers' view on the use of cooperative learning strategies in teaching EFL reading which is a case study in Critical Reading and Literacy class. Form the interview it could be indicated that both of lecturers' viewed that cooperative learning stimulate critical thiking, promoting students' motivation in learning through the key elements of cooperative learning such as positive interdependence, individual accountability, promotive face to face interaction, social skills and group processing which are well established. Also, it can be indicated that cooperative learning was an effective strategy to teach EFL reading because it help the lecturer to exploit reader's background knowledge, build stornng vocabulary base and help the lecturers to develop reading comprehension. There are also some emergent finding from the interview about the benefit and challenges that the lecturers found in their use of cooperative learning strategy. The sample excerpt of interview transcription is elaborated in table 4.3

Table 4.2 Excerpt of Interview Transcript

Transcription 1		
Respondent: Participant A		
Time: 14.50 - 15.35 PM		
Date: Thursday, 4 <sup>th</sup> January 2018		
Place: Lecturer Room PBI UII		
I: Interviewer	R: Respondent	
Subject	Line	Transcription
I		Why did you choose cooperative learning as the strategy to teach critical reading and literacy course?
R	1	Okay so before I teach my students of critical reading I try to design the instruction first and then before I design the instruction of course I should read some references hmm based on the references that I read which are from Wallace and then from Carter and most of the scholars in critical reading and literacy all of them suggest teach critical reading by using group discussion because critical reading means to analyse and to justify so that to analyse and to justify is impossible to be done individually that is why group work is more preferable, after understanding that group work is preferable to teach critical reading then I try to search more what kind of group work that is mostly applied by teachers or lecturers in practicing critical reading and then I found some literatures like Paterno she is the lecturer in Ateneo De manila and then I also found hmm I forget the name but someone in Turkey who teach the students in senior high school both of them applied cooperative learning instead of collaborative after that I try to check out the founder of cooperative learning actually the ground theory is not from oxford I forget the name hmm I choose oxford to be the literature of cooperative learning because she has already identified the requirements of cooperative learning by there cooperative learning is available or more preferable to help the students to discuss the text that I ask them to find the answer

I How do you believe cooperative learning as an important strategy that could maximize student's learning in CRI class?

R 2 Okay so about the word maximize, maximize means that the sense is about action research when a teacher want to maximize or want to improve or to enhance students' ability in all skills actually critical reading there must be an intervention so I assume that by your question is that how I as the teacher give intervention in terms of cooperative learning to the students so okay cooperative learning itself is a work in a small group it cannot be in the large group like collaborative learning and then it has more space for the students to focus it is like hmm a text and then the students have some questions and then firstly they have their own answer and then after that they share it one another they discuss it with their friends unlike collaborative it allow some students to hmm for example someone were still learning they may keep silent first listening and after that they have the answer so to that extent cooperative learning has more opportunity to maximize the students' critical thinking because all of them are given or forced to think whatever it is but to think and after that to discuss so that is I think why hmm maybe it can maximize the students' critical reading

---

#### **4.1.2 Document Analysis**

The documents that were analyzed in this research were consisted of two, document 1 (course outlines) and document 2 (classroom assignments). Classroom assignments contain the exercise or project based on which the students were asked to work in a group cooperatively or the assignment that the students have to accomplish after they are learning in a cooperative group. Then it was analyzed as the confirmatory data sources instead of video observations. All the documents in this research is gained from the lecturer.

Table 4.4 showed the sample of course outlines classroom and 4.5 students assignments as part of the data analysis in this research. More complete documents used in this research could be seen in appendix 2.

Table 4.3 Sample Excerpt of Analyzed Document

<b>Notes</b>
<p><u>Course Learning Achievement</u></p> <p>Students are able to identify and explain the features of register analysis (tenor of the discourse) in the text of recount, report, narrative)</p> <p><u>Indicator</u></p> <ol style="list-style-type: none"> <li>a. Making inferences through the implicit meaning</li> <li>b. Predicting the writers' intention through the texts</li> <li>c. Identify and describe the mood that is most frequently selected in the text</li> <li>d. Recognize bias and objectivity by identifying and describing the modality play in the text</li> <li>e. Recognize facts and opinions by identifying the modality play in the text and the tense</li> <li>f. Drawing conclusion by describing the personal point, the evidence to support the point, and explainon why the evidence supports the conclusion.</li> </ol> <p><u>Assessment</u></p> <p>Students analyze two texts (300-500 pages) in contrast.</p> <p>Assessment based on critical reading rubric 25%</p>

Table 4.4 Excerpt of Document Analysis 2

<p>The students assigned to :</p> <ol style="list-style-type: none"> <li>a. Choose the most appropriate discourse markers from some sentences</li> <li>b. Fill out the most appropriate discourse markers for the paragraphs</li> <li>c. Fill out the table based on the texts.</li> <li>d. Answer the following questions based on the table they have done before</li> </ol>
--

The analysis of the documents showed that the use of cooperative learning in teaching English as Foreign Language reading especially in Critical reading and Literacy class was expected as one of the strategy that could help teaching learning process in the classroom and it shows that the use of cooperative learning in teaching reading is beneficial also challenging for the lecturer.

#### **4.1.3 Observation**

The observation of the participants were done in six times in each class A and B, the observation sessions were done by recording the whole activities in Critical Reading and Literacy class. During the observations, the researcher made field of notes to support the analysis. The purpose of the observations were to capture the activities directly related to the use of cooperative learning strategy in teaching reading in critical reading and literacy class. From the observation that have been conducted, the researcher gained many information that could be analyzed and become the confirmatory data source to support the triangulation within this research.

The observation indicated that teaching reading in Critical Reading and Literacy class by employing cooperative learning was beneficial for the lecturer and creates an effective learning environment so that the students are engaged in learning also seems to enjoy those various interaction during the group work, it helped the students to give the best progress in learning reading especially in Critical reading and Literacy class and also helped the

lecturer to reach the goal of learning. Otherwise, the use of cooperative learning also give the lecturer some challenges in grouping the students because the students came with different background knowledge and abilities, time constrain also something that the lecturer still have to manage well and teaching the students to be a comprehensive reader also something challenging for the lecturer because the abilitites of the students which still varied.

Table 4.5 Excerpt of Observational Note

Meeting	Date	Topic	Class Method	Time	Activity	Note
1	10/10/201	Argument and evidence	Face to Face	100 Minutes	<ul style="list-style-type: none"> <li>- The lecturer arranged the class</li> <li>- Dividing the students into a group by using number</li> <li>- The lecturer divided some paper to every group to start the lesson and the students work cooperatively each group consists of three person</li> <li>- This activity goes up to three round what makes it different is the object and the total of vocabulary that the students have to write, first : picture, write 5-10 words, second: picture and video, 10-20 words and last: text, the students have to find argument and evidence in the text</li> <li>- The students discuss it with their group</li> <li>- The lecturer discuss the answer together with whole group in the class</li> </ul>	<ul style="list-style-type: none"> <li>- The students seems engage when they work in group</li> <li>- The lecturer assist every group progress</li> <li>- They arranged their seat comfortably when work in group</li> <li>- Students used some highlighter or color pen during reading the text</li> <li>- Student-student interaction, student-lecturer interaction was good during the discussion</li> </ul>

#### 4.1.4 Thematising

In this phase, the researcher classified research data into several categorizations. The categorizations were revealed and confirmed the prefigured themes, which were broken down into more specific subthemes to be practical. Thematising is presented in table 4.7

Table 4.6 Thematising

<b>Construct</b>	<b>Code</b>	<b>Theme</b>	<b>Sub-Themes</b>
Cooperative Learning Strategies	CLS	Learning in Group stimulate Critical Thinking	Stimulate Critical Thinking
	TCL	Teaching with cooperative learning promoting student's motivation in learning	Positive Interdependence Individual Accountability Promotive Face to Face Interaction Social Skills Group Processing
Teaching EFL Reading Through Cooperative Learning	TREFL	Effective Strategy to teach EFL Reading	Exploit Readers' Background knowledge Build Strong Vocabularies Specific Strategies to Teach Reading Comprehension

### 4.1.5 Coding

Coding is the process of inputting evidence into categorization based on theme and giving certain code on the evidence. In this research, the researcher created coding system for evidence from all data sources. Table 4.8 displays the coding system for all data from interview, document analysis, and observation.

Table 4.7 Coding Systems

<u>Data Source</u>	<u>Coding Sample</u>	<u>Meaning</u>
Interview	I/1/CLS/1	‘I’ (for Interview) means the data is gathered from Interview. ‘1’ for respondent 1. ‘CLS’ is the theme, which is abbreviation from Cooperative Learning Strategy. ‘1’ means it is from interview transcript line 1.
Document Analysis	DCA/1/CLS	‘DCA’ for (Document Classroom Assignment) means the data is gathered from Document Classroom Assignments. ‘1’ for Document number 1. ‘CLS’ is the theme, which is abbreviation from Cooperative Learning Strategy.
Observation	O/CLS/1/1 O/TREFL/2/1	‘O’ (for Observation) means the data is gathered from observation notes ‘CLS’ and ‘TR’ is the theme, which is abbreviation from cooperative Learning Strategy and Teaching Reading in EFL Through Cooperative Learning ‘1’ means it is from observation note on meeting 1 lecturer A and ‘2’ means from lecturer B

## 4.2 Discussion

This part presents researcher' interpretations and analysis on the research data. These interpretation and analysis are elaborated in pre-figured theme sequence to answer the research question about how are lecturers' view on the use of cooperative learning strategies in teaching EFL reading

### 4.2.1 Learning in Group Stimulate Critical Thinking

From the interview (I/1/CLS/2, I/2/CLS/2) which also supported by interview (I/1/CLS/4, I/2/CLS/4) it can be concluded that the use of cooperative learning strategy is more preferable by the lecturer. Participant A thought that as in critical reading class students asked to be able to analyze and to justify things in the text so that it is impossible to be done individually that is why group work is more preferable and by employing cooperative learning students will have more space to be focus in discussion and it help the learners to maximize their critical thinking. Meanwhile, participant B thought that by employing cooperative learning it will help the students engage in learning and and when one student has different opinion from another students and then they could directly clarify through discussion so that the learners can learn from one another in cooperative learning mode.

“..I design the instruction of course I should read some references hmm based on the references that I read which are from Wallace and then from Carter and most of the scholars in critical reading and literacy all of them suggest teach critical reading by using group discussion because **critical reading means to analyze and to justify so that to analyze and to justify**

**is impossible to be done individually that is why group work is more preferable” (I/1/CLS/2)**

**“..... to engage the students, to me it is natural to teach or to use cooperative strategies because that is one of the strategy so one of the skill that they mostly used in other classes and in real life ya and I think if the students are put in the group hmm they will learn from one another, they will get answer that they don’t expect you know may be they don’t think of an answer but their partner come up with an answer that they have never thought.....” , (I/2/CLS/12)**

**“cooperative learning itself is a work in a small group it cannot be in the large group like collaborative learning and then it has more space for the students to focus it is like hmm a text and then the students have some questions and then firstly they have their own answer and then after that they share it one another they discuss it with their friends” (I/1/CLS/4)**

**“..... because through cooperative learning students can learn from one another yaa hmm students can clarify things while discussing you know like when one student has an opinion different from another students and then they could directly clarify like hmm or if one student get confuse then the other can help to figure out things” (I/2/CLS/4)**

This finding is in line with the theory related to cooperative learning strategy that Johnson and Johnson (1999) stated which cooperative learning is the instructional strategy that use small groups in which students work together in group to maximize their own and each other’s learning’. The researcher indicated that whenever the students work in a group discussion they seem enjoy and engaged their thought to the material that taught by the teacher as they can learn from one another in the group, the class seem to be more interactive thus, cooperative learning was believed as the strategy that could maximize students learning Moreover, this finding support the data from document analysis on course outline (DCA/1/CLS)

Table 4.8 Excerpt of Document Analysis (DCA/1/CLS)

---

Course Learning Achievement

**Students are able to apply group discussions that are comprehensive and contributive.**

Indicator

DCA/1/CLS

**Students active in discussing the answer of the questions**

Assessment

Rubric 15%

---

Table 4.9 Excerpt of Document Analysis (DCA/1/2)

- 
- The students assigned to :
- DCA/1/2
- e. **Choose the most appropriate discourse markers from some sentences**
  - f. **Fill out the most appropriate discourse markers for the paragraphs**
  - g. Fill out the table based on the texts.
  - h. Answer the following questions based on the table they have done before
- 

And then confirmed by the following researcher's observational notes

Table 4.10 Excerpt of Observational Note (O/CLS/1/1)

Meeting	Date	Topic	Class Mode	Time	Activity	Note
1	10/10/201	Argument and evidence	Face to Face	100 Minutes	<ul style="list-style-type: none"> <li>- The lecturer arranged the class</li> <li>- <b>Dividing the students into a group</b> by using number</li> <li>- The lecturer divided some paper to every group to start the lesson <b>and the students work cooperatively each group consists of three person</b></li> <li>- This activity goes up to three round what makes it different is the object and the total of vocabulary that the students have to write, first : picture, write 5-10 words, second: picture and video, 10-20 words and last: text, the students have to find argument and evidence in the text</li> <li>- <b>The students discuss it with their group</b></li> <li>- The lecturer discuss the answer together with whole group in the class</li> </ul>	<ul style="list-style-type: none"> <li>- <b>The students engaged when they work in group</b></li> <li>- The lecturer assist every group progress</li> <li>- They arranged their seat comfortably when work in group</li> <li>- Students used some highlighter or color pen during reading the text</li> <li>- <b>Student-student interaction, student-teacher interaction was good during the discussion</b></li> </ul>

These evidence indicates that the use of cooperative learning strategy is helpful for the lecturer to stimulate critical thinking through a comprehensive discussion in cooperative learning.

## 4.2.2 Teaching with Cooperative Learning to Promote Students' Motivation in Learning

Both of participants mentioned that as in discussion students learn from one another so that learning process can be achieved in such a way that everyone is able to actively engage. In many ways, these sub-themes are very similar to the key elements identified as being critical for successful cooperative learning that promotes students' motivation in learning as will be discuss below.

### 4.2.2.1 Positive Interdependence

Lecturer as the instructor in the class during teaching with cooperative learning has an important role to make the students feel motivated to work cooperatively so that one student in a group will not success unless other students do based on Johnson and Johnson (1999), From interview (I/1/PI/6) it can be concluded that participant A think it is important to assist students when they used cooperative learning but in this term the lecturer is not helping just to make sure that the students are discussing each other so that they can positively interdependence.

