



ADDIS ABABA UNIVERSITY

**COLLEGE OF HUMANITIES LANGUAGE STUDIES AND
COMMUNICATION**

**DEPARTMENT OF FOREIGN LANGUAGES AND
LITERATURE**

**ASSESSING THE PRACTICE OF COOPERATIVE LEARNING IN
TEACHING READING COMPREHENSION IN ENGLISH LANGUAGE
CLASSROOM;THE CASE OF GRADE NINE STUDENTS OF KOBO
EWUKET CHORA SECONDARY SCHOOL.**

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August 2024

ADDIS ABABA, ETHIOPIA

Acknowledgement

I would like to express my gratitude to my advisor Dr. Hailu Gutema for his unreserved comments, important professional guidance. He sacrificed much of his precious time in reading and commenting on my work. His countless suggestions and comments were significant for the whole process of this paper from the beginning up to the end. Otherwise this research paper couldn't get its' present shape. Besides this my deepest gratitude should go to Alemu Asres and Yohannes Amare who helped me by providing numbers of suggestions and materials which support my work. I also wish to acknowledge all the students and teachers who had completed the questionnaire. I would like to extend my deepest gratitude to all my families for their encouragement in every aspect. I wish them long life.

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Abstract

The objective of this study was to assess the practice of cooperative learning in teaching reading comprehension grade nine students in English language classroom. The method of the study was employed by descriptive types of research design which were carried out through qualitative methods. The sample size of the study was 189 students for the total population of 756 students were selected through purposive sampling method. Eighteen teachers were purposively selected for questionnaire and classroom observation. The data were gathered through classroom observation and questionnaire. The classroom observation was intended to assess and identify the ways of practicing cooperative learning in teaching reading comprehension. The students' questionnaire was intended to assess the attitude of grade nine students towards cooperative learning in teaching reading. The teacher questionnaire was planned to check the awareness or knowledge, and attitude of teachers and the factors that affect the practice of cooperative learning in teaching reading comprehension in language classroom as well as techniques they applied in reading comprehension. The data gathered from classroom observation and questionnaires were analyzed using qualitative method. The findings of the study revealed that there were some factors that affected cooperative learning in teaching reading comprehension for instance lack of students desire or interest, level of difficulty, knowledge of text type, content difficulty and large class size.

CHAPTER ONE

1.1. Background of the study

Reading is necessary when students further their study from the low grade levels to the higher grade levels as well as reading makes everyone to be knowledgeable in the different areas of study because most human beings' knowledge are accumulated in written forms, as a result learners are obliged to get these knowledge through reading. Therefore, students are expected to have good reading skill for acquiring knowledge and learning new information.

In addition to this, different scholars have different perspectives for the definition of Reading comprehension. According to Alderson (2000) "reading comprehension is defined as an understanding of meanings that are not stated directly in the text ; the meaning ones make or what one understands from the text is the result of the combination of background knowledge and past experience; the information found in the text and anticipated social interaction and communication" (p.7). Furthermore, reading comprehension is "the art of understanding or the capacity to understand (Adams, 1993. p.11)". However, Cornoldi and Oakhill (1996), defines, reading comprehension is " the process of dealing with writer's message." This definition is also criticized because it shows that the writer's message is there or the print waiting a set of skills the reader should come up to grasp the writer. But this does not guarantee for the comprehending of the reading text.

According to Grellet (1981), reading comprehension is the prominent sub skill that plays a significant role in learning a language. As a result, the students' capacity or competence to read and grasp efficiently, written materials are very useful in the academic success. This ability or competence includes understanding main ideas, specific information, meaning of unfamiliar words or expressions, inferring meanings from reading passage, identify basic references, and understanding writer's intention, and evaluating the text.

Furthermore, according to Williams (1984), "Reading comprehension" is the comprehending of a reading material, that is to mean extracting the required information effectively from the given text and this includes guessing or understanding unfamiliar words and /or phrases. This is carried out through the grasping of the theme of the whole passage.

