A Study on the Effects of Cooperative Learning on Reading Ability among EFL Students in Indonesia

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ABSTRACT

According to a widely held belief among educators in Indonesia, English language arts instructors struggle to employ effective reading practises. This is due to relevant data showing that certain EFL students in Indonesia found it challenging to comprehend the context of the reading text during an English language learning reading segment. As a result, some research now supports the adoption of cooperative learning as one of the strategies that might be superior to competitive and individualistic efforts. The current study is carried out at Simpadu STKIP PI Makassar, Indonesia, during English class as part of a literary appreciation reading assignment. Two distinct classes of students were used to carry out the research. In all, 50 students agreed to take part in this investigation. A combination of approaches was used in this investigation. The study used an existing, intact class structure and a quasi-experimental methodology. Reading assessments, the Motivation for Reading in English Questionnaire (MREQ), and students' opinions on cooperative learning in the questionnaire comprised the majority of the data. The participants' replies to each of the English questionnaire's statements on their motivations for reading were rated on a four-point Likert scale. The independent *t*-test was counted by using SPSS 22. The study's findings demonstrate that cooperative learning has a favourable impact on students' reading abilities and motivation. Additionally, after implementing cooperative learning, the qualitative data reveals the students' perspectives. The findings demonstrate that cooperative learning improves the reading abilities of Indonesian EFL students. As a consequence, it is also

inferred that cooperative learning is successful in boosting the reading motivation of Indonesian EFL students.

INTRODUCTION

With 17.508 islands, a total area of 1.9 million km2, and more than 250 million citizens, Indonesia is a cosmopolitan nation (OECD and ADB 52). Additionally, Indonesia is the world's biggest archipelago nation, with 34 provinces, 502 districts, and more than 700 regional languages (Astirin, 2000). In addition, the Indonesian government recognises six different religions in the country. These include Buddhism, Confucianism, Hinduism, Protestant and Catholic Christianity, as well as Islam. There are many different cultures in Indonesia, and one of them is due to this variety. As a result, Indonesia's educational system is indirectly complicated by this variety. With approximately 60 million pupils and over 4 million teachers spread throughout 340,000 educational institutions, Indonesia's education system is varied if measured just in terms of numbers (Cahyono, & Cahyono, 2018). Indonesia now has the fourth-largest educational system in the world, behind China, India, and the United States.

The Indonesian government recognises the significance of English as an international language that is used as a tool to interact with people throughout the world, despite being one of the world's developing nations. Because of this, Indonesia lists English as the top foreign language. English is increasingly being used in everyday speech. The government is working hard to improve English and is attempting to make it easier for Indonesian students to access while learning it. All Indonesian pupils should be exposed to English, it is thought, in order to help them advance their language skills. Looking back in time, it's fascinating to talk about the development of English as a second language in Indonesia. Therefore, the Indonesian government has firmly pushed educational institutions to foster students' English language talents in this period of globalisation and worldwide competitiveness. College students' ability to communicate in English is anticipated to benefit their future academic pursuits and professional growth. Indonesia's adoption as a member of the AEC (ASEAN Economic Community) strengthens this prerequisite. In order to develop and grasp technology, knowledge, the economy, global politics, educational technologies, management, and many other facets of the new world order, the Indonesian government believes that a young generation should be proficient in English (Jusoh,, et al., 2019). As a result, the government has incorporated English into the curricula at all levels of education, from elementary school through university (Gándara & Rumberger, 2009).

The government's choice to include English in the Indonesian educational system can be linked to the current "merdeka belajar" strategy (Sherly, et al., 2021). Teachers and students should be able to avoid misunderstandings thanks to this relationship. According to this new guideline, the educational institution is required to finish English language instruction because the pupils are in primary school. Here, learning the language's structure is the main goal of teaching English as a foreign language. The following level, however, offers English instruction to enhance speaking skills. Here, it is intended that instructors be aware of the fact that learning a language is about learning how to use it as a tool for communication. Because of this, while designing classroom exercises, various factors should be taken into account, including picking the best

technique. Cooperative learning (CL) is a strategy that teachers may use in the classroom with ease. The cooperative learning approach is a teaching strategy that allows students to collaborate in small groups to accomplish a task (Eyo & Udofia, 2011). In fact, several researchers have used this approach in their lectures to demonstrate the value of cooperative learning.