**"I will not just sitting at the front and then smiling to those interesting phenomena, I will come up to them and then going around them.....what I did to motivate them by assisting not really helping, assisting them during the discussion because if I simply let them work independently they will be clueless or hate their friends haha...if I help them a lot they will be dependent to me they will not be independent so just assisting them during the discussion only"** (I/1/TCL/10)

Meanwhile, from interview (I/2/TCL/9) it indicated that participant B believed that by employing cooperative learning during the discussion in the

class, students will have their positive interdependence automatically as long as they are able to solve the problems that the lecturer assigned them and the lecturer thought that facilitating the students by employing cooperative learning itself already motivated students in learning rather than allow them to work individually.

“I believe by applying cooperative learning **it will be automatically motivating them compare to if they work individually**, I mean the grouping itself the approach itself has the ability to motivate students” (I/2/TCL/9)

The result of interview sessions also could be connected on the results of document analysis (DCA/5/TCL) and (DCA/2/2)

Table 4.11 Excerpt of Document Analysis (DCA/5/TCL)

---

Course Learning Achievement

Students are able to show reading engagement when reading text

Indicator

- a. The student marks the important information in the text that is read
- b. Students discuss with their friends about the text they read**
- c. Students focus on the discussion,**
- d. Students put notes on the text they read
- e. Recommend text to be a source of reading with a rational explanation

DCA/5/TCL

Assessment

Students do a reading response from the results comparing two texts of 1000-1500 words. (Assessment based on critical reading rubric 25%)

---

Table 4.12 Excerpt of Document Analysis (DCA/2/2)

DCA/2/2	Exercise 2: the teacher assigned the students to work in group and ask them to find underlying assumption from the poster that had been provided
---------	--

And its confirmed by researcher's observational note below

Table 4. 13 Excerpt of Observational note (O/TCL/2/1)

Meeting	Date	Topic	Class Mode	Time	Activity	Note
1	21/11/2017	Reviewing Underlying Assumption	Face to Face	100 Minutes	<ul style="list-style-type: none"> <li>- The lecturer explain and give some example about underlying assumption by using video, picture and also some paragraph</li> <li>- The lecturer stick some poster on the wall and asks the student to make some underlying assumptions from each poster</li> <li>- <b>The students work cooperatively in group and try to figure out the assumption</b> from every poster that has been stick on the wall around the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Students discuss each other in the group</b>, student-students interaction occurred mostly in this process</li> <li>- <b>The lecturer checking out their work to each group</b> and interact with the students if they have some questions</li> <li>- The students sometimes used their dictionary on their phone to help them translating into english of some words or sentences that they will use to make assumption from each poster.</li> </ul>

The researcher concluded that it is proven that when students discuss each other in the group, it will be easier for them to solve problem on the assignment that the lecturer assigned them to do, then by employing

cooperative learning students are positively interdependent with other member of the group learning and then the mutual learning goals will be achieved.

#### 4.2.2.2 Individual accountability

For cooperative learning to be effective there should be individual accountability where the students believe that having their own part and give contribution to the group is essential to reach the goal of learning, Johnson and Johnson (1999). Data from interview (I/1/TCL/12, I/2/TCL/11) indicated that participant A felt the students will reflect about how far their Individual accountability in cooperative learning in CRL class after the lecturer show the result of each project so that will motivate the students to be more active and more engage in giving their active contribution in the next discussion. Meanwhile participant B said that cooperative learning will motivate her students in learning.

“.....I will just be around them I will work around them not to make them afraid just to make sure that hey you are learning in my class so be here, **but I think the most affective thing that I do is that when I share their development like in project one....after that they have the reflection about their progress and...**” (I/1/TCL/12)

“This element about individual accountability is related to the first element positive interdependence, so **ya it motivate my students...**” (I/2/TCL/11)

The result of interview sessions also could be connected on the results of document analysis, especially in the course outline (DCA/1/TCL) and (DCA/1/2) students assignment where the students are expected to be

contributive in cooperative learning. The data from observational note also confirmed the data mentioned above.

Table 4.14 Excerpt of Document Analysis (DCA/1/TCL)

---

<u>Course Learning Achievement</u>	
<b>Students are able to apply group discussions that are comprehensive and contributive.</b>	DCA/1/TCL
<u>Indicator</u>	
<b>Students active in discussing the answer of the questions</b>	
<u>Assessment</u>	
Rubric 15%	

---

Table 4.15 Excerpt of Document Analysis (DCA/1/2)

---

	The students assigned to :
DCA/1/	a. Choose the most appropriate discourse markers from some sentences
2	b. Fill out the most appropriate discourse markers for the paragraphs
	c. Fill out the table based on the texts.
	d. Answer the following questions based on the table they have done before

---

Table 4.16 Excerpt of Observational note (O/TCL/2/3)

Meeting	Date	Topic	Class	Time	Activity	Note
3	14/11/2017	Discourse Markers	Face to Face	100Minutes	<ul style="list-style-type: none"> <li>- Starting the class by <b>dividing and showing the result of student's first project</b>) continued by discussing the answer of the test and the teacher also mention the expectation of the learning goal</li> <li>- The lecturer explain a little bit about discourse markers as the preface for the next meeting material</li> <li>- <b>The lecturer asks the students to discuss with their group about some examples</b></li> <li>- The lecturer asks the students to read further about the material in google classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Some students seems more engage when they look their result and some other feel failed when they see the result</b></li> <li>- <b>The lecturer always asks the students in each group about some example or the meaning of some words</b></li> <li>- <b>If their friends didn't know the answer, the other friend in the group will help their friends</b></li> </ul>

#### 4.2.2.3 Promotive face to face interaction

From the interview (I/1/TCL/14, I/2/TCL/13) Participant A thought she managed the same task or text that she assigned the learners to discuss so when some students seems not really discussing the lecturer will encourage the students to feel that discussion will work better than work on individual and no one is smartest or lame so that they will habitualized sharing and asking as the basic in the discussion. Meanwhile, participant B felt that by

employing cooperative learning she saw that the students in her class were doing fine in the discussion they encourage one another and discuss one another. In cooperative learning, how each student in the group think, talk and act toward the other member of the group will influence how well perform the group is, Johnson and Johnson (1999). The data in line with Johnson and Johnson (1999) theory that in cooperative learning should be promotive face to face interaction which cognitive activities and Interpersonal dynamics are involve in this stage because students will orally explaining how to solve problems, discussing the subject being learned, teaching one's knowledge to their classmates, and connecting present material with the past learning material.

**“...hmm what I want is that to give the feeling for the smarter students that your answer worth better if you can share to your friends instead of you work by yourself and also to give a feeling for the students who think that they are lame, they are not really know, they can have a feeling that it is okay for you to ask, so share and ask that’s what I try to habituate to my students” (I/1/TCL/14)**

**“....I think hmm I see that they have no problem working in group I mean whenever I ask them to do a group work they do it but hmm yaa they do it they seem okay I mean hmm they encourage each other fine so there is no problem I think they can encourage each other with no problems” (I/2/TCL/13)**

The data from document analysis below supported the data from interview.

Table 4.17 Excerpt of Document Analysis (DCA/5/TCL)

---

Course Learning Achievement

**Students are able to show reading engagement when reading text**

Indicator

a. The student marks the important information in the text that is read

**b. Students discuss with their friends about the text they read**

c. **Students focus on the discussion,**

DCA/5/TCL

d. Students put notes on the text they read

e. Recommend text to be a source of reading with a rational explanation

Assessment

Students do a reading response from the results comparing two texts of 1000-1500 words. (Assessment based on critical reading rubric 25%)

---

Table 4.18 Excerpt of Document Analysis (DCA/2/2)

---

DCA/2/2

**Exercise 2: the teacher assigned the students to work in group and ask them to find underlying assumption** from the poster that had been provided

---

The data from researcher's observational note (O/TCL/2/1) strengthen the data above when students discussing each other they interact and encourage each other.

Table 4.19 Excerpt of Observational note (O/TCL/2/1)

Meeting	Date	Topic	Class Mode	Time	Activity	Note
1	21/11/2017	Reviewing Underlying Assumption	Face to Face	100 Minutes	<ul style="list-style-type: none"> <li>- The lecturer explain and give some example about underlying assumption by using video, picture and also some paragraph</li> <li>- The lecturer stick some poster on the wall and asks the student to make some underlying assumptions from each poster</li> <li>- <b>The students work cooperatively in group and try to figure out the assumption</b> from every poster that has been stick on the wall around the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Students discuss each other in the group,</b> student-students interaction occurred mostly in this process</li> <li>- <b>The lecturer checking out their work to each group</b> and interact with the students if they have some questions</li> <li>- <b>The students sometimes used their dictionary on their phone and asking their friends</b> to help them translating into English of some words or sentences that they will use to make assumption from each poster.</li> </ul>

#### 4.2.2.4 Social Skills

From the interview (I/1/TCL/16) participant A thought that the best student social skill is when they try to make fun of the lecturer that we can indicate as teacher-student interaction, moreover when the lecturer try to explain the lesson the lecturer will ask from one student to another so that another students will be critical when they find out the inappropriate answer

from their friends so in this term student-student interaction is run well during the lesson and it creates a comprehensive discussion in the class during the cooperative learning mode.

**“Ya their best social skill during the class is that when they try to make fun of the teacher haha....so like for the example I give the answer that maybe for them it is not really firm so that they will be someone critical that is what a critical reading teacher should face and should accept in the first begin...I give the example I ask others also to find out actually the answer that they think and then surprisingly there were Fiqri and Rico who kept trying to answer the question so those are actually the best social interaction that I think I found it in the goal ( I/1/TCL/16)**

Moreover, from interview (I/2/TCL/15) participant B stated that students' social skill in this class is normal it means that there might be some disagreement or praising each other in the group but it doesn't really show up in the class because most of the time students are discussing each other in silent or not in a loud mode but actually the students are discussing one another.

**“...yes there were certainly disagreement but they did not have a very serious disagreement and I think it was normal kind of disagreement and praising each other\_well I don't think they were and what I understand is that they just simply did what I ask them to do they collaborate and mostly they work in silence...but actually they are collaborating..” (I/2/TCL/15)**

The data from document analysis especially in course outline (DCA/5/TCL) show that lecturers expected the students to have a comprehensive discussion with their friends which in the discussion there must be social skill involved

Table 4.20 Excerpt of Document Analysis (DCA/5/TCL)

---

Course Learning Achievement

**Students are able to show reading engagement when reading text**

Indicator

- a. The student marks the important information in the text that is read
- b. Students discuss with their friends about the text they read**
- c. Students focus on the discussion,
- d. Students put notes on the text they read
- e. Recommend text to be a source of reading with a rational explanation

DCA/5/TCL

Assessment

Students do a reading response from the results comparing two texts of 1000-1500 words. (Assessment based on critical reading rubric 25%)

---

The data from researcher's observational note confirmed the data above

Table 4.21 Excerpt of Observational note (O/TCL/1/5)

Meeting Date	Topic	Class Mode	Time	Activity	Note
5 05/12/2017	Discourse Marker	Face to Face	100 Minutes	<ul style="list-style-type: none"> <li>- <b>The lecturer divided the students into two group</b></li> <li>- The lecturer divide some text about employment and entrepreneur to each group, everyone in the group got each text</li> <li>- The lecturer asks the students to highlight the discourse markers</li> <li>- <b>The students read the text in their group seat and discuss the text</b></li> <li>- <b>The lecturer asks the students to change their seat and read the text on the table after they change their position</b> so asks them if they are changes their mind or not after read the different text.</li> <li>- The lecturer asks some to write their choice and reason based on the terms that written on the white board</li> </ul>	<ul style="list-style-type: none"> <li>- The students read the text carefully</li> <li>- <b>There is some student who seems she have a better understanding so that she explain to the other group member</b></li> <li>- The students open translate web or dictionary on their phone if they find some difficult words in the text</li> <li>- Some students write the meaning of the words that they thing it is difficult on the text so they re-read the text</li> <li>- The lecturer keep assisting the students discussion</li> <li>- <b>The lecturer explain why the student put in group and then asks them to exchange their seat and explain clearly about the discussion result.</b></li> </ul>

Those evidence showed that social skills that include group-related skilled and task-related social skills included the way how students interact as teammates, such as mediating disagreements, encouraging, and praising each other in the group also help the teacher to create a good atmosphere of

cooperative learning environment as mentioned by Johnson and Johnson (1999).

#### 4.2.2.5 Group processing

The purpose of group processing is to improve student's effectiveness in contributing the process of their learning group so if they find out any difficulties during learning they can solve the problem together and increase their learning, Johnson and Johnson (1999). From the interview (I/1/TCL/18, I/2/TCL/179) it can be concluded that both of participant A and B were assessing students' contribution individually while group work is used as a media or strategy to assess the progress of every individual of the students so that they can improve their own learning. In addition, participant A put the student progress in cooperative learning in term of "behavior" from all aspect of assessment in Critical reading and literacy class so that from those contribution the teacher thought by discussing each other it will be helpful for increasing student's performance in learning.

**"....so it is in the domain of assessing the behaviour hmm I have the rubric for them like for example *behaviour* in cooperative learning that first the ability to share the knowledge to others also the ability to listen to others and the ability to ask to the other so share, listen and ask if they do not perform three of that so the score will be very low"** (I/1/TCL/18)

**"....I counted their group contribution as answer given you know during the discussion. I mean aaaa actually the group discussion itself is only like a tool it's only a media but then hmm what is it hmm I think I still give a lot of point for individual effort because I think the grouping is just a way of doing a problem solving..."** (I/2/TCL/17)

The researcher indicated that the group processing is increasing daily achievement of the students, build the positive relationship among member of

the group and relationship or interaction between students and teachers, also increasing self-esteem and positive attitudes toward the subject being learned in line as what Johnson and Johnson (1999) mentioned earlier in the theory of this research. The data from document analysis especially in course outline (DCA/5/TCL) support this data and researcher's observational note also support the data

Table 4.22 Excerpt of Document Analysis (DCA/5/TCL)

---

Course Learning Achievement

**Students are able to show reading engagement when reading text**

Indicator

- a. The student marks the important information in the text that is read
- b. Students discuss with their friends about the text they read**
- c. **Students focus on the discussion,**
- d. Students put notes on the text they read
- e. Recommend text to be a source of reading with a rational explanation**

DCA/5/TCL

Assessment

Students do a reading response from the results comparing two texts of 1000-1500 words.  
(Assessment based on critical reading rubric 25%)

---

Table 4.23 Excerpt of Observational note (O/1/TCL/3)

Meeting	Date	Topic	Class Mode	Time	Activity	Note
3	14/11/2017	Discourse Markers	Face to Face	100 Minutes	<ul style="list-style-type: none"> <li>- Starting the class by dividing and showing the result of student's first project) continued by discussing the answer of the test and the teacher also mention the expectation of the learning goal</li> <li>- The lecturer explain a little bit about discourse markers as the preface for the next meeting material</li> <li>- The lecturer asks the students to discuss with their group about some examples</li> <li>- The lecturer asks the students to read further about the material in google classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- The lecturer always asks the students in each group about some example or the meaning of some words</li> <li>- If their friends didn't know the answer, the other friend in the group will help their friends</li> </ul>

Table 4.24 Excerpt of Document Analysis ((DCA/1/2)

DCA/1/2	<p>The students assigned to :</p> <ol style="list-style-type: none"> <li>a. <b>Choose the most appropriate discourse markers from some sentences</b></li> <li>b. <b>Fill out the most appropriate discourse markers for the paragraphs</b></li> <li>c. Fill out the table based on the texts.</li> <li>d. Answer the following questions based on the table they have done before</li> </ol>
---------	--

### 4.2.3 Cooperative Learning is Effective Strategy to Teach EFL Reading

The data show that nearly both participants thought cooperative learning as necessary and effective strategy in teaching EFL reading, based on participants' responses, the following categories are identified as listed below

#### 4.2.3.1 Exploit Reader's Background Knowledge

From the interview (I/1/TREFL/20, I/2/TREFL/19) it showed how cooperative learning help the lecturer to exploit readers or students' background knowledge and build strong vocabulary base for the learners, both of participant A and participant B believed by employing cooperative learning it will help the lecturer to exploit reader's background knowledge, there will be background knowledge exchange happen during the discussion and the discussion will work well as the students come with different abilities and background of knowledge. Thus, they can fulfill each other background knowledge since they discuss in a group that will help the students to comprehend the text that they read.