According to Greenal and Swan, (1986), an effective reading and understanding of the meaning or idea of the reading text includes the reason why the text is written, or the intention what are its particular sections perform. To this effect, students must have improved or developed the background of this ability or competence for their academic success. May, (1990:44) reading comprehension requires imitation, mental make up for possessing ideas concentration and better study strategies. There are various methods of developing reading comprehension. It can be developed by developing a background (Skimming for the gist, Scanning for the specific details), identifying the type of reason (Does the writer use reason and anticipate future ideas and questions), paying attention to supportive hints, introducing, recapping and reviewing (to enhance a deeper understanding one has to introduce, consolidate and revise the significant ideas), controlling effectiveness (efficient readers monitor their attention, concentration and effectiveness) and so on

Cooperative learning is a pedagogical approach that promotes student-student interaction via working in small groups to maximize their learning and reach their shared goal. Cooperative learning is one of most remarkable and fertile areas of theory, research and practice in education. Cooperative learning exists when students work together to accomplish shared learning goals (Johnson, Johnson and Stanne, 2000). Cooperative learning is defined by a set of processes which help students interact together to achieve a specific goal of instruction or an outcome which is usually content specific.

Students interact with each other to enhance their own and each other's learning in which a small team of mixed ability students are responsible for their own learning and the learning of all team members. Similar to this idea Panitz, (1996) mentioned cooperative learning is a teaching method which allows students to work together in small groups with individuals of varieties of talents, abilities and backgrounds to accomplish a common goal, on top of this, Slavin and cooper, (1999) defined cooperative learning as instructional approach that has been shown to promote a variety of positive, cognitive, affective and social outcomes, and the intent of cooperative learning is to enhance academic achievement by providing students with increased opportunities for discussion, learning from each other, and by allowing students to divide up tasks in ways that tap into their academic strengths. Nowadays as we have seen from the real situation, in Ethiopia civil servants specially who are engaged in government offices are

recommended to perform their responsibilities cooperatively. In line with this, the Ethiopian government has adopted cooperative learning as a major strategy to reduce the problems of quality in the Education system Ministry of Education (2011). Based on this direction KSS has been trying to use active learning strategies in which cooperative learning is the one. For instance, the school director and head of the departments push teachers to teach students using cooperative teaching or learning strategy. English reading skill is very important of the four language skills as high school teaching materials are written in English language. Those high school students' successes or failures depend highly on their ability to read and comprehend the texts of different subjects they study. Therefore the researcher wants to assess the reality of practicing cooperative learning in the real classroom in teaching reading at school.

1.2. Statement of the problem

In the language classroom reading is one of the basic skills for the learners and it makes them to be all rounded in all subject matters. Textbook reading comprehension is critical in the individual educational successes. Without adequate textbook reading comprehension, students may struggle in many subject areas. Subjects other than reading comprehension where comprehension is significantly important. (McNamara, 2004) stated that in the area of science and social studies students lack of prior knowledge and reading strategies to generate inferences thus the students comprehend the text book poorly. In connection to this, in this study KSS grade nine students show a very serious problem in reading and comprehending their texts.

The theme of the study is that Kobo Ewuket Chora Secondary School grade nine students expected to comprehend their reading material such as text books, reference materials and exercise books. However in the teaching learning process, students had low participation in reading activities in the class, poor comprehension of texts, low results in the reading tests, students afraid to read in front of the class (lack of experiences of learning together) and even to their teachers and lost interest during reading tasks. This is an idea from the researcher's experiences and personal observation as well as the researcher has been teaching English both in Elementary and high schools for 15 years and well experienced, therefore the researcher intended to search answers to the problem in teaching reading in language classroom. In my teaching experience and complain of many English teachers of the school, many grade nine students had poor reading skill, low comprehension ability and low results in their examination. Therefore, to

assess current practices of cooperative learning in the teaching reading, the present researcher uses descriptive study.

This idea was given from the researcher's long teaching experiences observation and many teachers repeatedly talk about students' low reading ability and low level of understanding. In connection to this, the researcher wanted to give possible solution and narrow the gap by conducting a study.