To train future professional teachers, the teachers association of the Republic of Indonesia's foundation established STKIP PGRI, a self-governing higher education institution. PGRI is for Persatuan Guru Replubik Indonesia (Teachers Association of the Republic of Indonesia), whereas STKIP refers to Sekolah Tinggi Keguruan dan Ilmu Pendidikan (Institute of Teachers Training and Education). To meet the needs of Indonesia's professional teachers, this institute was established. Indonesia is an archipelago nation; therefore, the higher education institutions run by PGRI have spread to a number of its provinces. During the academic year 2019–2020, this study was conducted at Simpadu STKIP PI Makassar, which is situated in Indonesia's Lampung region. The study's research participants were third-semester English Education Programme students at Simpadu STKIP PI Makassar. One semester at a university lasts fourteen weeks. Treatments were administered to two classes: the control class and the experimental class. Twenty-five students made up the control group, whereas twenty-five students made up the experimental group. The reading class was where the research data came from. It is believed that by reading this study, readers and teachers will have a deeper understanding of cooperative learning, enhancing their understanding of this approach.

RESEARCH METHODOLOGY

This investigation was done for literary appreciation in an English class at Simpadu STKIP PI Makassar, Indonesia. The therapy was extended to the pupils from other courses. These pupils were split into two groups: the experimental group and the control group. In other words, the experimental group belonged to one class, whereas the control group belonged to a different class. Cooperative learning was made available to the experimental group, whereas direct teaching was given to the control group (Udofia & Uduigwomen, 2022). The same timetable, assessments, and teacher were given to both groups, along with the same learning materials.

The only distinction was the teaching style. Both quantitative and qualitative research were used in this study. In other words, a mixed-methods strategy was used for this investigation. Reading assessments, the Motivation for Reading in English Questionnaire (MREQ), and students' opinions on cooperative learning in the 78 questionnaire comprised the majority of the data. The first research question was addressed using the results of the reading assessments. To ascertain the comparison effect between EFL students who received cooperative learning instruction and those who received direct teaching, a pretest-posttest comparison group quasi-experimental design was used. Regarding the efficiency of cooperative learning techniques in boosting Indonesian EFL students' reading motivation, the results of the English reading motivation scale were utilised to provide a response to the second study question.In order to respond to a question about EFL students' opinions on cooperative learning following their study of English reading using the cooperative learning method, data from the students' views on cooperative learning questionnaire was used. The qualitative research design will be used to assess this data.

The samples of the research were two classes of the third semester of the English Language Education study programme at Simpadu STKIP PI Makassar in the academic year 2019/2020. The first class was an experimental class that consisted of twenty-five students, and the other class was a control class that consisted of twenty-five students. In the present study, the sample was limited to second-year students at the English Education Study Programme in the 2019/2020 academic year of Simpadu STKIP PI Makassar who enrolled in reading for literary appreciation class. Reading for literary appreciation is one of the reading classes in the third semester. This lesson provides an opportunity for the students to study the liberal arts.

In this study, from the beginning until the end of the treatments, the number of participants was the same. Totally, the participants consist of 50 students. There are 25 participants in the experimental class and 25 participants in the control class. There are 11 males and 39 females. Table 1.1 explains in detail the spread of the participants.

Table 1.1: Detail the spread of the participants.

CLASS	MALE	FEMALE
Experimental class	2	23
Control Class	9	16
TOTAL STUDENTS	50	

Before the treatments began, a permission form was given to each subject to complete. They had the option to participate in or opt out of the therapies from the start of the study until its conclusion, thanks to this consent letter. Fortunately, everyone in classes A and B consented to participate. The number of participants in this research overall (both before and after therapy) was the same because of this.

Reading assessments, questionnaires on reading motivation in English, and surveys on students' opinions on cooperative learning served as the study's main data sources. Each of those tools had a purpose in our investigation. Data regarding the reading proficiency of the students was gathered via reading exams. The motivation questionnaire also has a scale-like format. It was taken directly from Komiyama (2013). The majority of the MREQ (Motivation for Reading in English Questionnaire) items that the researcher developed were modified from Komiyama (2013) to fit the needs of the intended audience.

The participants' replies to each of the English questionnaire's statements on their motivations for reading were rated on a four-point Likert scale. Additionally, once the students responded to the questionnaire, the score on the motivation scale was determined. Data on the degree of student motivation was gathered using this score. Following the use of the cooperative learning approach, the cooperative learning questionnaire was utilised to gather information regarding the students' perceptions of cooperative learning.