**"...if the text refill the background knowledge it will develop the discussion more** because hmm okay supposed that we have five glasses aa one glasses is half full and another one is full hmm very full until the lead and then some also just a little but none of those five glasses are empty so that is what I mean by **giving the text that recall background knowledge if you have like hmm what we called it some knowledge to discuss with your friends then the discussion will work..**" (I/1/TREFL/20)

**"....well I normally hmm I think that is what I benefit from cooperative learning** because as soon as you put students in cooperative mode and you

ask them to problem solve then it **was almost automatic that they will make use of their background knowledge especially students to use or employ their background knowledge so there would be automatic exchange of background knowledge during the discussion .....**" (I/2TREFL/19)

The data from document analysis (DCA/13/TREFL) support the data mentioned above the exercise of group work that require the students to recall their background knowledge.

Table 4.25 Excerpt of Document Analysis (DCA/3/TREFL)

---

<u>Course Learning Achievement</u>	
<b>Students are able to identify and explain the register analysis feature (mode of the discourse) in recount text, report, narrative)</b>	
<u>Indicator</u>	
a. Identify and explain the genre of the text (narrative, expository, descriptive, recount, as indicated, for instance by the use of present or past tense.	
<b>b. Explain the audience and the purpose of the text.</b>	
<b>c. Explain the represented information in the text</b>	DCA/3/TREFL
d. Summarize/ retell the main idea of the story	
<b>e. Explain what information is selected for first position, at clause level and at the whole text level.</b>	
<b>f. Explain how the text hang together as a text by indicating the connectors that are used in the text.</b>	
<u>Assessment</u>	
Student Analyze 200-500 words of text in 3 genres with essay guide. (Assessment based on critical reading rubric 25%)	

---

Table 4.26 Excerpt of Document Analysis (DCA/2/2)

---

DCA/2/2	<b>Exercise 2: the teacher assigned the students to work in group and ask them to find underlying assumption from the poster that had been provided</b>
---------	---

---

And the data confirmed by the researcher's observational note

Table 4.27 Excerpt of Observational notes (O/TREFL/2/1)

Meeting	Date	Topic	Class Mode	Time	Activity	Note
1	21/11/2017	Reviewing Underlying Assumption	Face to Face	100 Minutes	<ul style="list-style-type: none"> <li>- <b>The lecturer explain and give some example about underlying assumption by using video, picture and also some paragraph</b></li> <li>- <b>The lecturer stick some poster on the wall and asks the student to make some underlying assumptions from each poster</b></li> <li>- The students work cooperatively in group and try to figure out the assumption from every poster that has been stick on the wall around the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Students discuss in a group, student-students interaction occurred mostly in this process</li> <li>- The lecturer checking out their work to each group and interact with the students if they have some questions</li> <li>- <b>The students discuss of the meaning of some new words they found in the text or they want to talk with their friends,</b> sometimes they used their dictionary on their phone to help them translating into English of some words or sentences that they will use to make assumption from each poster.</li> </ul>

The researcher relate this finding to the theory of Anderson (1991) that in principle of teaching reading teacher should exploit their learners' background knowledge to help them in understanding the text so that they can get the message of the text and as cooperative learning provided

discussion and students will learn from one another so that was helpful to fulfil each other background knowledge.

#### 4.2.3.2 Build Strong Vocabulary Base

From the Interview (I/1/TREFL/22, I/2/TREFL/21) participant A told that in critical reading and literacy class she asked the students to highlight some clues which they think it is difficult words or some clues which related to the answer of the questions from the text and she offered the students to open their dictionary but the teacher said that most of the students are prefer to ask and discuss it with their friends in the group if they found out some words or vocabularies that they don't know the meaning yet. Meanwhile, participant B thought that the students in her class were benefit from the cooperative learning itself because every time they found out some difficult words they naturally check the meaning in their dictionary and asking their friend in the group or other member of the group will help those who have less vocabularies students. It can be concluded that, lecturer could benefit from employing cooperative learning as found it was helpful to build a strong vocabulary base.

**“... I ask them to highlight is just the clues that is related to the answers no longer the difficult words because the difficult words I said to them to automatically find it in the dictionary so sometimes the students not really go to the dictionary sometimes they ask their friends first” (I/1/TREFL/22)**

**“...they benefit from cooperative learning for example to search for the words that they wanted to say or the words that they wanted to write and ya sometimes their partner or their group members who happen to have wide a range of vocabulary help them come up with the word so there is a learning happening but most of the time like they don't know or**

they don't have any idea they simply together check hmm looking up in the dictionary so it's just like as naturally as like that" (I/2/TREFL/21)

The data from document analysis supported the interview data above

Table 4.28 Excerpt of Document Analysis (DCA/2/TREFL)

---

Course Learning Achievement

**Students are able to identify and explain the register analysis feature (field, of the discourse) in recount text, report, narrative).**

Indicator

- a. Answer what is talked about in the text**
- b. Identify the major, minor, and invisible participants in the text
- c. Describe how are the participants talked about by mentioning the adjectives and nouns to collocate with them**
- d. Mention and explain the verbs which are collocating with the major participants to describe the kind of processes that happens in the text (strong, weak, relational power) displayed in the text.**
- e. Describe the circumstances indicated in the text by mentioning the adverbs or prepositional phrases collocating with them

DCA/2/TREFL

Assessment

students analyze 300-500 words of text in three genres, in the form of reading comprehension (multiple choice and essay) Rubric 15 %

---

And then confirmed by researcher's observational notes below

Table 4.29 Excerpt of Observational Notes (O/TREFL/1/1)

Meeting	Date	Topic	Class Mode	Time	Activity	Note
1	10/10/201	Argument and evidence	Face to Face	100 Minutes	<ul style="list-style-type: none"> <li>- The lecturer arranged the class</li> <li>- Dividing the students into a group by using number</li> <li>- <b>The lecturer divided some paper to every group to start the lesson and the students work cooperatively each group consists of three person</b></li> <li>- This activity goes up to three round what makes it different is the object and the total of <b>vocabulary that the students have to write, first : picture, write 5-10 words, second: picture and video, 10-20 words and last: text, the students have to find argument and evidence in the text</b></li> <li>- The students discuss it with their group</li> <li>- The lecturer discuss the answer together with whole group in the class</li> </ul>	<ul style="list-style-type: none"> <li>- The students seems engage when they work in group</li> <li>- The lecturer assist every group progress</li> <li>- They arranged their seat comfortably when work in group</li> <li>- <b>Students used some highlighter or color pen during reading the text</b></li> <li>- Student-student interaction, student-lecturer interaction was good during the discussion</li> </ul>

This finding is elaborated to the theory of Anderson (1991) a reader's vocabularies affects students' reading comprehension and teacher should explicitly teach how the students be able to guess the meaning of the

vocabulary effectively, as cooperative learning provided discussion so that the students will learn one another and it helpful for the lecturer build strong vocabulary base on students.

#### **4.2.3.4 Develop Reading Comprehension**

From the interview (I/1/TREFL/27, I/2/TREFL/23) it showed cooperative learning style that the lecturer used and thought that it was helped the teacher to teach and develop reading comprehension, participant A preferably put the students in small group which consist of three up to four students in each group so that think pair share is used during the discussion in teaching reading in critical reading and literacy class whenever one group not yet understand the whole text so that they discuss it with another group to get the message of the text that the students read. Meanwhile, participant B most of time used pair work for the students or she asked the student to work in a group not more than three person in each to make the students focus so that the discussion can be more effective. In addition, to increase reading comprehension, the interview (I/1/TREFL/29, I/1/TREFL/25) showed that participant A said that as in taxonomy bloom reading comprehension is in C2 level where the students are able to answer the question from the text, but she will go further up the level of the assignment to C4 level where the students expected to explain why also giving evidence about the text they are reading that they can discuss with their friends during the cooperative work so that the students will engage in developing their reading comprehension and strive to be a good critical reader. Likewise, participant B she emphasized the

practices for the students to increase their reading comprehension through cooperative learning mode such as how the students able to how identify underlying assumption, read between the lines, how to infer, how to draw conclusion that will help them to develop reading comprehension before preceding critical reading.

**“.....yea think pair share is mostly yes because sometimes when one group is being difficult in finding the answer then they will ask another group but it is not really collaborative because sometimes other group cannot really answer” (I/1/TC/13)**

**“...I prefer pair work more than other type of grouping hmm yes I put them in three I think but not more than four .... I choose small grouping or pair work because ya to avoid hitchhiking itself you know the less is the more effective I think because when you have only two student in one group they have no one else then they can help each other they can focus” (I/2/TC/12)**

**“...reading comprehension is in bloom taxonomy it is in C2 cognitive two which means that the indicator is that the students were able to answer or responses the questions so yes most of the question that I give to the students are hmm firstly make sure their understanding like who is the main character, who is the supporting character, how do you think the relation of the major and minor character, which one is fact, which one is opinion, but I will hmm not only stop in that C2, I will go further because it is critical reading so I will go to C4 like asking them to explain why and also giving the evidence” (I/1/IRC/14)**

**“.....actually reading comprehension should precede critical reading so ideally they should be strong in reading comprehension in order to go beyond reading comprehension.... like when I taught them how to identify underlying assumption, how to read between the lines, how to infer, how to draw conclusion so to improve reading comprehension is that hmm with a lot of practice, yes I give more practices...” (I/2/IRC/13)**

The data from document analysis in course outline (DCA/5/TREFL) supported the data above

Table 4. 30 Excerpt of Document Analysis (DCA/5/TREFL)

---

Course Learning Achievement

**Students are able to show reading engagement when reading text**

Indicator

- a. **The student marks the important information in the text that is read**
- b. **Students discuss with their friends about the text they read**
- c. Students focus on the discussion,
- d. **Students put notes on the text they read**
- e. **Recommend text to be a source of reading with a rational explanation**

DCA/5/TREFL

Assessment

Students do a reading response from the results comparing two texts of 1000-1500 words. (Assessment based on critical reading rubric 25%)

---

Table 4.31 Excerpt of Document Analysis (DCA/1/2)

---

The students assigned to :

- a. **Choose the most appropriate discourse markers from some sentences**
  - DCA/1/2 b. **Fill out the most appropriate discourse markers for the paragraphs**
  - c. Fill out the table based on the texts.
  - d. Answer the following questions based on the table they have done before
-

This data supported by researcher's observational notes below

Table 4.32 Excerpt of Observational Notes (O/TREFL/1/5)

Meeti ng	Date	Topic	Class Mode	Time	Activity	Note
5	05/12/2017	Discourse Markers	Face to Face	100Minutes	<ul style="list-style-type: none"> <li>- The lecturer divided the students into two group</li> <li>- The lecturer divide some text about employment and entrepreneur to each group, everyone in the group got each text</li> <li>- The lecturer asks the students to highlight the discourse markers</li> <li>- The students read the text in their group seat and discuss the text</li> <li>- <b>The lecturer asks the students to change their seat and read the text on the table after they change their position so asks them if they are changes their mind or not after read the different text.</b></li> <li>- <b>The lecturer asks some students to come to the front of class and ask them to write their choice and reason based on the terms that written on the white board</b></li> </ul>	<ul style="list-style-type: none"> <li>- The students read the text carefully</li> <li>- There is some student who seems she have a better understanding so that she explain to the other group member</li> <li>- The students open translate web or dictionary on their phone if they find some difficult words in the text</li> <li>- <b>Some students write the meaning of the words that they thing it is difficult on the text so they re-read the text</b></li> <li>- The lecturer keep assisting the students discussion</li> <li>- The lecturer explain why the student put in group and then asks them to exchange their seat and explain clearly about the discussion result.</li> </ul>

The researcher elaborate this data with Anderson (1991) theory which stated that the teacher have to find the balance between assisting students reading rate and to develop reading comprehension because the purpose of teaching

reading is not to make students a speed readers but fluent readers, as in cooperative learning students will discuss each other automatically they verbalize or talk about the text they are reading that's why cooperative learning strategy will help them to develop their reading comprehension.

#### **4.2.4 Emergent Finding**

Based on the findings and discussion above, it revealed the emergent finding in this research which are about the benefit and challenges that lecturer confront in applying cooperative learning strategy in teaching English as Foreign Language Reading in Critical Reading and Literacy Class.

##### **4.2.4.1 Benefit**

From interview (I/1/TREFL/31, I/2/TREFL/29) it indicated the overall benefit of using cooperative learning strategy in teaching EFL reading from both of participants' view. Participant A believed that cooperative learning is helpful for the lecturer and the students to achieve the goal of learning, the goal of learning for participant A included three aspect which are in the domain of knowledge, skill and behaviour and the discussion is placed in the domain of behaviour so she said that sharing, asking and listening through cooperative learning is helpful to reach the goal. Likewise, participant B also perceived that by employing cooperative learning strategy is helpful for the learning process also engage the students with the the problem that the lecturer assigned them to do, she thought that cooperative learning also beneficial as the brainstorming strategy during her teaching as the motivation strategy for the students to engage one another.