As we know, teacher-centered approaches taking place in traditional classrooms don't bring effective enough language acquisition. Therefore various problems should be solved. And to do this, appropriate reading strategies, approaches and methods must be identified to develop reading comprehension ability in high schools and provide learners to be highly effective in their academic journey. However, Daniel (2007) pointed out that despite the strong criticism on the conventional teacher- based approach in education the teaching learning process the most schools in Ethiopia has persisted to be teacher dominated. Most classes are characterized by a situation where students are obliged to listen to their teachers and many reading materials were not so much used by students as a result, learning by doing, problem solving, cooperative learning and group approaches were limited in many classes of students.

Researchers like Pressley, Mc Donald, Mistretta-Hampston and Echevarria conducted a study on reading. And the findings of these studies were that the students were not provided with the opportunities to practice comprehension skill cooperatively and the utility of applying them. There was almost complete absence of comprehension strategies as well as little evidence that students were being taught to self-regulate comprehension process as they read. Durkin, (1980.) In addition to this the local researchers like Girma (2005) described his major findings by saying teachers emphasized lecture method teaching style in language classroom. This indicates that students were not given the opportunities to interact among themselves. The researcher also strongly expressed that class time was dominated by teacher fronted mode of teaching while pair and group work activities were never used in most of the classes. Although Cooperative learning to teach reading in the language classroom is a favorable technique to students, the practice of cooperative learning in teaching reading comprehension in kobo Ewuketchora secondary school is not still explored and the researcher wants to fill this gap.

1.3. Objectives of the study

The objective of the study is to assess the practice of cooperative learning towards enhancing English language reading comprehension of grade nine Kobo secondary school students in the regional state of Amhara

More specifically, the study aims

1. To identify the ways teachers utilize cooperative learning to develop students' reading comprehension in English.
2. To find out the attitude of teachers towards cooperative learning in enhancing reading comprehension in English.
3. To find out the attitude of students towards cooperative learning in enhancing reading comprehension in English.

The study therefore, attempts to answer the following questions:

- 1 How do teachers apply cooperative learning towards enhancing students' reading comprehension in English?
2. What are the attitudes of teachers towards cooperative learning enhancing reading comprehension in English?
3. What are the attitudes of students towards the contribution of cooperative learning in enhancing their reading comprehension?

1.4. Significance of the study

This study may be significant for English teachers in studying various strategies in teaching reading and in order to further studies which are related or the same topic and. In addition to this, English teachers can use cooperative learning activities to improve reading skill and encourage students to have positive attitude towards cooperative learning in reading English. Because reading is fundamental for everyone to be successful in education and increase students' reading ability, the researcher more specifically wants to study this grade level. In the study the researcher has planned to focus on governmental school of grade nine students and did not have enough skill to understand the text material. In addition to this, because reading is fundamental for everybody to be successful in their lesson and to have good ability in language learning as

well as it is critical in individual educational successes, without adequate text book reading comprehension, students may struggle in many subject areas

1.5. Scope of the study

In the study the researcher has planned to focus on governmental school of grade nine students in the regional state of Amhara in North Wollo Kobo Town Administration particularly Kobo Ewuket chora Secondary School with a population of 756 students and the participants were 189 students among the total population as well as eighteen English teachers of the school who teach in and the study is also bounded only in reading skill rather than focusing on the other areas of language skills such as writing, listening and speaking because reading is the most fundamental skill of learning.

1.6. Limitation

This study was conducted in kobo Ewuket chora secondary school to assess the practice of cooperative learning in reading comprehension grade nine students in English language classroom. The researcher encounter different kinds of limitations during the study for example there was no internet connection to get the necessary literature and the current situation was also very challenging to communicate with my thesis advisor as well as the area was complicated due to a war that happened suddenly and very hard to collect the essential data for the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Introduction

In this part, a brief review of the related literature to the major topic of the study was made. The study consists of what is reading? Types of reading, what is comprehension? Level of comprehension, three phases of classroom approach reading to reading, factors affecting reading comprehension skills, what is cooperative learning? Cooperative learning techniques, characteristics of cooperative learning, advantages and disadvantages of cooperative learning, Teachers' role in cooperative learning, and Students' role in Cooperative Learning are discussed.