RESULTS AND DISCUSSION

Quantitative Data Analysis
In the current work, data description and inferential analysis is used to explain the quantitative data analysis.

Descriptive Analysis
The reading scores of the participants and their responses to the reading motivation questionnaire (MREQ) provided the information that was utilised to analyse the data in this section. This section included descriptive statistical statistics from both sets of data. Finding the reading score discrepancies between participants in the experiment and control courses included using reading scores. Comparability was performed using the results from both classes to see whether there had been any significant differences between the experimental class and the control class. Reading motivation scores from the experimental class and the control class were also used to determine whether or not participants in the two classes had comparable scores and traits. By looking at the questions listed in the reading motivation questionnaire, the corresponding trait may be discovered. Following the description of the data, several descriptive statistics were computed, and a graph was used to examine the data and draw conclusions.

Demographic Information of Participants
The pre- and post-reading tests had the same number of participants in both the control and experimental classes. There were 25 participants in the control class, compared to 25 in the experimental class.
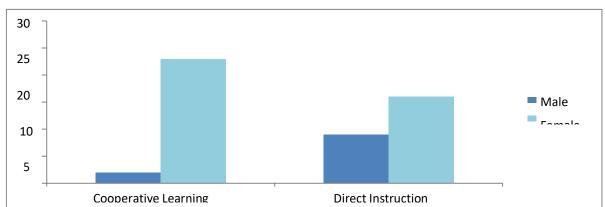
Figure 1.1: Gender Variation of the Participants

The participants' distribution (see figure 1.1) satisfactorily described the proportion of gender variance among the participants in this study. Therefore, this statistic illustrates that, with a proportion of 78.43%, women made up the majority of the participants. Men made up 21.57% of the participants. This figure's depiction of participants was created using information about the distribution of the study's overall sample, which included 11 men and 40 women. According to this information, gender variance is comparable across both groups. In contrast, gender variance problems were seen in two Indonesian investigations. Approximately 80% of the student teachers who

had gender-related concerns were female, and 20% were male. Similar percentages were gathered from participants in studies conducted by the English language education study programme in Indonesia (Ambarwati & Mandasari, 2020). As a result, it might be said that the study's participants mirrored the gender diversity among English student instructors in Indonesia as a whole. In other words, the study's participants might be seen as an accurate depiction of the situation faced by EFL students in Indonesia.

Motivation Questionnaire

In this study, there was only one type of motivation test which was called Motivation for Reading in English Questionnaire (MREQ). This questionnaire consisted of 45 statements that were used to measure the improvement of students' motivation in reading. This MREQ test was distributed in two sections, before and after treatment. Further, the data from those participants would be analyzed quantitatively. In this section, the quantitative data analyses were discussed

Pre – Test
The pre MREQ test scores of the students who are taught by using CL
Table 1.2: The Pre MREQ Test Scores of the Students Who Are Taught by Using CL

Respondent	MREQ Scores
Respondent 1	148
Respondent 2	164
Respondent 3	136
Respondent 4	138
Respondent 5	136
Respondent 6	144
Respondent 7	122
Respondent 8	136
Respondent 9	147
Respondent 10	154
Respondent 11	136
Respondent 12	129
Respondent 13	145
Respondent 14	133
Respondent 15	148
Respondent 16	136
Respondent 17	136

Respondent	MREQ Scores
Respondent 18	124
Respondent 19	115

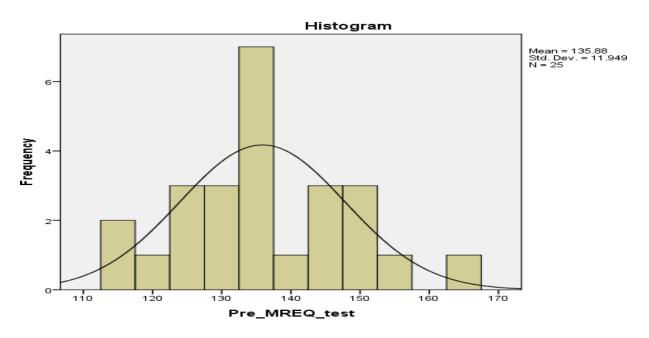| Respondent 20	116
Respondent 21	129
Respondent 22	124
Respondent 23	125
Respondent 24	128
Respondent 25	148

The data that was used in this section came from 25 students who were willing to fill the questionnaire before treatment. The MREQ was delivered to experimental class only. The descriptive analysis of the data from pre MREQ test showed that the scores was115 up to 164, the mean scores was 135.88, the median was 136, and the standard deviation was 11.949. Then, the frequency distribution and histogram could be seen inthe table 1.3 and figure 1.2 as follows.