“....Yea **the best advantages is that the goal is achieved...** when they can internalize that in other aspects or even at least in the class it means that the goal is achieved....the learning outcome of my critical reading classes like the students hmm we have three aspects in our instruction like the first is the domain of *knowledge* and then the domain of *skil* and also the domain of *behaviour* in terms of *knowledge* ya I teach them like a theoretical basis and then in term of *skill* is on how they hmm what is it like hmm analysing what happen in the text, in the domain of *behaviour* it is about on how they are able to discuss... **so discussion through cooperative learning, sharing asking and listening yaa is very helpful to achieve the goal..**” (I/1/TREFL/31)

“...**at the beginning of the class as soon as I begin the class I put them in group in order to brainstorm as part of the motivating strategy** so yaa mostly it is beneficial for practice session ya and also for production session but **I find it also useful in the beginning of class time when I need to engage them** hmm when I want them to brainstorm with one another..” (I/2/CLS/4)

“...I felt that **it help me and help my students to engage with their thought it help them engage with the problem I give them and I think it's easier because of course it help the learning process** because he nature of critical reading subject is that something hmm it's a kind of subject that you would want to discuss....( I/2/TREFL/29)

This finding in line with the finding of (Bolukbas, Keskin, Polat, 2011) as cited in Wu and Pan (2013) which stated that teaching EFL Reading through cooperative learning strategies also will help the learners participate in reading lessons effectively, create an effective English learning environment, make language learning more meaningful, and increase acquisition so that teachers an learners can achieved the learning outcome. The data from document analysis (DCA/1/CLS) supported the data mention above and then it confirmed by researcher's observational notes

Table 4.33 Excerpt of Document Analysis (DCA/1/CLS)

<b>Cooperative Learning</b>	<p><u>Course Learning Achievement</u></p> <p><b>Students are able to apply group discussions that are comprehensive and contributive.</b></p> <p><u>Indicator</u></p> <p><b>Students active in discussing the answer of the questions</b></p> <p><u>Assessment</u></p> <p>Rubric 15%</p>	DCA/1/CLS
-----------------------------	--	-----------

Table 4.34 Excerpt of Observational Notes (O/CLS/2/1)

Meeting	Date	Topic	Class Mode	Time	Activity	Note
1	21/11/2017	Reviewing Underlying Assumption	Face to Face	100 Minutes	<ul style="list-style-type: none"> <li>- The lecturer explain and give some example about underlying assumption by using video, picture and also some paragraph</li> <li>- The lecturer stick some poster on the wall and asks the student to make some underlying assumptions from each poster</li> <li>- <b>The students work cooperatively in group and try to figure out the assumption from every poster that has been stick on the wall around the classroom</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Students discuss in a group</b>, student-students interaction occurred mostly in this process</li> <li>- The lecturer checking out their work to each group and interact with the students if they have some questions</li> <li>- <b>The students discuss</b> about the meaning of some difficult words that they don't know the meaning or sometimes used their dictionary on their phone to help them translating into english of some words or sentences that they will use to make assumption from each poster.</li> </ul>

#### 4.2.4.2 Challenges

On the other hand, in addition to cooperative learning is considered as beneficial in teaching and learning process there are also some challenges faced by lecturers when they used cooperative learning, from interview (I/1/CLS/6, I/1/CLS/8, I/1/CLS/12) it indicate the challenges that participant A found during the use of cooperative learning in critical reading and literacy in her class, first is about the students' socialization she said that there are some students who love to work alone and then dominate the group discussion, also there was some students who still keep passive during the discussion so it cause to hitchhiking for the group work and the second is students' friendship which cause to the grouping consideration because participant A said she cannot manage the group based on her instruction because in the middle of discussion the students will back again to their friends that's why participant A simply put the students in the group based on their interest or choice.

**"..... but somehow it doesn't work that great, sometimes hmm some students think that they love to work alone although in the end they will discuss but they will discuss randomly to anyone hmm also I found a student who love to work alone in the end this student want to be look as an outstanding so that then when the teacher or me started to hmm okay so now let's discuss and how is the result of the discussion ya she will dominate.."** (I/1/CLS/6)

**"...based on their interest because actually I have tried to make them discuss with people that I ask them to work with but in the middle of the class they will back again their friends..."** (I/1/CLS/8)

**"... hitchhiking is everywhere haha....yea in the first project I saw or I witness that there are still some students who keep passive and then like**

hmm like being I don't care I don't know what happen in this class their thought is somewhere else (I/1/CLS/12)

Meanwhile, from interview (I/2/CLS/11, I/2/CLS/17, I/2/TREFL/27) it indicated of what participant B felt about the challenges that she found in the use of cooperative learning, first is about classroom monitoring she felt that still bit lacking in monitoring the students during the discussion so that it cause to still many hitchhiking during the group work, the second is about time constrain because sometimes the group discussion couldn't finish at one session as the task demand more time to do and it affects the flow of group discussion and the last is about students' mix abilities so that the lecturer still have to work on improving their reading comprehension before go further into critical reading

**“... one of my weaknesses or something that I need to work on is how to closely monitor the students** you know when they are doing cooperative learning, you know I must said that often time I fail to do that I know I should have closely monitor the students **I felt that they were quite many hitchhiking like among some groups...**” (I/2/CLS/11)

**“...what I found is sometimes the cooperative learning activities which I assigned them hmm could not last in one session, the kind of tasks demand more time to be completed** and sometimes the cooperative learning has to be continued has to be pick up in the next session or in the next meeting or in the next class and the problem is sometimes not all the group members were presents during the next class and **sometimes it could disturb the flow of discussion or the group work..**” (I/2/CLS/17)

**“...at the same time I still have to work on and improve students' reading comprehension because the students abilities was still varied** sometimes I give my focus on that ....” (I/2/TREFL/27)

This finding is related with the finding of Gillies and Boyle (2010) which stated that the challenges that the teacher might face in the use of cooperative learning strategy included time management issue, socializing,

constructing group, task construction and make the learners work cooperatively. The data from document analysis and researcher's observational notes supported the finding mentioned above.

Table 4.35 Excerpt of Document Analysis (DCA/1/CLS)

---

<b>Cooperative Learning</b>	<u>Course Learning Achievement</u>	DCA/1/CLS
	<b>Students are able to apply group discussions that are comprehensive and contributive.</b>	
	<u>Indicator</u>	
	<b>Students active in discussing the answer of the questions</b>	
	<u>Assessment</u>	
	Rubric 15%	

---

Table 4.36 Excerpt of Observational Notes (O/CLS/1/5)

Meeting	Date	Topic	Class Mode	Time	Activity	Note
5	05/12/2017	Discourse Markers	Face to Face		<ul style="list-style-type: none"> <li>- The lecturer divided the students into two group</li> <li>- The lecturer divide some text about employment and entrepreneur to each group, everyone in the group got each text</li> <li>- The lecturer asks the students to highlight the discourse markers and consider which one they are going to choose, to be an employment or an entrepreneur.</li> <li>- <b>The students read the text in their group seat and discuss the text</b></li> <li>- The lecturer asks the students to change their seat and read the text on the table after they change their position so asks them if they are changes their mind or not after read the different text.</li> </ul>	<ul style="list-style-type: none"> <li>- The students read the text carefully</li> <li>- <b>There is some student who seems she have a better understanding so that she explain to the other group member (dominate)</b></li> <li>- The students ask their friends or open dictionary on their phone if they find some difficult words in the text</li> <li>- Some students write the meaning of the words that they thing it is difficult on the text so they re-read the text</li> <li>- The lecturer keep assisting the students discussion</li> <li>- The lecturer explain why the student put in group and then asks them to exchange their seat and explain clearly about the discussion result.</li> </ul>

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter describes summary of the research based on the findings and discussion. In addition, there is also point of recommendation for further research especially about the use of cooperative learning in teaching reading in EFL class.

#### 5.1 Conclusion

The conclusion in this study is based on the research findings and discussion on lecturers' view on the use of cooperative learning strategies in Teaching English as Foreign Language reading at Critical Reading and Literacy class at English Language Education Department Program of Indonesia Islamic University, which is elaborated by the previous chapter. This study concludes that lecturers' viewed that by cooperative learning strategy, learning in group stimulate critical thinking, promoting students' motivation in learning also cooperative learning was viewed as an effective strategy to teach EFL reading. Otherwise, there are also some emergent finding in this research that revealed about the benefit and challenges which lecturers confront in its implementation, the findings on each principle are elaborated within some points as follow:

1. Learning in group stimulate critical thinking, participant A confirmed that the use of cooperative learning strategy is more referable in teaching critical reading as critical reading was a subject that the students required to analyzed and justify things in the text so it was impossible to work individually and it

helped the lecturer to build the learner's critical thinking as they discuss each other, meanwhile participant B viewed that cooperative learning helpful for her to engage learners because they can clarify things and learn each other during the discussion.

2. Teaching with cooperative learning promoting students' motivation in learning, as in cooperative learning there are some elements that the lecturer have to pay attention with when they apply it in their teaching, from this research it can be concluded that Participant A was assisted the learners during the discussion to motivate them to work cooperatively so it helped the lecturer in stimulating their positive interdependence during the cooperative work, meanwhile participant B believed that by applying cooperative learning during the learning process itself already motivate the learners to be positive interdependence. The next is student's individual accountability, participant A show each project result so that can make the students reflect about their active contribution in the group and the students become more engage and active in the next discussion, meanwhile participant B stated that students individual accountability related to their positive interdependence in which the lecturer found that by applying cooperative learning it will motivate the students in learning. Furthermore, the next point that caould promote students' motivation in learning is promotive face to face interaction, Participant A thought she managed the same task or text that she assigned the learners to discuss so when some students seems not really discussing the lecturer will encourage the students feel that discussion will

work better than work on individual and no one is smartest or lame so that they will be habituated to sharing and asking as the basic in the discussion. Meanwhile, participant B felt that her learners were doing fine in the discussion they encourage one another and discuss one another during the cooperative work. The lecturer also confirmed about the social skill in cooperative learning in critical reading and literacy class, participant A thought that teacher-students interaction and students-students interaction happen during the discussion if one student did not firm about their lecturer explanation or their friend's answer they will exactly show their opinion and become critical so the learning situation can be more interactive, meanwhile Participant B perceived that her students were discussing each other in quiet spoken but all she saw was the discussion between peers is run well and the students were encouraging each other. Lastly, lecturer confirmed about the group processing in cooperative learning in critical reading and literacy class that the use of cooperative learning was a media for the lecturer to motivate the students in learning so that it will increase student's daily achievement and progress, both of participant A and B were assessing students' contribution individually while group work is used as a media or strategy to assess the progress of every individual of the students so that they can improve their own learning. In addition, participant A put the student progress in cooperative learning in term of "behavior" in assessment rubric of Critical reading and literacy class so that from those contribution the lecturer

thought by discussing each other it will be helpful for increasing student's performance in learning.

3. Cooperative learning was an effective strategy to teach EFL reading, because it exploit students' background knowledge, both of participant A and participant B believed by employing cooperative learning it will help the lecturer to exploit reader's background knowledge, there will be background knowledge exchange happen during the discussion and the discussion will work well as the students come with different abilities and background of knowledge. Then, they can fulfill each other background knowledge since they discuss in a group that will help the students to comprehend the text that they read. Moreover, cooperative learning also an effective strategy to build strong vocabulary base both of participant A and B found that whenever their students found any difficult words or sentences in the text they will unconsciously discuss it with their friends eventhough the lecturer offer them to open the dictionary and as in cooperative learning students have different vocabularies so that it helpful for them to learn each other. In addition cooperative learning in teaching EFL reading also effective strategy to develop reading comprehension, participant A stated that by using think pair share mode in cooperative learning it helpful for the students to encourage their discussion, usually after the students are reading that they can discuss with their friends during the cooperative work so that the students will engage in developing their reading comprehension and strive to be a good critical reader, meanwhile participant B preferably used par work because she

thought that it will be more focus for the students during the discussion and then she emphasized the practices for the students to increase their reading comprehension through cooperative learning mode in pair work.

4. Emergent Finding, there are some benefit and challenges that the lecturer faces during the implementation of cooperative learning. For the benefit Participant A believed that cooperative learning is helpful for the lecturer and the students to achieve the goal of learning, the goal of learning for participant A included three aspect which are in the domain of knowledge, skill and behaviour and the discussion is placed in the domain of behaviour so she said that sharing, asking and listening through cooperative learning is helpful to reach the goal. Likewise, participant B also perceived that by employing cooperative learning strategy is helpful for the learning process also engage the students with the the problem that the lecturer assigned them to do, she thought that cooperative learning also beneficial as the brainstorming strategy during her teaching as the motivation strategy for the students to engage one another. On the other hand, for the challenges that the lecturer found in the implementation of cooperative learning are participant A found during the use of cooperative learning in critical reading and literacy in her class, first is about the students' socialization she said that there are some students who love to work alone and then dominate the group discussion, also there was some students who still keep passive during the discussion so it cause to hitchhiking for the group work and the second is students' friendship which cause to the grouping consideration because participant A

said she cannot manage the group based on her instruction because in the middle of discussion the students will back again to their friends that's why participant A simply put the students in the group based on their interest or choice. what participant B felt about the challenges that she found in the use of cooperative learning, first is about classroom monitoring she felt that still bit lacking in monitoring the students during the discussion so that it cause to still many hitchhiking during the group work, the second is about time constrain because sometimes the group discussion couldn't finish at one session as the task demand more time to do and it affects the flow of group discussion and the last is about students' mix abilities so that the lecturer still have to work on improving their reading comprehension before go further into critical reading.

## **5.2 Recommendation**

In this research involves two parts of recommendations based on the context investigation of this research. The first recommendation is for the improvement of the use of cooperative learning strategy in teaching English as Foreign Language Reading and the second part is for further studies.

For the improvement of the use cooperative learning strategy in teaching English as Foreign Language reading especially in Critical Reading and Literacy class, the researcher would like to suggest that monitoring the students during the discussion should be more effective, so that the lecturer can easily assess the students' contribution in cooperative learning mode and

as the lecturer assistance during the discussion will help the learners to be more engage to work cooperatively.

Finally, the researcher also recommends that teaching English as Foreign Language reading through cooperative learning should be continually use to teach Critical Reading and Literacy Class at English Education Department UII and the study on how teacher or lecturer's role in monitoring the learners help the learners to be more engage in cooperative learning strategy also necessary since teacher or lecturer has significant role in learning process.