2.2. What is Reading?

Reading in the early works on EFL/ESL was viewed as merely a decoding activity. Carrel (1988:2) says that reading involves "reconstructing the writers intended meaning through recalling the printed letters and words, and building up meaning for a text from the smallest textual units at the 'bottom' (letters and words) to larger and units at the 'top' (phrases clauses, inter-sentential linkage).

Due to its emphasis on lower- level process, such as letter and word recognition so as to extract meaning from text, the procedure is called BOTTOM up or DATA PROCESSING as cited in Nuttal, (1982), and Shaw, (1993). The bottom- up process view was opposed by the other top-down process. This was initially proposed by Good Man, (1967). This model considers reading as a "psycholinguistic guessing in which the reader constructs as best as a message can be encoded by the writers as graphic display," (Good Man cited in Carrel (1988:2)

According to Carrel and Easter hold, (1988),and Wallace, (1992), a text either written or spoken doesn't carry meaning by itself, rather, the text only provided instructions for readers as to how they have to retrieve or construct meaning depended on their previously acquired knowledge or schema. As Celce-Murcia, (1991) notes, although it advocates the role of the readers, contribution in the reading process, the top-down model of the reading has its own drawback. For example, Eskey (1988:93) argue against over reliance of the prominent advocates on the top-down model on the following ground:

The top-down model tend to emphasize such high-level skills as the prediction of meaning by means of contextual clues or certain kinds of background knowledge at the expense of such lower skills as the rapid and accurate identification of lexical and grammatical forms. The model they promote is an accurate model of the skillful fluent reader, for whom perception and decoding have become automatic, but for the less proficient, developing reader-likes most second language readers. This model doesn't provide a true picture of the problem such readers must surmount.

Different scholars define reading in different ways, for example, Grellet (1981:3), defines "it is an understanding of written text which means extracting the required information from it as efficiently as possible. "Nuttal (1996:40) also notes that "It is impossible to have a good idea of the writer's message without understanding the main sense of every sentence; however, it cannot be sure to respond confidently. In addition, Ruddel, (1997; 38) describes reading as the act of constructing meaning while transaction is with text. The meaning comprehend from text during this transaction is a result of the combination of prior knowledge and previous experience, the information available in the text or the reader's stand in relation to the text and immediate anticipated social interaction and communication. William Grabe (2009:14) stated that reading is the process of receiving interpreting information in language via the medium of print. Johnson (2008:3), reading is the practice of using text to create meaning.

2.2.1. Types of Reading

There are various types of reading such as recreational, study-type & survey.

Recreational type of reading involves learners reading texts for enjoyment and to develop general reading skills. For example. The students read as many different kinds of books such as journals, newspapers and magazines for pleasure and only needing a general understanding of the contents.

Study-type reading which usually requires the reader to have concentration to the text and search for essential ideas and details is what is needed in the language classroom.

Survey reading involves covering a large amount of text to have a general idea of its content. In such cases, the students may first skim the material to grasp the target point. The students may

then try to find out details that motivate or exemplify that point. According to Williams (1984), reading has been classified into getting general information from the text, Getting specific information from text and getting information for pleasure or interest.

2.2.2. The purpose of Reading

Reading is an activity with a purpose. A person may read to gain information or verify existing knowledge. It also plays an important role in civic life. Through reading, the individual keeps informed on the political, social, and economic and cultural problems of his or her country. Reading affects our attitudes, beliefs, standards, morals, judgments, and general behavior. It shapes our thinking and our actions. The purpose of reading is to correlate the ideas on the text to what you have already known. The reader must understand about the subject that he or she read to connect the ideas.

According to Grabe William and L. Fredrik (2002), the category of purpose of reading includes: reading to search for simple information, reading to skim quickly, reading to learn from text, reading to integrate information, reading to write, reading to critique texts and reading for general comprehension.

According to Kirby (1988,), rich in reading comprehension has distinguish two major approaches to sources of reading problem. The first approach is traditional approach, which focused on that poor readers either lack specific recognition of words, encoding meaning of sentence or making inferences. Therefore, the only correct way towards competent reading comprehension performance consists of improving skills. The second approach focuses on purpose of reading strategies and styles. It suggests that poor readers either already possess the required skills to be efficient readers or could enhance them relatively easily if they were taught to adopt the correct strategy for reading.