Table 1.3 Descriptive Statistics of the Pre MREQ Test Scores Data of the Students inExperimental Class

Descriptive Statistics

	N	Mini-mum	Maxi-mum	Mean	Median	Std. Devia-tion
Pre MREQ test	25	115	164	135.88	136	11.949
Valid N (listwise)	25					

Figure 1.2 Histogram of data statistics of pre MREQ test scores data of the students inexperimental class.

The level of variation in the height of the bars on this histogram illustrated the variation of the scores obtained by students. One bar represented three scores. For example, the second bar. This bar illustrated the amount of the students who got 114, 115, and 116. From the histogram, the number of students was three. The score variation was still in the symmetric distribution with the skewness value was 0.286. The highest bar in this histogram reported that the majority of the students got quite similar scores. Those were 136 and 138. In detail, 6 students got 136. 1 student got 138. The highest score was 161. Only 1 participant got the score. Besides, the lowest score was 115. The percentage of theparticipants who got the lowest score was 4% out of 25 participants or only 1 participant who got it.

Respondent	MREQ Scores
Respondent 1	178
Respondent 2	164
Respondent 3	139
Respondent 4	155
Respondent 5	140
Respondent 6	137
Respondent 7	146

Post – Test
The post MREQ test scores of the students who are taught by using CL

Table 1.3: The Post MREQ Test Scores of the Students Who Are Taught by Using CL

Respondent	MREQ Scores
Respondent 8	147
Respondent 9	150
Respondent 10	165
Respondent 11	136
Respondent 12	135
Respondent 13	147
Respondent 14	145
Respondent 15	155
Respondent 16	148
Respondent 17	148
Respondent 18	124
Respondent 19	134
Respondent 20	135
Respondent 21	129

Respondent 22	135
Respondent 23	137
Respondent 24	140
Respondent 25	161

The post MREQ test was distributed to the students in experimental class after treatment. By looking at the data calculation, it seemed that there were improvement scores among students. The minimum and the maximum scores increased. To see whether the improvement was significant or not, the next section would explain the result of *t*-test. However, in this section, the descriptive analysis of the post MREQ test would be described.

The descriptive analysis of the post MREQ test scores of the students who were taught by using CL data showed that the scores were 124 up to 178, the mean score was 145.20, the median was 145, and the standard deviation was 12.533. Then, the descriptive statistic, frequency percentage on the post MREQ, and histogram/polygon of data could be seen in the table 1.4, 1.5, and figure 1.3 as follows.

Table 1.4: Descriptive Statistics of Post MREQ Test Scores Data of the Students in Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Median	Std. Deviation
Post_MREQ_test	25	124	178	145.20	145	12.533
Valid N (listwise)	25					

Table 1.5: Frequency Percentage on the Post MREQ

No.	Item	Percent (%)			
		1	2	3	4
1	I like reading in English to learn something new about people and things that interest me.	0	12	44	44
2	I like reading a lot of interesting things in English.	0	12	76	12
3	I feel happy when I read about something interesting in English.	0	8	64	28
4	When the topic is interesting, I am willing to read difficult English materials.	0	16	44	40
5	It's fun for me to read about something I like in English.	0	0	60	40
6	It is hard for me to stop reading in English when the topic is interesting.	0	40	36	24
7	I like reading about new things in English.	0	28	64	8