## REFERENCES

- Alireza Memari Hanjani, L. (2017). Cooperative Learning Pedagogy: A Response to an Urgent Need in the Iranian EFL Reading Comprehension Context . *Journal of Teaching Language Skills (JTLS)*, 33-58.
- Al-Yaseen, W. S. (2014). Cooperative Learning in EFL Classroom. *The 2014 WEI International Academic Conference Proceedings* , 92-96.
- Alyousef, H. S. (2006). Teaching Reading Comprehension to ESL/EFL Learners. *Journal of Language and Learning*, 64.
- Amir Marzban, F. A. (2013). The Effect of Cooperative Learning on Reading Comprehension . *Procedia Social and Behavioral Sciences* .
- Anderson, N.J. (1991). *Individual Differences in Strategy Use in Second Language Reading and Testing*. In Nunan, D. (2003). *The Practical English Language Teaching*. New York: The MC Graw-Hill Companies, Inc.
- An Shuying. (2013). Schema Theory in Reading. *Theory and Practice of Language Studies vol. 3 No. 1*, pp 130-134, China.
- Brady, M. T. (2010). A case study of cooperative learning and communication pedagogy: Does working in teams make a difference? . *Journal of the Scholarship of Teaching and Learning Vol. 10, No. 2* , 78-89.
- Bronet, M. S. (2008). Student Attitudes Towards Cooperative Learning in Education .
- Burns, A. (2010). *Doing Action Research in English Language Teaching*. London: Roudledge.
- Ching-Ying Pan, H.-Y. W. (2013). The Cooperative Learning Effects on English Reading Comprehension and Learning Motivation of EFL Freshmen . *English Language Teaching*.
- Cohen, E. G. (1994). Restructuring the classroom : Conditions for Productive Small Groups. *Educational Journal*, 1-35.
- David W. Johnson, R. T. (2000). Cooperative Learning Methods: A Meta-Analysis. *A meta Analysis*, 2-3.
- Dionig, A. H. (23(1), 2013 ). Implementing Cooperative Learning in Australia Primary Schools: Generalist Teachers' Perspectives. *Issues in Educational Research* , 52-64.
- George, R. L. (2017). Teacher Perception of Cooperative Learning Strategies Impacting English Learner Engagement and Academic Performance Levels .
- GOLI, B. R. (2015). Application of Cooperative Learning in Teaching English as Second or Foreign Language and its Effect to Indian Schools. *International Journal of English and Literature*.
- Hadyan, R. (2013). Implementation of the cooperative learning method in Teaching Reading Comprehension.
- Hamish Marashi, L. B. (2010). Using Cooperative Learning to Enhance EFL Learners' Overall Achievement.

- Hinson, T. (2015). *Perspectives on Cooperative Learning: A Case Study of Kagan Cooperative Learning Structures in the Classroom*. Greenville NC: East Carolina University.
- Johnson, D. W., & Johnson, R. (1989). *Cooperation and competition: Theory and research*. Edina, MN: Interaction Book Company
- Jolliffe, W. (2007). *Cooperative Learning in the Classroom (Putting it Into Practice)*. London: SAGE Publication Company.
- Keshavarzhi, A. (2015). The Effect of Cooperative Learning on Reading Comprehension and Reading Anxiety of Pre-University Students. *Journal of Applied Linguistics and Language Research*, 176-177.
- Kristin Lems, L. D. (2010). *Teaching Reading to English Learners*. New York: The Guilford Press.
- Liang, T. (2002). IMPLEMENTING COOPERATIVE LEARNING IN EFL TEACHING: PROCESS AND EFFECTS. *A thesis*, 1-4.
- Martine Wilwert, p.-c. (2015). *INTEGRATING COOPERATIVE LEARNING INTO A CONVENTIONAL EFL CLASSROOM* . Luxembourg: Travail de Candidature.
- Matthew B Milles, M. A. (1994). *Qualitative Data Analysis (A Method Source Book)*. London: SAGE.
- Me, I. T. (2016). Cooperative Learning in the EFL Classroom . *Special Issue of the International Scientific Conference*.
- Nejadansari, N. F. (2014). Students' attitude toward using cooperative learning in teaching reading comprehension. *Theory and Practice in Language Studies* , 287-288.
- Nima Farzaneh, D. N. (2014). Students' Attitude towards Using Cooperative Learning for Teaching Reading Comprehension . *Theory and Practice in Language Study*.
- Pratama, A. (2013). Using Cooperative Learning Strategies To Improve Reading Comprehension of the Seventh Grade Students at SMP 1 Borobudur in academic year 2012/2013.
- Robin M Gillies, A. A. (2008). *The Teacher's Role in Implementing Cooperative Learning in the Classroom*. Switzerland: Springer Science+ Business Media, LLC .
- Robyn M. Gillies, M. B. (2010). Teacher's Reflection on Cooperative Learning : Issues of Implementation . *Teaching and Teacher Education* , 933-940.
- Shenton, A. K. (2004). *Strategies for Ensuring Trustworthiness in Qualitative Research Projects*. Education for Information , 63-75, IOS Press.
- Slavin, R. E. (2014). *Instruction Based on Cooperative Learning*. US: University of Johns Hopkins and University of York.
- Sylvia Fehling, U. K. (2008). Cooperative Learning in the EFL Classroom .
- Tuan, L. T. (2010). Infusing Cooperative Learning into an EFL classroom. *English Language Teaching*, 66-67.

- Wachyunni, S. (2011). *Cooperative Learning, Reading Comprehension and Vocabulary Learning*. Netherlands: University of Gronigen.
- Wu, C. Y. (2013). The Cooperative Learning Effects on English Reading Comprehension and Learning Motivation of EFL Freshmen. *English Language Teaching*, 13-14.
- Yin, R. K. (2014). *Case Study Research : Design and Method (2nd Ed)*. Thousan Oaks: SAGE.
- Yoko, S. (2010). Implementing Cooperative Learning in EFL Reading Classes at a Japanese University. *Thesis*.
- York, R. E. (2014). Instruction Based on Cooperative Learning. *Institute of Education Sciences, U.S. Department of Education*, 1-27.
- Zainuddin Ja, i. Z. (2016). The effectiveness of Using Cooperative Learning in Teaching Reading Comprehension. *Maktab Pergutuan Durian Daun, Melaka*.
- Zhang, Y. (2010). Cooperative Language Learning and Foreign Language Learning and Teaching. *Journal of Language Teaching and Research*, 81-83.

## **APPENDIX 1**



### Lecturers' View on the Use of Cooperative Learning Strategies in Teaching EFL Reading

Construct	Construct Reference	Conceptual Definition	Component	Interview Question
<p><b>Cooperative Learning Strategy</b></p>	<p><b>Johnson and Johnson (1999)</b></p>	<p>Johnson and Johnson (1999) Cooperative learning is the instructional use of small groups in which students work together to maximize their own and each other's learning.</p>	<ol style="list-style-type: none"> <li>1. Learning in group</li>   <li>2. Grouping technique and consideration</li> </ol>	<ol style="list-style-type: none"> <li>1. Why did you choose cooperative learning as the strategy to teach critical reading and literacy course? How do you believe cooperative learning as an important strategy that could maximize student's learning in CRI class?</li>   <li>2. When do you use cooperative learning as the strategy in CRI class, and what do you think of your use of cooperative learning as a strategy in your teaching? What are your consideration about the students mix abilities that will work well in the group and how do you select the students to work in</li> </ol>

	<p style="text-align: center;"><b>Johnson and Johnson (1999)</b></p>	<p>Johnson and Johnson (1999) said that Cooperative learning is not simply putting the students into small groups and then give them some task to do, but the teacher have to make sure that some elements are included in the environment and situation of cooperative learning. Those are: positive interdependence, Individual</p>		<p>groups?</p>
			<ol style="list-style-type: none"> <li>1. <b>Positive Interdependence.</b> (positive interdependence is linking the students together in a way so that one will not succeed unless others do)</li> <li>2. <b>Individual Accountability</b> (this element emerges when</li> </ol>	<ol style="list-style-type: none"> <li>1. As in cooperative learning one will not succeed unless others do, how did you motivate and facilitate your students to work cooperatively? What do you think of it and how is it evident in your class?</li> <li>2. What do you think of your students' responsibility on their own part and when</li> </ol>

		<p>accountability, promotive face to face interaction, social skills and group processing.</p>	<p>each learner believes that learning her/his material is essential and all member of the group have to be responsible on their own part and give active contribution to the group)</p> <p>3. <b>Promotive face to face interaction</b> (individuals encouraging and facilitating each other's efforts to do the task and achieve in order to reach the group's goal)</p> <p>4. <b>Social skills</b> (refer to group-related skilled and task-related social skills included the way</p>	<p>giving active contribution to the group during learning? is there any hitchhiking or everyone is fair doing it cooperatively?</p> <p>3. As in cooperative learning group, students come from different ability and skill, how do you see your students encouraging and facilitating each other's efforts to do the task and achieve in order to reach the group's goal? What do you think of it?</p> <p>4. In term of social skills such as how students interact as teammates, such as mediating disagreements, encouraging,</p>
--	--	--	---	--

			<p>how students interact as teammates, such as mediating disagreements, encouraging, and praising)</p> <p><b>5. Group processing</b>  (reflecting on a group session to describe what member action were helpful and unhelpful to achieve goals of learning and maintaining the effective working relationship in the group and then find out the action to continue or change to make the group process better</p>	<p>and praising each other in a group, what do you think about their social skill during the class?</p> <p>5. Since you teach your learners using cooperative learning strategy in CRI class, How do you assess your students individual and group contribution so they can reflect which member action were helpful and unhelpful to achieve goals of learning in learning process?</p>

<p><b>Teaching Reading</b></p>	<p><b>Anderson (1991)</b></p>	<p>According to Anderson (1991) : Teaching reading is not simply delivering material to the students but it also need some strategies to make the process of learning easier, some the principle of teaching reading that can be used for the teacher as their reference in teaching so that will be easier to reach goal of learning are : Exploit the reader's background knowledge, Build a strong vocabulary base, Teach for comprehension, Work on increasing reading</p>	<ol style="list-style-type: none"> <li>1. Exploit the reader's background knowledge</li> <li>2. Build a strong vocabulary base</li> <li>3. Teach for Comprehension</li> <li>4. Work on increasing reading rate</li> </ol>	<ol style="list-style-type: none"> <li>1. How cooperative learning help you to exploit reader's background knowledge?</li> <li>2. How to build a strong vocabulary based by employing cooperative learning in your reading class?</li> <li>3. What kind of cooperative learning style did you choose and helpful to teach comprehension?</li> <li>4. Why do you think is it important to work on increasing reading comprehension?</li> <li>5. What do you think about your strategy in teaching critical reading by using cooperative learning strategy? Is it helpful and</li> </ol>
--------------------------------	-------------------------------	--	---	--

		rate, which will be elaborated to the implementation of cooperative learning strategy.		give advantages for you as the teacher and for the students?
--	--	--	--	--

### INTERVIEW TRANSCRIPTION 1

Transcription 1 Respondent : Participant A Time : 14.50 PM Date : Thursday, 4 <sup>th</sup> January 2018 Place : Lecturer Room PBI UII I: Interviewer                      R: Respondent				
No.	Subject	Transcription	Theme	Coding
1	I	Why did you choose cooperative learning as the strategy to teach critical reading and literacy course?		
2	R	Okay so before I teach my students of critical reading I try to design the instruction first and then before I design the instruction of course I should read some references hmm based on the references that I read which are from Wallace and then from Carter and most of the scholars in critical reading and literacy all of them suggest teach critical reading by using group discussion because critical reading means to analyse and to justify so that to analyse and to justify is impossible to be done individually that is why group work is more preferable, after understanding that group work is preferable to teach critical reading then I try to search more what kind of group work that is mostly applied by teachers or lecturers in practicing critical	Learning in Group Stimulate Critical Thinking	<b>I/1/CLS/2</b>

		<p>reading and then I found some literatures like Paterno she is the lecturer in Ateneo De manila and then I also found hmm I forget the name but someone in Turkey who teach the students in senior high school both of them applied cooperative learning instead of collaborative after that I try to check out the founder of cooperative learning actually the ground theory is not from oxford I forget the name hmm I choose oxford to be the literature of cooperative learning because she has already identified the requirements of cooperative learning by there cooperative learning is available or more preferable to help the students to discuss the text that I ask them to find the answer</p>		
3	I	<p>How do you believe cooperative learning as an important strategy that could maximize student's learning in CRI class?</p>		
4	R	<p>Okay so about the word maximize, maximize means that the sense is about action research when a teacher want to maximize or want to improve or to enhance students' ability in all skills actually critical reading there must be an intervention so I assume that by your question is that how I as the teacher give intervention in terms of cooperative learning to the students so okay cooperative learning itself is a work in a small group it cannot be in the large group like collaborative learning and then it has more space for the students to focus it is like hmm a text and then the students have some</p>		I/1/CLS/4

		<p>questions and then firstly they have their own answer and then after that they share it one another they discuss it with their friends unlike collaborative it allow some students to hmm for example someone were still learning they may keep silent first listening and after that they have the answer so to that extent cooperative learning has more opportunity to maximize the students' critical thinking because all of them are given or forced to think whatever it is but to think and after that to discuss so that is I think why hmm maybe it can maximize the students' critical reading</p>		
5	I	<p>When do you use cooperative learning as the strategy in CRL class?</p>		
6	R	<p>So when I use, hmm okay so I used cooperative learning mostly in all meetings unless when I have testing session for my students so the design of critical reading in my class is that I have three stages of critical reading the first one is on how the students are able to identify and also analyse the participant in the text what happen in the text or we called it as field how is the power relation between the character in the text so that's field and then going further to the text organization like for example what kind of text is this is this compare contrast, is this cause and effects why is it that way and then the last one is about facts and opinion and how we predict the writer actually wants the audience to know, so hmm in each part then I give the</p>		<b>I/1/CLS/6</b>

		<p>students learning session and testing session so during the learning session I used mostly cooperative learning but somehow it doesn't work that great, sometimes hmm some students think that they love to work alone although in the end they will discuss but they will discuss randomly to anyone hmm also I found a student who love to work alone in the end this student want to be look as an outstanding so that then when the teacher or me started to hmm okay so now let's discuss and how is the result of the discussion ya she will dominate (ya I mention she haha..) the student will dominate the whole answer so that the student can attracted my attention so yea I used mostly in all the meetings. And</p>		
7	I	<p>What are your consideration about the students mix abilities that will work well in the group and how do you select the students to work in groups?</p>		
8	R	<p>Yes that's what I mentioned above, students mix abilities we cannot avoid that especially it is in a private uni middle level I mean like mid-year <i>kan semester tiga kan jadi masih tengah tengah</i> tahun so usually when I deal with mix abilities I have some technics like first I mention them by name when the discussion begin so like for the example hmm okay <i>coba Yeni</i> and then when Yeni seems clueless or even when the answer has already corrected I will not say like "yes that's it" I will ask like hmm "okay what about Tama?" someone beside her and then "what about other group?" so that</p>		I/1/CLS/8