Purposes of reading are not only for students, but also the people in general. Students must read extensively to get information and knowledge of social living. It can help a person keeps informed on the social, political, and economical problems of his or her country.

2.2.3. Reading Techniques

There are many techniques that we can use to make our reading easy. According to Mikulecky and Jeffries in Rahmad (2008) stated that reading can help much more if we can read well. The techniques are:

Scanning: is a skill that requires that you read quickly while looking for specific information. To scan a reading text, you should start at the top of the page and then move your eyes quickly toward the bottom. Generally, scanning is a technique that is helpful when you are looking for the answer to a known question. Scanning is a technique often uses when looking up a word in telephone book or dictionary to search for key words or ideas. The steps in scanning are

State the specific information you are looking for, try to anticipate how the answers will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers

Use headings and any other ideas that will help you identify which sections might contain the information you are looking for, selectively read and skip through sections of the passage.

Skimming: is the most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read. Skimming is it is a technique used to grasp the main ideas of the text quickly. Steps in skimming are

Read the title, read the introduction of the first paragraph, read the first sentence of every other paragraph, read any headings and sub-headings, read the summary or last paragraph

2.2.4. Teaching Reading

As one of language skills, reading has an important role. For example, nowadays there are a lot of magazine, and internet, we can find some articles in the form of English too.

Ur (2009) states that sometimes we find the reading text easier to understand since our level of English is obviously too high. But for the leader, the purpose could probably have been easier because of the preparation of topic and vocabulary which was provided through some questions related to text.

It has been explained above that reading is a complex process; it is not only to read the text but the reader must be able to comprehend the writer's message so the reader can express their idea, infer conclusion to obtain information. The important of reading, the teaching of reading should be started as early as possible.

A major aim in the teaching of reading is to get students use their knowledge to help them with their comprehension of reading text. There are some basic steps to teaching reading for the purpose to develop students' comprehension. Activate or develop background knowledge necessary for understanding the text. Set purpose for reading (identify information to be searched for question to be answered, prediction to be verified.) Have students read for these purposes

Have students how in some way (by answering question, summarizing, reading relevant information aloud) whether they have met the purposes. Give students feedback about their comprehension performance

2.2.5. Stages of Teaching Reading

In teaching reading, there are numbers of steps or stages which can be applied by the teacher to achieve the objectives stated and to make the students effective and skilled reader. There are three stages of teaching reading: pre-reading, while-reading and post-reading.

2.2.5.1. Pre-reading

According to Williams (1984), the pre-reading tries to introduce and arouse interest in the topic, motivate learners by giving a reason for reading, and provide some language preparation for the text. To help preparing pre-reading work, questions that the teacher is able to ask his/her self, what knowledge, ideas or opinions might the learners already have on the text topic, and how can this knowledge be drawn out and used? Why should anyone want to read this text, can same or similar reasons be generated in the learners?

While doing pre-reading exercises the students should see all the tasks before reading the text. The following questions may be used:

Guessing the text judging by the title, thinking about the names, figures or dates (if there are any) in the story, remembering/ recalling ideas about the subject that they are going to read about.

2.2.5.2. While-reading

This stage draws on the text, rather than learner's ideas of previous reading. According to Williams (1994:38), the aims of while reading is as follows: to help grasping of the writer's purpose, to help making out of the text structure, and to make clear text content. Parkin and Sindell (1992:52) suggest the use of a variety of pre-reading activities like: introducing the subject by discussing what the students already understand, forming a glossary of key terms on the glossary, and compiling a binder of difficult vocabulary as an ongoing project in the class. While-reading or during reading knowledge of the organization of a particular text and of common textual signals can help a reader identify important information as well as relationships between ideas in the text. Several activities can be done in this stage. Those are

Asking simple wh-questions, completing a table, making a list. In this step, the students read the text quickly and do the tasks, while the teacher checks them. After finishing the activities, the teacher provides the tasks which are given after the students read the text. It can be done by giving true or false statements with reason, giving with new words by deducting the meaning from the context.