8	I enjoy reading when I learn complex ideas from English materials.	16	40	36	8
9	I like it when the topic of an English reading makes me think a little more.	0	20	60	20
10	I like challenging myself while reading in English.	0	20	56	24
11	I enjoy reading good, long stories in English.	8	56	24	12
12	I like hard, challenging English readings.	4	44	44	8
13	When an assignment is interesting, I can read difficult English materials more easily.	4	32	32	32
14	When I am reading about an interesting topic in English, I sometimes lose track of time.	0	44	40	16
15	When my teacher or friends tell me something interesting, I might read more about it in English.	0	24	56	20
16	I enjoy reading in English to learn what is going on in the world.	0	28	40	32
17	I am willing to work hard to read better than my friends in English.	0	4	68	28
18	I like being the only student who knows an answer about something we read in English.	0	4	52	44
19	I like my teacher to say that I read well in English.	4	0	16	80
20	When I complete English reading assignments for class, I try to get more answers correct than my classmates.	0	4	48	48
21	When I read in English, I like to finish my reading assignments before other students.	0	28	48	24
22	I like my friends to tell me that I am a good English reader.	4	16	56	24
23	I want to be the best at reading in English.	4	0	28	68
24	When some classmates read English better than me, I want to read more English materials.	0	8	44	48
25	I like it when my teacher asks me to read English aloud in class.	4	28	44	24
26	I like to get positive comments about my English reading.	4	0	40	56
27	When I read in English, I often think about how well I read compared to others.	0	20	44	36
28	I practice reading in English because I feel good when I answer teachers' questions correctly in class.	0	36	40	24
29	I feel happy when my friends ask me for help with their English reading assignments.	4	4	52	40
30	Finishing English reading assignments on time is very important for me.	0	4	28	68
31	I usually try to finish my English reading assignments on time.	0	8	36	56
32	It is important for me to receive a good grade in my English reading course.	0	0	28	72
33	I do my English reading assignments exactly as the teacher tells me to do them.	4	0	60	36

35	I want to read in English to improve my grades.	0	4	36	60
36	I work harder on English reading assignments when they are graded.	0	4	44	52
37	I try to read in English because I need a good scores on tests like TOEFL, Michigan, IELTS, etc.	8	0	32	60
38	I try to read in English because I like seeing my reading scores improve on tests like TOEFL, Michigan, IELTS, etc.	4	8	48	40
39	I practice reading in English because I want a higher read-ingscores than my friends and classmates on tests like TOEFL, Michigan, IELTS, etc	8	20	36	36
40	I practice reading in English because I need to do well in my future classes.	4	8	32	56
41	I enjoy telling my friends about the things I read in English materials.	4	16	52	28
42	My friends and I like to share what we read in English.	0	36	36	28
43	I like talking with my friends about what I read in English.	0	20	56	24
44	I like joining class discussions about what I read in English.	4	32	36	28
45	I am happy when my friends know my ability in English reading.	4	28	32	36

Figure 1.3: Histogram of Data Statistics of Post MREQ Test Scores Data o the Studentsin Experimental Class

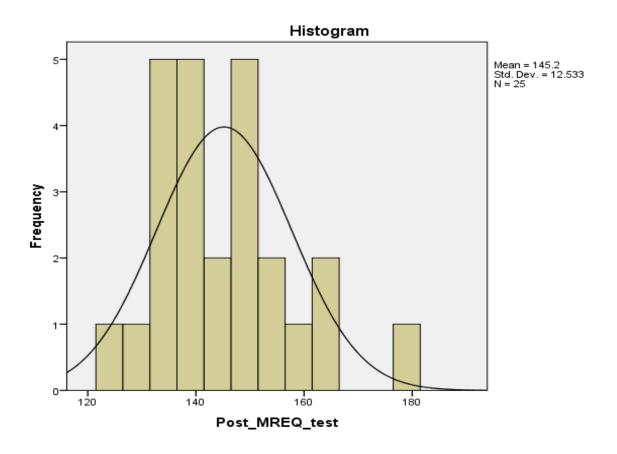Mean = 145.2
Std. Dev. = 12.533
N = 25

Table 1.5 showed the frequency distribution of the post MREQ scores. There were 45 items of MREQ which were positive statements. Those statements placed in MREQ illustrated intrinsic motivation and extrinsic motivation. The scores chose by the students draw the students' condition after doing group work activities. The scales of each item were 1, 2, 3, and 1. "1" is for very different from me. "2" is for a little different from me. "3" is for a little like me. Then, "4" is for a lot like me. From the data above, it could be seen that mostly, the student chose "3 or 4" in answering the statements placed in the post MREQ test. This could be indicated that the students agreed with most of the statements placed on the questionnaire. They felt that most of the items on the MREQ could describe them. They liked to share what they had read (64%), they liked to help each other (92%), they liked to tell about what they read (80%), they liked to have social approval from their friends (68%) and they also liked to have a good score in reading (100%). Those were the condition of the students after treatment. They felt that cooperative learning method could help them in covering their difficulties in reading English materials. By helping, sharing, and discussing (some activities placed in cooperative learning method) they could improve their reading motivation.