		<p>they will not get the exact answer to make them feel like <i>hmm no one is the cleverest or hmm apa aaa</i> there is only one that is smartest but it is everyone who have space to share their answer that the first, the second is I try not to let them group by my order so they can make a group based on their interest because actually I have tried to make them discuss with people that I ask them to work with but in the middle of the class they will back again their friends <i>karena di satu kosong empat itu kan kursinya beroda jadi misalnya pertamanya dia sudah sama group A nanti dia akan balik lagi ke temen temennya</i>, so I think it is more effective for them to be with their friends it will make them more comfortable ya and then the last is that the material that I give to the students accommodate the background knowledge <i>karena kalau mix abilities itu kan berarti ada yang suka banget baca ada yang mungkin gak pernah baca, yang suka banget baca pasti punya background knowledge yang lebih banyak misalnya tadi sih kalau casenya ms Intan kasih casenya tentang Megan Markle, Megan Markle itu ternyata tidak semua orang tahu padahal itu lagi happening sebenarnya</i>, I thought. Apparently no, some students think that “I don’t know” even <i>Jennifer Dunn aja gaktau gitu berarti mungkin memang gak baca atau gimana</i> so <i>hmm</i> I give the text that help them to recall the background knowledge better, <i>biasanya teksnya tentang memilih atau menyampaikan pendapat yang satu teksnya pro ke Mac yang satu pro</i></p>		
--	--	--	--	--

		<i>ke Windows misalnya terus nanti mereka diminta menebak kira kira teks ini mengarahkan kita untuk menyukai apa ya gitu hmm it will help even the laziest students to know about that gitu terus ada juga tentang DC sama Marvel, Moana sama Frozen so I cannot bring them into a text that they do not know gitu jadi tiga itu tadi sih pertimbangannya.</i>		
9	I	As in cooperative learning one will not succeed unless others do, how did you motivate and facilitate your students to work cooperatively? What do you think of it and how is it evident in your class?	Positive Interdependence	<b>I/1/TCL/10</b>
10	R	So yea because I am the main character in the class so it is a good thing so that I can hmm what is it hmm I can be the director sometimes to some extent like when some students think “why should I be with her” or like hmm “ <i>kenapa sih kok gak bisa bisa</i> ” gitu atau “ <i>kok gitu aja gakbisa sih</i> ” I will have that a lot in my classes also like a friend who desperately try to explain to another friends like “ <i>yang ini loh yang ini, haduh gimana ya gini loh gini gini</i> ” yea I will find that so as a teacher I will not just sitting at the front and then smiling to those interesting phenomena, I will come up to them and then going around them so ”how is it?” I don’t ask “what can I help you?” but “how is it?” <i>gimana? “ini loh ms gini gini</i> ” or maybe sometimes I will not go directly to what they are working on but sometimes I will just ask about their recent activities,		

		we have snapgram it helps me a lot so like for example “ <i>eh gimana tadi akan siangnya?</i> ” “ <i>whaa kok ms nya tau?</i> ” so then they will feel relax and being relax and comfortable is a thing in critical reading so ya that’s what I did to motivate them, hmm assisting not really helping, assisting them during the discussion because if I simply let them work independently they will be clueless or hate their friends haha...if I help them a lot they will be dependent to me they will not be independent so just assisting them during the discussion only		
11	I	What do you think of your students’ responsibility on their own part and when giving active contribution to the group during learning? is there any hitchhiking or everyone is fair doing it cooperatively?		
12	R	Hmm no hitchhiking is everywhere haha...yea in the first project I saw or I witness that there are still some students who keep passive and then like hmm like being I don’t care I don’t know what happen in this class their thought is somewhere else and then sometimes I will just be around them I will work around them not to make them afraid just to make sure that hey you are learning in my class so be here, but I think the most affective thing that I do is that when I share their development like in project one can you see this is the score and then your remedial the score is like this after that I think they have the reflection about “o	Individual Accountability	<b>I/1/TCL/12</b>

		<p>my progress is dangerous I'm in danger" or "I am has already settled" I don't know maybe after that I witness them to be from someone who feel like somewhere they try to be thinking a lot you know like the expression of thinking but it is actually hurt so haha....that's the progress for me so having that expression is closer to the next step which is asking friends so ya actually in project 2 I think it is better even the students who seems passive, the students who seems shy like in my class B I have Nisran and Miskad in class A I have like Rico he is firstly silent just think and then hmm keep not really answering questions but then in project 2 especially after he got a good score then he tries to be active more and more may be they can confidence from that</p>		
13	I	<p>As in cooperative learning group, students come from different ability and skill, how do you see your students encouraging and facilitating each other's efforts to do the task and achieve in order to reach the group's goal? What do you think of it?</p>	<p>Promotive Face to Face Interaction</p>	<p><b>I/I/TCL/14</b></p>
14	R	<p>Ya hmm on sharing the responsibility I actually do not give the a specific responsibility my emphasize is more you have to be responsible for yourself that's the idea that I brought in the first very beginning and then like on how hmm if they are being responsible to themselves then they can work with others so that hmm actually my strategy is that firstly giving a text that is fair for them fair in critical reading it means that I give</p>		

		<p>some step that help them to recall their background knowledge so that the discussion will be there and then when I have a students who seems like not really discussing so working alone I will give them space for a while and after that when I see someone beside her or him does not really know what is this then I will ask hmm ‘okay take a look at your friends’ work so then hmm what I want is that to give the feeling for the smarter students that your answer worth better if you can share to your friends instead of you work by yourself and also to give a feeling for the students who think that they are lame, they are not really know, they can have a feeling that it is okay for you to ask, so share and ask that’s what I try to habitualize to my students</p>		
15	I	<p>In term of social skills such as how students interact as teammates, such as mediating disagreements, encouraging, and praising each other in a group, what do you think about their social skill during the class?</p>	Social Skills	<b>I/1/TCL/16</b>
16	R	<p>Ya their best social skill during the class is that when they try to make fun of the teacher haha....so like for the example I give the answer that maybe for them it is not really firm so that they will be someone critical that is what a critical reading teacher should face and should accept in the first beginning the students are getting critical so for example hmm what is it I ever have an experience of hmm answering Izams’ question about the different of due to and as yaa, and then I try to give</p>		

		<p>the answer and then Izams' face is not yet smiling or nodding it still like confuse and then I give the example I ask others also to find out actually the answer that they think and then surprisingly there were Fiqri and Rico who kept trying to answer the question so those are actually the best social interaction that I think I found it in the goal and then after that the Izams' friends were quite how is it? How is it? <i>Jadi gini ya ms? Jadi gini ya ms nya itu maksudnya</i> like <i>hmm kok belum jelas sih ms kaya gitu</i> so hmm it is good so they become like a very good group in teasing (<i>menjahili</i>) the teacher which is me but that is about the social interaction that is good for the students instead I still saw like hmm okay in my class I have Dea, I have Syifa and I have Fazir those three students are quite individual Dea is a gifted reader so she read almost everything very good logic so when the text I give to the student most of the are still working on the half she will ask for more text so when the question she thinks it's not really difficult all other students thinks that it is difficult and she will say "<i>gitu aja gakbisa</i>" so the social interaction that I can do hmm for that case is that aaa I group Dea to people who love to discuss as well if I group her to someone that's not really want to discuss, someone who keep silent and then she will mocks all of them during the whole class (laughing...) and then hmm apparently it works so that the social interaction between the gifted indeed cannot be forced to be in the</p>		
--	--	--	--	--

		<p>group with the very un-gifted readers. Yea a teacher should really accept that and then I have Fazir hmm he is okay he has no problem with the logic he has no problem with cognitive but sometimes he made sudden thought that he cannot control hmm seems that way I cannot group Fazir and Dea in the first one, Fazir's interaction is the poorest until today the last meeting he never had a very engaging discussion, he had the discussion but not really hm what is it not really something necessary they talking suddenly he will taking about hmm what is that baby shark haha and other thing so I group him with someone who are okay who are can accept the differences of others which then Fazir recently hmm I observed that he sit with Fatchan, he sit with the girls like <i>aaa siapa sih namanya</i> hmm I forget the name oo ya Dyah not with Dea or others that I consider as a gifted readers, Syifa social interaction hmm ya mostly alone the same as Fazir the same group with Fazir, so that the social interaction that I really expect for them is that they discuss, the discussion will be very interesting when their legs or their foot is no longer in the floor when their body is no longer sitting when their body is like going closer to their friends like <i>hmm naik ke kursi itu dengkulnya udah di atas kursi terus nanti mendekat ke temannya</i> or despite that I have witness like <i>ketika mereka itu sudah mulai hm apa yaa itu mendekat ke temannya, terus mereka mengeluarkan suara kaya loh kok gitu atau ohh gitu atau kamu</i></p>		
--	--	--	--	--

		<i>gimana?</i> , those voices is what I actually want to achieve in the design that I have, if the class is poorly silent no teasing it means that cooperative learning will not work yet		
17	I	Since you teach your learners using cooperative learning strategy in CRI class, How do you assess your students individual and group contribution so they can reflect which member action were helpful and unhelpful to achieve goals of learning in learning process?	Group Processing	<b>I/1/TCL/18</b>
18	R	Yea in this case cooperative learning contribute to the assessment of <i>sikap</i> not in terms of <i>pengetahuan</i> because <i>pengetahuan</i> because <i>pengetahuan</i> in critical reading is quite high so I cannot involve cooperative learning in the domain of knowledge so it is in the domain of assessing the behaviour hmm I have the rubric for them like for example <i>sikap</i> in cooperative learning that first the ability to share the knowledge to others also the ability to listen to others and the ability to ask to the other so share, listen and ask if they do not perform three of that so the score will be very low but normally they will do it like two or at least one so in the case of Fazir actually I ever had a talk with his mother because I considered this kid is quite different quite unique than others he apparently had a home schooling during his high school and he has ADHG included special need in term of social interaction it will be very		

		interesting if the setting in UII has become inclusive campus so that I can revised my design because when we have special needs student we cannot used like h typical cooperative learning, the instruction should be changes, the friends have been inform that h you have to this this this to your friends so ya sadly I haven't been able to accommodate those special needs kids yet.		
19	I	How cooperative learning help you to exploit reader's background knowledge?	Exploit reader's background knowledge	<b>I/1/TREFL/20</b>
20	R	Yea as what I mentioned before, if the text refill the background knowledge it will develop the discussion more because hmm okay supposed that we have five glasses aa one glasses is half full and another one is full hmm very full until the lead and then some also just a little but none of those five glasses are empty so that is what I mean by giving the text that recall background knowledge if you have like hmm what we called it some knowledge to discus with your friends then the discussion will work like for example those the glass who are full until the lead it will give more information but those who are still half empty like little just like ten miles they will also have a knowledge but not purely silent or passive they will also share like "ooh iyaa" or "iyaa yang itu kan" gitu, Walaupun mungkin pemahamannya Cuma sedikit jadi cooperative learningnya adah sharing sessionnya jadi lebih efektif dengan teks yang recall background knowledge		

21	I	How to build a strong vocabulary based by employing cooperative learning in your reading class?	Build a strong vocabulary based	I/1/TREFL/22
22	R	Yea building a strong vocabulary is the main point in teaching reading so before going further to the analysis the students I usually ask them to highlight like in the first project I ask them to highlight some clues or highlight the words that they don't know the meaning yet but going to project two project three hmm the vocabulary that I ask them to highlight is just the clues that is related to the answers no longer the difficult words because the difficult words I said to them to automatically find it in the dictionary so sometimes the students not really go to the dictionary sometimes they ask their friends first <i>gitu eh ini artinya ap aya? Gitu he'eh.</i>		
23	I	What kind of cooperative learning style did you choose to teach comprehension?	Develop Reading Comprehension	I/1/TREFL/27
24	R	Aaa cooperative learning style <i>contohnya??</i>		
26	I	I mean like hmm jigsaw or maybe think pair share or....		
27	R	Ooh okay yaya think pair share is mostly yes because sometimes when one group is being difficult in finding the answer then they will ask another group but it is not really collaborative because sometimes other group cannot really answer		
28	I	Why do you think is it important to work on increasing		

		reading comprehension		
29	R	Yea reading comprehension is in bloom taxonomy it is in C2 cognitive two which means that the indicator is that the students were able to answer or responses the questions so yes most of the question that I give to the students are hmm firstly make sure their understanding like who is the main character, who is the supporting character, how do you think the relation of the major and minor character, which one is fact, which one is opinion, but I will hmm not only stop in that C2, I will go further because it is critical reading so I will go to C4 like asking them to explain why and also giving the evidence		<b>I/1/TREFL/29</b>
30	I	What do you think about your strategy in teaching critical reading by using cooperative learning strategy? Is it helpful and give advantages for you as the teacher and for the students?		
31	R	Yea the best advantages is that the goal is achieved hmm my goal is not that the students will say that critical reading is apparently easy, critical reading <i>itu ternyata mudah itu bukan goalnya</i> because critical reading will never be easy so hmm my goal is that first they become a confident reader <i>jadi reader yang pede sama dia sendiri</i> because if they read the text and they are not confident with themselves yaa it will be just a pedagogical text there will be no text engagement so that's the goal about hmm what is it hmm <i>pengetahuan</i>		

		<p><i>ya jadi</i> become a confident reader and then also become a critical reader hmm they will habitualize or internalize the strategy that they have in critical reading to whenever or wherever they are like when they read certain announcement or text then they will highlight they will be critical “<i>loh ini kan ada hedges nya oh ini berarti opini misalnya</i>” <i>loh ini ada kata powerful berarti..nah</i> so when they can internalize that in other aspects or even at least in the class it means that the goal is achieved and the discussion oh my God discussion is very important hmm millennial kids do not really want to discuss haha....they think about themselves they think their own success so discussion through cooperative learning, sharing asking and listening yaa is very helpful to achieve the goal</p> <p>Hmm the use of cooperative learning for me or for the students? Hmm ya it helps me to reach the goal, the learning outcome of my critical reading classes like the students hmm we have three aspects in our instruction like the first is the domain of knowledge (<i>pengetahuan</i>) and then the domain of <i>keterampilan</i> and also the domain of behaviour (<i>sikap</i>) in terms of <i>pengetahuan</i> ya I teach them like a theoretical basis and then in term of <i>keterampilan</i> is on how they hmm what is it like hmm analysing what happen in the text, in the domain of behaviour or <i>sikap</i> it is about on how they are able to discuss, discuss is not something simple apparently in cooperative learning they sometimes hmm when the</p>		<p><b>I/1/TREFL/31</b></p>
--	--	---	--	----------------------------

		<p>students have to deal with domination like we have four students and then one student seems afraid to talk because the other three are very engaging in the discussion and then this one left behind so aaa yea for me as a teacher hmm my goal of discussion itself is achieved to some extent but I also have to help how they discuss because <i>ya itu tadi ada yang dominating ada yang terlalu engage dengan temannya sendiri</i> so my strategy is hmm I call them by names and then hmm not really grouping them by myself like <i>ini kelompoknya sama ini, ini sama itu</i> it's not that way I let them to sit wherever they want but as long as they are not alone ya they have a group of people around</p>		
--	--	---	--	--

## INTERVIEW TRANSCRIPTION 2

<p>Transcription 2          Respondent : Participant B          Time : 16.00 PM          Date : Wednesday, 3<sup>rd</sup> January 2018          Place : Meeting room PBI UII          I: Interviewer R: Respondent</p>				
Line	Subject	Transcription	Theme	Code
1	I	Why did you choose cooperative learning as the strategy to teach critical reading and literacy course?	Learning in Group Stimulate Critical thinking	<b>I/2/CLS/2</b>
2	R	One of them is to engage the students, to me it is natural to teach or to use cooperative strategies because that is one of the strategy so one of the skill that they mostly used in other classes and in real life ya and I think if the students are put in the group hmm they will learn from one another, they will get answer that they don't expect you know may be they don't think of an answer but their partner come up with an answer that they have never thought, some of them is that.		
3	I	How do you believe cooperative learning as an important strategy that could maximize student's learning in CRI class?		