2.2.5.3. Post-Reading

The aims of post-reading work are: to consolidate or reflect up on what has been said to relate the text to the learner's own knowledge, interest or views (Williams 1984:38) and to integrate other skills (Atkinson et al. 1996) post-reading work should thus contribute, in a coherent manner. The three stage approaches are assumed to: increase reading speed and develop scanning ability, sensitize students to text structure and develop strategies for dealing with unknown vocabulary. In this stage the following activities can be done. Retelling the content of reading text, in this case, the teacher is going to know the students preparation in mastering reading text. The students retell the content in their own words, summarizing the content. It can be done by using the key word to summarize the content of the text, giving other suitable communicative activity in the form of jumble sentences. In this case, the students will give a response to the problem found in the text. During this activity, the students do the task by the teacher, while the teacher monitors and check the whole groups, matching each sentence of the jumbled summary with the correct paragraph, finding the most important sentence of the paragraph.

2.3. What is Comprehension?

Reading comprehension has been also defined in many ways by different intellectuals, (1972; 26) defined”.....comprehension is the part of communication process of getting the taught that merge in the author’s mind into the reader’s mind. According to Alderson (200; 7) Reading comprehension is an understanding of meanings that are not stated.”

Level of Comprehension

As Ruddel (1997:68-69) explains every methods text has a section on ‘‘ level of comprehension’’ which focuses on the three levels. These are

Literal Comprehension

Meaning derived from’’ reading the lines’’ in which the reader constructs meaning that accurately reflects the author’s intended message. Literal comprehension is text explicitly that is, answers to literal questions require reader understanding of ideas stated directly in the tex

Interactive Comprehension

Meaning derived by reading ‘‘ between the lines’’ in which the reader perceives author or understands the relationship between elements that are not stated directly. Interactive comprehension is text implicit; answers to interpretive questions require the reader to draw conclusion response to understand cause-effect relationship or comparisons, perception of symbolic use of language and ideas.

Applied Comprehension

Meaning derived by reading ‘‘beyond the lines’’ in which the reader understands unstated relationships between information in the text and information in his/her knowledge base. Applied comprehension is schema-implicit or experience based; if you prefer, answer the questions, at this level require integration of new information into the reader’s previous fund of knowledge, from which new relationship emerges. The three level of comprehension constitute a hierarchical arrangement of the quality of meaning a reader constructs during and after encounter with text. The goal of comprehension instruction is to teach students how to achieve all the three levels (Adopted from Ruddell, 1997; 68-69).

2.3.1. Factors Affecting Reading Comprehension Skills

2.3.1.1. Desire or interest and motivation of the learners

If readers find the material uninteresting, he/she will have difficult time focusing on the reading. This could result in a lowering of reading comprehension level. On the contrary, if students find the material is interesting, they will better understand it and only if they remember it more clearly. Therefore, to this effect, students are able to retain and recall what was read and developed the intellectual process such as analyzing, reasoning, comparing, generalizing, and inferring. And they hopefully learn and improve the skill. And educators can keep readers motivated by providing interesting pieces throughout the students' class time.

2.3.1.2. Knowledge of language

Alderson (2000; 30) explains if readers do not know the language of the text, then they will have great difficulty in processing of the text. It has always been assumed that learners must first acquire knowledge before they can read.

2.3.1.3. Knowledge of Text Type

Again Alderson (2000; 39-40) point out knowing how texts are organized. What sort of information to expect in what place as well as knowing how information is signal and how changes of content might be marked has long thought to be of important in facilitating reading?

2.3.1.4. Content Difficulty

If learners know nothing about the topic of the text, one will find it difficult to process, such as common sense approach cannot explain how readers can learn new information, and indeed understand texts in unfamiliar areas. Moreover Durkin (1974) further states that the complexity and density of ideas, the rate at which they are presented, the vocabulary chosen to express them enter into every situation of successful or unsuccessful comprehension.

2.4. Some steps to improve Reading Comprehension Skills

According to Grellet (1981), and Langan, (2003), there are sequences of reading comprehension skills that are widely recognized as essential for basic and advanced comprehension. The first six are concerned more with literal levels of comprehension; understanding vocabulary in context, recognizing main idea, identifying supporting details, recognizing main idea and central ideas,

understanding relationship that involve addition and time, understanding relationship that involve examples, comparison and contrast, and cause remain skills cover the more advanced, critical levels of comprehension; distinguishing between facts and opinions , making inferences, identifying author's purpose and tone, and evaluating arguments.