In addition, the histogram above showed the frequency distribution of the students. The total number of students was 25 (N=25). The skewness value was 0.803. This meant that the data was in a good symmetric condition because the value was close to zero. The highest score was 178 and only one student who has this score. The bell curve of this histogram assumed that the scores of the students were distributed in normalconditions. This normality distribution was proven by using normality test.

Further, it was found that the mean scores of both data taken from pre and post MREQ test were different. Those were 135.88 and 145.20. The low mean score of 135.88 was calculated from data that was taken from MREQ scores before treatment. Meanwhile, the high mean score of 145.20 was taken from MREQ scores after treatment.This situation indicated that there was different achievement of the students in experimental class after treatment. Further, the next section discussed more about this difference in detail.

Inferential Analysis

In this section, the conclusions about parameters of a population were taken based on the sample data. Parameter estimates in the form of points and intervals or hypothesis testing can be used for statistical inference (Emmert-Streib & Dehmer, 2019). In other words, it could be saidthat inferential analysis allowed us to predict the data by testing the hypothesis. Here, an independent t-test was conducted to compare the average of two groups that were not related, experiment and control class.   That was why, after showing the data description of pre and post reading test, as well as pre post MREQ test, inferential analysis was conducted to find out whether there were statistically significant differences in students' reading skill between both classes and to find out also whether there were statistically significant differences in students' reading motivation.

Does cooperative learning method (CL) have any significant effect on Indonesian EFL students' reading skill?

The first research question was focused on the finding of the improvement of students reading scores test after treatment. Hence, the researcher calculated the data using *t*-test to find whether cooperative learning method (CL) had any significant effect on Indonesian EFL students' reading skill or not.

The independent samples *t*-test was performed in answering research question number one. Independent samples *t*-test was chosen because there were two independent groups. Then, the aim of performing this test was to see if there was any significant difference between the two classes before and after treatment (Kim, 2019). Several conditions should be fulfilled before applying an independent *t*-test according to Kim (2015). First, the data come from two different independent groups. Second, the data have to be in normal distribution. Therefore, normality and homogeneity tests must be done before applying an independent *t*-test (Delacre, et al., 2017). Independent *t*-test was counted by using SPSS 22.

Table 1.6: Normality test of Reading Scores

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest Experiment	.167	25	.071	.956	25	.336
Pretest Control	.160	25	.100	.925	25	.067
Posttest Experiment	.140	25	.200[*]	.958	25	.378
Posttest Control	.137	25	.200[*]	.968	25	.588

The previous figures assumed the condition of frequency distribution of the data was in the normal condition. This could be seen by looking at the symmetric condition of the curves that created the bell curve. A bell curve gives an illustration that indicates an even distribution. The curve peaks in the middle and slope on both sides with equal values. Through this condition, it can be assumed that the data was in a normal distribution. Further, to prove it, the normality test had to be done.

In normality test, the data was in normal distribution if the significant value of the data was greater than 0.05 ($p > 0.05$). As seen in table 1.6 above, the significant values on the Kolmogorov-Smirnov test showed that the values were greater than 0.05. It could be considered that all the data were normally distributed. For pretest reading for experimental class, the significant value was 0.071 (larger than 0.05). The significant value of pretest reading for control class was 0.1. This meant that 0.1 was higher than 0.05. Then, the significant value for posttest reading for experimental class was 0.2 (larger than 0.05). The last one was posttest reading for control class. The significant value of this class was 0.2. This meant that 0.2 > 0.05. The frequency

distributions of those data create bell curves that indicated the normal condition of the data.

By looking at the bell curve and the normality test results, it could be concluded that all of the data that were presented above are in normal distribution. This means that the next steps could be applied. Those were homogeneity tests and *t*-test.

Does CL increase Indonesian EFL students' motivation in reading?

This research question focused on the MREQ test results in the experimental class, before and after treatment. In answering this question, the paired *t*-test was applied. This aimed to see whether there was any significant difference in the scores of the students before and after treatment. Before conducting paired *t*-test, the assumptions of normal distribution were first examined through the normality test.