4	R	<p>Yea like I said before, because through cooperative learning students can learn from one another yaa hmm students can clarify things while discussing you know like when one student has an opinion different from another students and then they could directly clarify like hmm or if one student get confuse then the other can help to figure out things it build their high order thinking.</p>		<b>I/2/CLS/4</b>
5	R	<p>When do I use it hmm it depends on the lesson objective and it depends on the task, I don't use it every meeting because I don't think it's really necessary so usually I use it when I give them practice hmm I normally explain a certain topics or skill first and then I give them examples and when I think they have understood or got enough examples then I will give them practice they sometimes do it individually often time they do it in group or they do it in pair or in small group and actually I don't use cooperative learning only during the practice you know hmm sometimes at the beginning of the class as soon as I begin the class I put them in group in order to brainstorm as part of the motivating strategy so yaa mostly it is beneficial for practice session ya and also for production session but I find it also useful in the beginning of class time when I need to engage them hmm when I want them to brainstorm with one another</p>		
6	I	<p>What are your consideration about the students mix</p>		

		abilities that will work well in the group and how do you select the students to work in groups?		
7	R	Okay, actually I have this understanding that various types of grouping should be done, I mean like at time you need to group more able students with less able students at time you can group students based on the consideration hmm maybe based on personality I mean aaa or sometimes random ya I know I have that understanding that to optimize learning students need to be put in group based on various categories for example gender, ability maybe personality or maybe just random but in my real practice I don't always have the capability to do so I don't always do that even though I have such kind of understanding it's not always applied you know sometimes because of some time-constrain or because of some technical consideration I just simply put them with their next partner to in students you know just hmm sitting nearby like that so, admittedly I haven't done cooperative learning on the basis of those variations.		<b>I/2/CLS/7</b>
8	I	As in cooperative learning one will not succeed unless others do, how did you motivate and facilitate your students to work cooperatively? What do you think of it and how is it evident in your class?		
9	R	Yes this is part of the explanation that I give before, you know that in order for cooperative learning to optimize hmm student's learning in other kind of		

		<p>grouping or maybe the kind of task and also hmm you know hmm we need to establish rule of the game that can reflect positive interdependence for example like that but since hmm most of the time I used random grouping so hmm it's quite difficult to track the students dependence on the other but then hmm ya it's quite difficult actually. Can you repeat the question again? Hmm yaa I don't have any particular strategy to motivate it because I believe by applying cooperative learning it will be automatically motivating them compare to if they work individually, I mean the grouping itself the approach itself <i>ya pendekatannya sendiri cooperative learning itu sendiri</i> has the ability to motivate students but then in order to know how the positive interdependence then you need to hmm actually hmm ideally teacher or lecturer need to organize the task in such a way that students can have different roles for example to accomplish common goal which I don't always do because my kind of grouping was more like problem solving I mean like it's not the kind like jigsaw reading when your students have different part and responsibilities and then they have to work and collaborate you know hmm to achieve common goal it's not something like that, it's just to facilitate what is it hmm understanding you know hmm simply just to come up with answers <i>gitu ya</i> among them, to solve problem together without any <i>apa</i> hmm without any specific roles <i>gitu</i> hmm without</p>	<p>Positive Interdependence</p>	<p><b>1/2/TCL/9</b></p>
--	--	--	-------------------------------------	-------------------------

		any rules and roles <i>gitu</i> .		
10	I	What do you think of your students' responsibility on their own part and when giving active contribution to the group during learning? is there any hitchhiking or everyone is fair doing it cooperatively?	Individual Accountability	<b>I/2/TCL/11</b>
11	R	Hmm I think hmm I have to admit that one of my weaknesses or something that I need to work on is how to closely monitor the students you know when they are doing cooperative learning, you know I must said that often time I fail to do that I know I should have closely monitor the students I felt that they were quite many hitchhiking like among some groups. This element about individual accountability is related to the first element positive interdependence so when you don't establish specific rules or roles within the cooperative learning activity then you as teacher will find it difficult to monitor this. So that's what I found hmm that's what I felt so I still felt there still quite many hitchhiking.		
12	I	As in cooperative learning group, students come from different ability and skill, how do you see your students encouraging and facilitating each other's efforts to do the task and achieve in order to reach the group's goal? What do you think of it?		
13	R	Hmm well yes they do come from different ability I can tell they have different language abilities, they		

		<p>have different reading abilities and so hmm you know sometimes because I assigned them in a random grouping so sometimes weak students work with more able students but sometimes they were quit also hmm not many ya there were also some weak student which you could not help to group them because there were no one else who were more able you know so they have to work also with the less able students, and well I think hmm I see that they have no problem working in group I mean whenever I ask them to do a group work they do it but hmm yaa they do it they seem okay I mean hmm they encourage each other fine so there is no problem I think they can encourage each other with no problems but what I felt hmm <i>apasih namanya</i> <i>hmm</i> what I felt a bit lacking is that whenever they work in group and discuss something most of the time they used Bahasa they did not use English so ya that was a bit lacking I think.</p>	Face to Face interaction	<b>1/2/TCL/13</b>
14	I	<p>In term of social skills such as how students interact as teammates, such as mediating disagreements, encouraging, and praising each other in a group, what do you think about their social skill during the class?</p>	Social Skills	<b>1/2/TCL/15</b>
15	R	<p>Hmm okay during the cooperative learning activities which I haven't to be able to monitor hmm well yes there were certainly disagreement but they did not have a very <i>apa ya</i> <i>hmm</i> it was not very a serious disagreement and I think it was normal kind of</p>		

		<p>disagreement and praising each other well I don't think they were and what I understand is that they just simply did what I ask them to do they collaborate and mostly they work in silence you know sometimes hmm some of them were quite out spoken but mostly they were hmm you know when they discussion they were not engaging to one another but actually they are collaborating and in term of social skill well I did not explicitly teach them the social skill of collaborating, ideally teacher or lecturer should inform or maybe should train students on the social skill aspect of cooperative learning which I didn't do because I did not need very elaborate cooperative learning activity so I did not think it was necessary to train them before hand or before cooperative learning activity with some social skill aspects.</p>		
16	I	<p>Since you teach your learners using cooperative learning strategy in CRI class, How do you assess your students individual and group contribution so they can reflect which member action were helpful and unhelpful to achieve goals of learning in learning process?</p>		
17	R	<p>Hmm well their individual contribution, well actually I counted their group contribution as answer given you know during the discussion. I mean aaaa actually the group discussion itself is only like a tool it's only a media but then hmm what is it hmm I think I still give</p>	Group	

		<p>a lot of point for individual effort because I think the grouping is just a way of doing a problem solving but at the end of the day I still count on Individual hmm I count more on the individual contribution. Okay wait I would like to add a little bit for this question <i>hmm jadi gini</i> sometimes when you know hmm what I found is sometimes the cooperative learning activities which I assigned them hmm could not last in one session, the kind of tasks demand more time to be completed and sometimes the cooperative learning has to be continued has to be pick up in the next session or in the next meeting or in the next class and the problem is sometimes not all the group members were presents during the next class and sometimes it could disturb the flow of discussion or the group work and to overcome it usually hmm for example I asked them to work in a group of three and the activities were not done on that particular meeting and had to be continued then hmm it happen sometimes that one of their partner or member did not present and then yaa they just continued with the other group member who were present or if only one person who present then usually there were other students coming who did not come the previous week or the previous meeting and then I ask them to work together and because of that changes I felt the need to review the instruction to review the material so that also the students who did not come could catch up and the students who came</p>	Processing	<b>I/2/TCL/17</b>
--	--	--	------------	-------------------

		could have a better understanding with their new member.		
18	I	How cooperative learning help you to exploit reader's background knowledge?	Exploit reader's background knowledge	<b>I/2/TREFL/19</b>
19	R	Hmm reader's background knowledge well I normally hmm I think that is what I benefit from cooperative learning because as soon as you put students in cooperative mode and you ask them to problem solve then it was almost automatic that they will make use of their background knowledge especially if you provided top-down activity or top down reading questions that requires students to use or employ their background knowledge so there would be automatic exchange of background knowledge during the discussion especially if you give them top-down reading questions but when the questions were hmm a kind of bottom-up reading then there would not be a lot of exploitation on the background knowledge.		
20	I	How to build a strong vocabulary based by employing cooperative learning in your reading class?		
21	R	build a strong vocabulary hmm well I did not, you know because I did not teach vocabulary and hmm yes I know part of reading is having strong vocabulary but I did not especially condition them to learn vocabulary because my assumption is they have been more ready in their stage you know hmm the previous reading		

		<p>classes and of course I cannot help <i>hmm</i> even though they have been taken previous reading classes and they are expected to be better or effective reader by the time they too critical reading but I have to admit that not many of them were very <i>hmm apa yaa</i> not many of them or not all of them were having good or strong vocabulary base so ya I just simply ask them to <i>hmm</i> maybe I don't know maybe they benefit from cooperative learning for example to search for the words that they wanted to say or the words that they wanted to write and ya sometimes their partner or their group members who happen to have wide a range of vocabulary help them come up with the word so there is a learning happening but most of the time like they don't know or they don't have any idea they simply together check <i>hmm</i> looking up in the dictionary so it's just like as naturally as like that.</p>	<p>Build a strong vocabulary based</p>	<p><b>I/2/TREFL/21</b></p>
22	I	<p>What kind of cooperative learning style did you choose to teach comprehension?</p>		
23	R	<p>I never put them in group of more than I think four students to avoid hitchhiking and because of I didn't have many students in one class so I think the number of students I deal is about twenty five or so. So it is possible for me to put them in pair and I prefer pair work more than other type of grouping <i>hmm</i> yes I put them in three I think but not more than four and like I said it was not so much like a jigsaw so just like pair or</p>		<p><b>I/2/TREFL/23</b></p>

		small group discussion so why I choose small grouping or pair work because ya to avoid hitchhiking itself you know the less is the more effective I think because when you have only two student in one group they have no one else then they can help each other they can focus and if one doesn't do the work the other could complain or could easily like notice and expect the other to help him or her or to work as much	Develop reading Comprehension	I/2/TREFL/25
24	I	Why do you think is it important to work on increasing reading comprehension?		
25	R	Yes it is important because without a good comprehension the students will not get the correct message of the text so this subject that I taught is critical reading and literacy and actually reading comprehension should precede critical reading so ideally they should be strong in reading comprehension in order to go beyond reading comprehension which is critical reading because the requirement for a critical reading to happen is having a good reading comprehension but then that was not the case in this class so yaa I still felt that I could not bring the class into a full critical reading mode in critical reading content but I think it was still a mix of reading comprehension and critical reading. So it was reading comprehension but I still hmm up the challenges or raise the level of the difficulty <i>jadi karena kemampuan membaca mahasiswanya yang mungkin masih sangat</i>		

		<p><i>bervariasi jadi hmm memang agak sulit untuk mengangkat mata kuliah ini ke ranah critical reading karena ya itu tadi beberapa masih punya limited vocabulary hmm apa some of them have limited vocabulary based kemudian mereka belum selesai dengan reading comprehension jadi maksudnya ya mereka oke dengan menjawab pertanyaan misal what, who, where, seperti itu yang literal question but still mereka masih belum bisa menjawab pertanyaan di level misalkan pertanyaan why, like when I taught them how to identify underlying assumption, how to read between the lines, how to infer, how to draw conclusion you know they were still struggling in it jadi untuk meningkatkan reading comprehension itu ya dengan banyak latihan ya saya lebih banyak kasih latihan sih pada akhirnya karena reading itu kan seperti listening itu sebenarnya sebuah skill yang sulit di lacak artinya beda dengan speaking atau writing yang merupakan productive skill gitu kan so if I ask you to make speech then I could easily measure your speaking ability the sentences that you produces whether you are producing accurate or fluent sentences or not but with reading or listening it's quite difficult jadi kalau tanpa latihan latihan kita sebenarnya agak sulit untuk menilai sebenarnya student ini sudah paham paham apa belum jadi kadang waktunya habis di latihan gitu jadi ya latihan memang harus banyak banget karena dari latihan itu kan ketahuan oh jadi</i></p>		
--	--	--	--	--

		<i>jawabannya begini ya oh berarti dia belum paham nih oh yang ini jawabannya udah oke berarti dia udah paham, kadang kadang saya merasa saya ngasih pertanyaan seharusnya gak sulit oh tapi ternyata mereka belum bisaya mereka belum pada paham ya jadi to improve reading comprehension ya latihan terus gitu ngasih banyak latihan.</i>		
26	I	What do you think about your strategy in teaching critical reading by using cooperative learning strategy? Is it helpful and give advantages for you as the teacher and for the students?		<b>I/2/TREFL/27</b>
27	R	Okay well cooperative learning should be helpful but in reality I found it still difficult to fully employ cooperative learning in critical reading class, why? Because at the same time I still have to work on and improve students' reading comprehension because the students abilities was still varied sometimes I give my focus on that and then just regard cooperative learning as simply as a tool so hmm....wait could you repeat the question?		
28	I	Yes sure, What do you think about your strategy in teaching critical reading by using cooperative learning strategy? Is it helpful and give advantages for you as the teacher and for the students?		
29	R	Hmm I think cooperative learning is helpful not only in critical reading, it should be helpful whenever it		

		<p>applied in whatever lesson hmm well I felt that it help me and help my students to engage with their thought it help them engage with the problem I give them and I think it's easier because of course it help the learning process because he nature of critical reading subject is that something hmm it's a kind of subject that you would want to discuss, as a critical reader you know you would want to get second opinion, point of view of others, as a critical reader you need to maintain your objectivity so if you work on your own then you will not be able to get that kind of insight so I think critical reading course or hmm critical reading subject has to employ cooperative learning because of the nature of the subject but in reality it will not be easy or as expected when the students were still not on the critical reader level so there were still a lot of guidance so it was more like a guided learning so cooperative learning but then complemented by guided learning a lot because to be really honest students were not yet on a critical reader level.</p>		
--	--	---	--	--