2.5. What is Cooperative Learning?

Researchers gave different kinds of definitions to the word cooperative learning Johnson and Johnson (2000) defined that it is a generic term that refers to varieties of methods for organizing and conducting classroom instruction. They also said that cooperative learning is the process of using small groups so that students work together in order to increase their knowledge in the area. Similarly Kagan mentioned that cooperative learning is fruitful teaching strategy in which small teams with different level of ability and utilize different activities to empower their understanding of a lesson. Within the group each member is responsible to the work of the group as well as helping to each other to bring a common goal. Thus, creating an atmosphere of achievement. Students work through the assignment until the group members successfully understand and complete it.

Johnson, Johnson and Monson, (2012) conceptualized cooperative learning as a new paradigm of teaching that involve creating the conditions under which student can actively discover and construct their own knowledge, having students work together cooperatively to do so as learning is a social (not an individual) process, creating personal relationships among students, developing the competencies and talents of all subjects, and motivating students through intrinsic

As a learner –centered method, cooperative learning is a teaching method by which learners study by helping one another in small groups in their learning process to achieve a common objective (Aclkgoz 2003). Cooperative learning as a concept consists of several instructional methods in which learners study a language in small groups of 4-6 and group performance is rewarded in several different ways (slavin, 1988). Cooperative learning is an in-class learning approach which is used to help learners develop a positive image both for themselves and their peers and to improve problem solving and critical thinking skills to encourage learners in terms of social skills based on cooperation (Gomleksiz, 1993)

There are differences between learners studying in groups and cooperative learning method. In group-work, learners can sit around a table while studying, but they cannot communicate with each other independently while studying together. Therefore, small study groups cannot affect each other positively. That is why their communication can be considered to be individual learning. Then, in cooperative learning, learner's efforts are rewarded as a group. To illustrate if learner groups are to do an assignment, if only one student does that whole task, and studies without the help of the others, this cannot be considered as a group work based on cooperative learning method.

In cooperative learning groups, sense of responsibility means that group members materials prepared should know that materials prepared by all group members are the sake of the success of the group. The learners in these groups do not need to learn how to cooperate since teachers manage the organization and structure of the groups (Johnson and Johnson, 2002). In order for a group work to be cooperative one, learners should be aware of the fact that they need to study to maximize their own and other group members learning since the performance of cooperative learning groups is possible only when each individual struggles for the benefit of all group members.

James A. Duplass (2006) believes that cooperative learning incorporates the following eight basic features.

- **Teacher supervision:** The instructor should always monitor the group activity in order to make sure that learners are not veering too far off the assigned task. Also the instructor should also be available for answering questions raised by the learners and guiding them through the discussion.
- **Heterogeneous Groups:** groups of diverse levels of ability and from different backgrounds should be created.
- **Positive interdependence:** to achieve positive interdependence the group should work towards a reward or final learning objectives.
- **Face to face interaction:** the teachers should encourage the learners to use verbal and nonverbal communication to explain learning materials to each other or deal with problems encountered.

- **Individual accountability: learners** are assigned specific roles in the group to ensure they are accountable for completing their tasks. In addition, each member of the group should assist the whole group in meeting the learning outcomes
- **Social-skills:** cooperative learning promotes social skills such as speaking in appropriate manner, being respectful, and wisely utilizing the time allocated to a task.
- **Group processing:** Learners should reflect on the way the group functioned during learning activities.
- **Evaluation:** Assessment can take the form of both individual and group assessment.

Review of related literature indicates that two main theories guide the studies related to cooperative learning. The first theory is constructivism which emphasizes the need for the learner to actively participate in the teaching learning process. According to Hein (1991) the term constructivism refers to the idea that learners construct knowledge for themselves, individually and socially as they learn. The second is the theory of motivation which suggests that it is not only instructional style that influences a student academic performance, but how much that individual wants to succeed. Woollfolk (2006). Defines motivation as internal states that provides guides and sustains behavior. Motivation can either be intrinsic (internal stimuli), at times it might be necessary to provide students with incentives for accomplishing a task, but ideally we should attempt to nurture our students to be intrinsically motivated.