Table 1.6: Normality test of MREQ scores

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre_MREQ_test	.136	25	.200[*]	.971	25	.681
Post_MREQ_test	.141	25	.200[*]	.947	25	.218

The MREQ scores were in the normal distribution. Based on the table 1.18, the significance value of Kolmogorov-Smirnov test for pre MREQ test was 0.200 and the significance value of Kolmogorov-Smirnov test for post MREQ test was 0.200. Those values were more than 0.05 (0.200 > 0.05). This condition indicated that those data were normally distributed. Because of this reason, the normality requirements for the paired *t*- test had been fulfilled.

Table 1.7: Paired Sample Test MREQ Scores

	Mean	N	Std. Deviation	Std. Error Mean
Pre_MREQ_test	135.88	25	11.949	2.390
Post_MREQ_test	145.20	25	12.533	2.507

QUALITATIVE DATA ANALYSIS

The analysis of the qualitative data was done to respond to research question number three. Two closed questions with students' comments on the statements made up the questionnaire regarding students' perceptions of cooperative learning. Two open-ended questions about their understanding of group work in cooperative learning were also included in this questionnaire. The students were invited to reply to the questionnaire in order to communicate their thoughts on group projects and cooperative learning. Only after the intervention was this questionnaire administered to the experimental class. 25

students agreed to complete the survey. To investigate the replies, their remarks were counted and analysed.

What are the Indonesian EFL students' views on cooperative learning after providing cooperative learning?

The majority of students responded yes and strongly agreed with statement number one's calculation of their attitudes towards learning English through group work activities. 96% of the students said that they valued the opportunities for group work while studying English. They thought that by engaging in these activities, they might hone their English.

> "I agree with group work activities because these activities can improve ourEnglish in reading and also in speaking" (Questionnaire CL 1).
>
> "I enjoy learning English through group work activities because I can share my opinion and learn together with my friends in a group. I can also improve my English skills" (Questionnaire CL 23).

Considering they could share their expertise, opinions, and information about the subjects while participating in group work activities, the majority of students also said that they enjoyed studying English this way.

> "I enjoy learning English through group work activities because we can share our ideas" (Questionnaire CL 16).
>
> "Because I can get more information from others" (Questionnaire CL 12).
>
> "We can share our opinion to our friends and we can understand the lesson easily. Therefore, there are too many options of ideas which are confusing me in making conclusions" (Questionnaire CL 7).
>
> "We can understand the lesson faster" (Questionnaire CL 9).
>
> "I think if we learn English through group work activities, we can solve complex tasks that we otherwise wouldn't have done if we had been alone" (Questionnaire CL 18).
>
> "I enjoy learning English through group work activities. I can share everything and also I can learn together with friends" (Questionnaire CL 20).
>
> "Learning English through group work activities can make me enjoy doing the lesson in the class. Meanwhile, the class will be a little bit noisy" (Questionnaire CL 24).

They seemed to appreciate the group work activities based on their comments. They believed that by engaging in these activities, they would have the chance to study alongside their peers, helping them to comprehend the lesson more quickly and simply. Furthermore, teamwork would make it simpler than working alone to complete the difficult jobs. Additionally, they were aware of a few potential issues. They understood that many thoughts and views would develop while engaging in these activities. Some students admitted that this circumstance may make it difficult for them to draw a conclusion. Some of them also believed that group projects would add a little bit of noise to the classroom.

Conversely, 4% of the students identified as neutral. This meant that he occasionally felt like he loved learning English in a group setting, but occasionally he did

not. He believed that if he engaged in these activities, they would be beneficial rather than time-consuming..

>"Because this technique can help me although it can consume a lot of time" (Questionnaire CL 10).

The second assertion spoke about how group projects might help students' reading skills. On this remark, the pupils had a variety of opinions. The majority of them—84% of the students—believed that participating in group work activities would help them advance their reading abilities. By discussing the text with their peers, they were able to fully comprehend it.

>"Yes, these activities can improve my reading skill because my friend will helpme if I don't know the meaning" (Questionnaire CL 5).
>"I strongly agree because we can check our pronunciation. So, we know from our friends about our mistakes in pronouncing words in reading text" (Questionnaire CL 7).
>"It is true because if we learn with group work activities it can make us more enthusiastic about learning and can increase our ability to read" (QuestionnaireCL 14).