## **APPENDIX 2**

**Document Analysis with Coding**  
**Critical Reading and Literacy Course Outline**

Construct	Parts of Course Outline	Coding
<b>Cooperative Learning</b>	<p><u>Course Learning Achievement</u>            Students are able to apply group discussions that are comprehensive and contributive.</p> <p><u>Indicator</u>            Students active in discussing the answer of the questions</p> <p><u>Assessment</u>            Rubric 15%</p>	<p>DCA/1/CLS</p> <p>DCA/1/TCL</p>
<b>Teaching Reading</b>	<p><u>Course Learning Achievement</u>            Students are able to identify and explain the register analysis feature (field, of the discourse) in recount text, report, narrative).</p> <p><u>Indicator</u></p> <ol style="list-style-type: none"> <li>a. Answer what is talked about in the text</li> <li>b. Identify the major, minor, and invisible participants in the text</li> <li>c. Describe how are the participants talked about by mentioning the adjectives and nouns to collocate with them</li> <li>d. Mention and explain the verbs which are collocating with the major participants to describe the kind of processes that happens in the text (strong, weak, relational power) displayed in the text.</li> <li>e. Describe the circumstances</li> </ol>	<p>DCA/2/TREFL</p>

	<p>indicated in the text by mentioning the adverbs or prepositional phrases collocating with them</p> <p><u>Assessment</u></p> <p>students analyze 300-500 words of text in three genres, in the form of reading comprehension (multiple choice and essay) Rubric 15 %</p>	
	<p><u>Course Learning Achievement</u></p> <p>Students are able to identify and explain the register analysis feature (mode of the discourse) in recount text, report, narrative)</p> <p><u>Indicator</u></p> <ol style="list-style-type: none"> <li>a. Identify and explain the genre of the text (narrative, expository, descriptive, recount, as indicated, for instance by the use of present or past tense.</li> <li>b. Explain the audience and the purpose of the text.</li> <li>c. Explain the represented information in the text</li> <li>d. Summarize/ retell the main idea of the story</li> <li>e. Explain what information is selected for first position, at clause level and at the whole text level.</li> <li>f. Explain how the text hang together as a text by indicating the connectors that are used in the text.</li> </ol>	<p>DCA/3/TREFL</p>

	<p><u>Assessment</u></p> <p>Student Analyze 200-500 words of text in 3 genres with essay guide. (Assessment based on critical reading rubric 25%)</p>	
	<p><u>Course Learning Achievement</u></p> <p>Students are able to identify and explain the features of register analysis (tenor of the discourse) in the text of recount, report, narrative)</p> <p><u>Indicator</u></p> <ol style="list-style-type: none"> <li>a. Making inferences through the implicit meaning</li> <li>b. Predicting the writers’ intention through the texts</li> <li>c. Identify and describe the mood that is most frequently selected in the text</li> <li>d. Recognize bias and objectivity by identifying and describing the modality play in the text</li> <li>e. Recognize facts and opinions by identifying the modality play in the text and the tense</li> <li>f. Drawing conclusion by describing the personal point, the evidence to support the point, and explainon why the evidence supports the conclusion.</li> </ol> <p><u>Assessment</u></p> <p>Students analyze two texts (300-500 pages) in contrast.</p>	<p>DCA/4/TREFL</p>

	Assessment based on critical reading rubric 25%	
Cooperative learning	<p><u>Course Learning Achievement</u></p> <p>Students are able to show reading engagement when reading text</p> <p><u>Indicator</u></p> <p>a. The student marks the important information in the text that is read</p> <p>b. Students discuss with their friends about the text they read</p> <p>c. Students focus on the discussion,</p> <p>d. Students put notes on the text they read</p> <p>e. Recommend text to be a source of reading with a rational explanation</p> <p><u>Assessment</u></p> <p>Students do a reading response from the results comparing two texts of 1000-1500 words. (Assessment based on critical reading rubric 25%)</p>	<p>DCA/5/TCL</p> <p>DCA/5/CLS</p> <p>DCA/5/TREFL</p>

Code	Notes
DCA/1/2	The students assigned to :

	<ul style="list-style-type: none"> <li>a. Choose the most appropriate discourse markers from some sentences</li> <li>b. Fill out the most appropriate discourse markers for the paragraphs</li> <li>c. Fill out the table based on the texts.</li> <li>d. Answer the following questions based on the table they have done before</li> </ul>
--	--

Code	Notes
DCA/1/3	The students assigned to read each statement and then circle whether it is a fact or opinion and explain their answer

Code	Notes
DCA/2/2	Exercise 2: the teacher assigned the students to work in group and ask them to find underlying assumption from the poster that had been provided

Code	Notes
DCA/2/3	Exercise 3: The teacher ask the students to read a dialogue and then answering some question, the students work in pair

Code	Notes
DCA/2/4	Exercise 4: The teacher ask the students to work in pair, The teacher plays a video about a detective and a grandmother and then the student asked to answer the question based on the video that they watch.

<b>Code</b>	<b>Notes</b>
DCA/2/5	Exercise 5: The teacher ask the students to work in pair and answering the question based on the video that they watch.

**Critical Reading and Literacy**

**Time allocation : 90'**

**Exam type : Closed Dictionary**

**A. Choose the most appropriate discourse markers for the following sentences (scored 1 for each).**

<p>1. The concert was cancelled _____ poor ticket sales.</p> <p>2. The factory closed and _____ many straitjackets lost their jobs.</p> <p>3. _____, university students nowadays want to be an entrepreneur simply because it seems fancy.</p> <p>4. _____ knowing the risks, she decided to be self-employed.</p> <p>5. The tax officers are unable to fine the entrepreneur _____ there is not enough evidence.</p> <p>6. The population of New York is greater than _____ San Diego</p>	<p>a. As</p> <p>b. Despite</p> <p>c. Consequently</p> <p>d. Due to</p> <p>e. Broadly speaking</p> <p>f. That of</p>
---	---

**B. Fill out the most appropriate discourse markers for the paragraphs below.**

Collaborative learning is an educational methodology where learning involves groups of students working together toward a common goal. It is based on the concept that learning is social, in particular, group members work alongside one another, talking and working through the learning process.

In this mode of learning, each student makes progress individually in-line with the progress made by others. If this method is properly directed by the teacher, then the students themselves can learn to manage the method with no further instructions. There are many benefits of collaborative learning. For example, it helps the students to recognize the aspect of difference, both in themselves and in others through working separately but in tandem. They learn to respect differences and use it to their advantage.

We cannot forget another method, individual learning, which lets students work at their own pace. Some students will finish quickly and either feel accomplished or be bored in class. Others may not finish in class and plan to finish at home (which may or may not happen). However, individual learning requires students to manage their time, which some students may not handle well. Teachers should spend time teaching study skills if necessary and should always provide structure with individual learning.

**C. Fill out the table based on the texts.**

Terms	Collaborative Learning	Individual Learning
-------	------------------------	---------------------





Fact                      or                      Opinion                      Explain:

---

12. The television show *The Simpsons* is just not as funny as it used to be.

Fact                      or                      Opinion                      Explain:

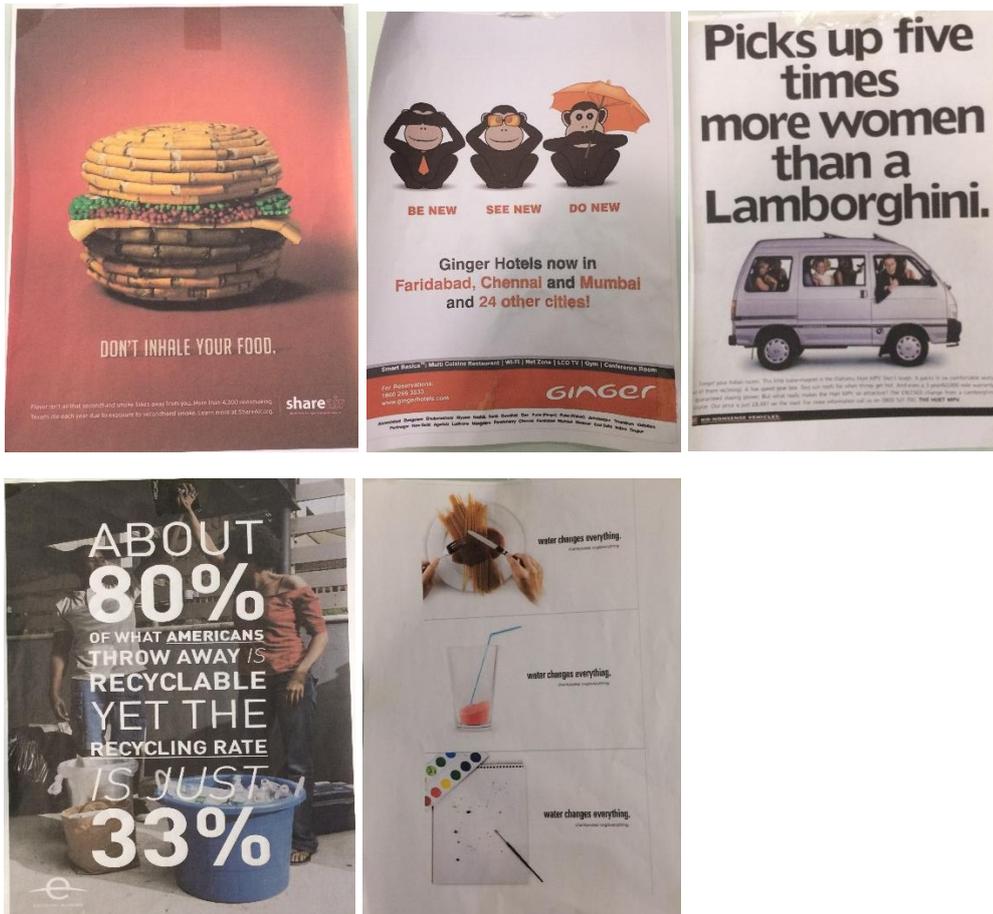
---





**For 15 minutes**

Discuss and write down the **similarities** and **differences** of your group analysis (the advertisement's underlying assumption) with that of other group



**Read the following conversation and answer the questions**

A: Look at the long line! Do you think we'll get in?  
B: I think so. Some of these people already have tickets.  
A: How much are the tickets?  
B: Only nine dollars for the first show. I'll pay.  
A: Thanks. I'll buy the popcorn.

1. Where are these people?
2. What are they talking about?
3. Who are these people?

A: This is one of the reasons I hate working in a big city.  
B: I know. Every day, it's the same thing.  
A: This is terrible! We may be here all night! I hope we don't run out of gas.  
B: No, I think there's enough.  
A: Let's turn on the radio. Maybe there's some good music.  
B: Sorry, the radio's not working.  
A: I think I'll take the train tomorrow!

1. Where are these people?
2. What are they talking about?
3. What do you think will happen next?

A: When did this happen?  
B: Yesterday. I was playing soccer and I fell down.  
A: Can you move it at all?  
B: Only a little.  
A: Can you walk on it?  
B: No. It hurts too much.  
A: I think we'll have to take an X-ray.  
B: Will I be able to play in the game tomorrow?  
A: I'm afraid not.

1. Where are these people?
2. Who are they?

Watch this video by standing up and while we watching the video I want you to think about the answers of these questions there are two question :

1. What will the detective do?
2. What will the ending be?

I will play a video all of you will watch the video but thru up the video I will make some stoppage and then there will be several questions after several scene, the questions are:

1. Why is the boy's head down?
2. Do you think the man and the boy know each other?
3. Why did the man give the women money?
4. What do you think the relation between the girl and the man is?
5. What is the girl probably thinking?
6. Why did the man give the boy soup and pay for medicine?
7. What do you think is in the bag? Why did the man behind the counter give the bag to the man with the beard?
8. What can you guess about the man with the beard? Who do you think the own this restaurant?

## **APPENDIX 3**

**CODING OBSERVATION NOTE 1 (Participant A)**

<b>Meeting</b>	<b>Note</b>	<b>Code</b>
<b>1</b>	<p>The lecturer arranged the class Dividing the students into a group by using number</p> <p>The lecturer divided some paper to every group to start the lesson and the students work cooperatively each group consists of three person</p> <p>This activity goes up to three round what makes it different is the object and the total of vocabulary that the students have to write, first : picture, write 5-10 words, second: picture and video, 10-20 words and last: text, the students have to find argument and evidence in the text</p> <p>The students discuss it with their group</p> <p>The lecturer discuss the answer together with whole group in the class</p> <p>Comment :</p> <p>The students seems engage when they work in group</p> <p>The teacher assist every group progress</p> <p>They arranged their seat comfortably when work in group</p> <p>Students used some highlighter or color pen during reading the text</p> <p>Student-student interaction, student-teacher interaction was good during the discussion</p>	<p align="center"><b>O/CLS/1/1</b></p> <p align="center"><b>O/TCL/1/1</b></p> <p align="center"><b>O/TREFL/1/1</b></p>
<b>2</b>	<p>This session is a test session for the students before they face mid-term exam</p> <p>The lecturer check each person work without disturb them just make sure if the students understand the instruction</p> <p>Comment :</p> <p>the students used highlighter to analyzed the text</p> <p>they sit comfortably in doing the test</p>	<p align="center"><b>O/TREFL/1/2</b></p>







	<p>Comment :</p> <p>The students choose their group member by themselves for a group work</p> <p>The students write their discussion findings in their notebook</p> <p>If there are some statement that can't be understood from one of group member another students will help to make it clearer</p>	
3	<p>The class begin by discussing the last meeting activity which is making assumption from some posters from each group work by power point that they have been submitted</p> <p>The lecturer explaining the new material which started by showing some dialogue and asks the students to answer the question after read the dialogue and then discuss it</p> <p>The teacher ask the students to work in pair or in a group of two and divide some worksheet to each group</p> <p>The students discuss it with their group</p> <p>After the discussion finish, the teacher discuss the answer</p> <p>Comment :</p> <p>The students discuss each other, they use the pen or highlighter to underline the clues in the text and using their phone dictionary to look for the difficult words they think</p>	<p><b>O/TCL/2/3</b></p> <p><b>O/TREFL/2/3</b></p>



	<p>The students discuss the answer with their partner</p> <p>The lecturer discuss the answer together</p> <p>Comment :</p> <p>The lecturer ask the students to work in pair</p> <p>The lecturer showing a video, pause the video in each part and there is some question that the students need to answer on their paper</p> <p>The students discuss the answer with their partner</p> <p>The lecturer discuss the answer together</p>	<p><b>O/TREFL/2/5</b></p>
--	--	---------------------------