Additionally, they believed that group work activities may sometimes succeed and other times fail. 4% of the pupils were neutral. They thought that while these exercises helped enhance their reading ability, group work led to confusion when the material was frequently read aloud by group members.

>"Group work activities can make my reading skill better but too much repetition in reading make me feel confused read" (Questionnaire CL 2).

Moreover, the students who agreed with the statement also added that not only reading skill but also speaking and listening skills would improve. There were 12% of the students had indicated that group work activities would give a positive effect for them. One of them also believed that through group work activities, he could find out his weakness and his strengths.

>"Group work can improve not only my reading skill but also improves my speaking skills" (Questionnaire CL 25).
>"Group work can improve my reading skill and speaking skills" (Questionnaire CL 23).
>"Group work can improve my reading skill and listening skills" (Questionnaire CL 24).
>"Because we can listen and know our group's friends reading skill. So, we canfind out our advantages and disadvantages" (Questionnaire CL 19).

Further, the rest of the questions were all about the students' opinions on group work activities. Those questions related to the negative and the positive effects of group work activities seeing from the students' point of view after treatment was given to them.

The students indicated some negatives effects that appeared while doing the groupwork activities. They argued that group work activities would create noises in the class. There were 12% of the students thought about it. They also assumed that working with friends in a group sometimes could create argumentation among the members of the group. They thought that the other members did not do their parts as well as they expected. Moreover, the misunderstanding also became a problem while they were in the process of discussing the material given by the teacher. This happened because commonly, students working in a group would have various opinions and ideas. Further,

one of the students also talked about his assumption that not all the students had the samespeed in mastering the material while doing group work activities.

> "The members are not serious when they work in group activities. A lot of members discuss about unimportant things when they join the group" (Questionnaire CL 2).
>
> "The student will make noise" (Questionnaire CL 24).
>
> "Many opinions can make us confused to determining the answer to the question"(Questionnaire CL 9).
>
> "Too many opinions from others make me confused and have arguments with myfriends" (Questionnaire CL 7).
>
> "One of the negative aspects of using group work activities is that not all studentslearn at the same speed in understanding the topic" (Questionnaire CL 18).

The final question in the questionnaire, on the other hand, inquires about the benefits that the students experienced from participating in group work activities. The majority of the students who responded to this question found that these exercises may improve their reading, speaking, and listening skills in English. Students believed that by completing these, they would have the chance to broaden their ideas and increase their knowledge. In addition, one of the students understands that these activities would provide them the chance to discuss topics and challenge others' viewpoints, which would help them learn more effectively.

> "Students can improve their skills in some aspects such as speaking, reading, and listening skills" (Questionnaire CL 24).
>
> "In my opinion, group work activities can help us to be confident to share our idea and opinion" (Questionnaire CL 13).
>
> "Group work activities can make learning English easier than individual work activities" (Questionnaire CL 17).
>
> "We can understand the material better and can share our knowledge" (Questionnaire CL 11).
>
> "Students learn better by discussing and questioning each other ideas and opinions. This situation allows them to develop their perspective" (Questionnaire CL 19).

The results of this qualitative research revealed what the students thought about their group work activities. The majority of students said that participating in group work activities aided them in learning the content and sharpening their reading abilities. More than 80% of the students who responded to questions one and two said that they like learning English through group work activities. They believed that collaborative projects might help them become better readers. It was because group projects would provide students with the chance to hear other people's perspectives and broaden their own perspectives. However, they also understood that excessive noise in the classroom would cause some issues, particularly while choosing the outcome of the discussion. Therefore, group work activities—in this case, cooperative learning—might still be perceived as being more successful at enhancing pupils' reading abilities.

CONCLUSION

The findings of the quantitative and qualitative data analyses were applied to this study's research topics. The findings of this study demonstrate how the pupils were before and after therapy. The finding suggests that cooperative learning is beneficial in improving the reading abilities of Indonesian EFL students, according to the generalisation made from the t-test findings, which were derived from the outcomes of the reading test scores. Additionally, it is generalizable from the MREQ t-test results that cooperative learning is helpful in raising Indonesian EFL students' reading motivation. This implies that the cooperative learning approach has a big impact on Indonesian EFL students' motivation to read.The results of the qualitative research revealed what the students thought about cooperative learning. By analysing the responses from the students, it is possible to draw the conclusion that the majority of the students believe that group work exercises included in the cooperative learning approach may help them better understand the subject matter and develop their reading abilities.

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