In cooperative learning method, the realization of individual objectives is dependent on the overall success of the group. Therefore the ones who want to be successful are forced to help other group members. Wilkinson (1994) states that cooperative learning enables fast learners to help respectively slow learners in terms of improving their skills. According to cooperative learning group is a whole entity and all the members are responsible for the success or failure of the group.

2.5.1. Cooperative Learning Techniques

The learning techniques to be used in the classroom environment need to be chosen considering lesson objectives, subjects, learners, achievement levels, their skills and available amenities. If teachers and learners are not experienced in using cooperative learning techniques, they had better choose more-well-structured techniques (Slavin, 1980; Yildiz, 1999). In this study ‘‘ Ask Together-Learn Together’’ is used because this technique consist of instructional tasks which

help the development and evaluation of comprehension skills. Techniques of Ask Together-Learn-Together According to Aclkgoz (1992), it is based on the principle of sheer cooperation among learners and it does not give the opportunity to do nothing. This technique gives reward, and face to face promotive interaction. In Ask Together-Learn Together Technique, the following materials could be exploited

-**Reading Texts:** some sections taken from books, stories, or notes prepared by the teacher can be used as reading materials.

-**Theme sheets:** this is a paper on which important points to be considered during reading are listed.

-**Group presentation and evaluation form:** It is developed by the teacher to evaluate group presentations in terms of content and organization

-**Examination;** It consists of multiple choice or short response questions which are about the subject.

The following are the suggested steps to be followed while carried out the technique of Ask Together- Learn Together

1. **Organizing groups-** groups ideally should consist of 3-4 learners. It is important to organize groups heterogeneously based on their skills, level of achievement, gender, and their socio-economic status.

2. **Reading-** each learner reads the related text or section individually and silently. The teacher might inform the learners about the important points to be considered during reading or the themes.

3. **Preparing learner Questions-** it is the step at which learner are expected to prepare questions about the reading or the themes. The teacher grades each questions based on their level and accuracy, which is necessary to monitor the performance of each learner

4. **Preparation of group questions:** having prepared individual questions, members come together to prepare the group question. Learners are expected to explain the positive and negative aspects of each question to one another rather than tagging them as bad or good. In order to make

sure learners participation, learners are given roles in turn such as recorder, postman, reporter, debate leader and invigilators or monitors.

5. **Sending Group Questions:** the question prepared by the group is written on a card and sent to another group chosen randomly by a student with a role of a postman.

6. **Responding to Group Questions;** this is another step requiring the cooperation of group members. The fact that each group has only one question card is necessary due to positive interdependence.

7. **Presenting responses to the class:** by means of spokes people that they have chosen, the group present their response to the question they have to the whole class in order to guarantee the learning of everyone in the group, the spokespeople can also be chosen by the teacher rather than the group members.

8. **Evaluating Group Presentations:** The performance of the spokespeople is evaluated by the teacher or the other students. The teacher might give a form for this and after the evaluation process; a point is given to the spokespeople and the group.

9. **Whole –class Discussion:** after the groups have completed the presentation, the teacher can start a discussion by summarizing the subject. During the discussion it is aimed to clarify the points that could not be focused on and not understood completely.

10. **Testing-** After the session is completed, all students take an exam individually, the points gathered from the exam and their presentations are summed up and a group point is measured by comparing group points to previously defined criteria and a scale, groups are given rewards which are decided in advance such as “very good; not bad”.

2.5.2. Teachers’ Cooperative Learning Strategies

Foyle and Lawrence (1980.p.2-3) identify the basic steps involved in successful implementation of cooperative learning activities.

- 1) The content to be taught is identified and criteria for mastery are determined by the teacher.
- 2) The most useful cooperative learning technique is identified, and the group size is determined by the teacher
- 3) Students are assigned to groups

- 4) The classroom is arranged to facilitate group interaction
- 5) Group processes are taught or reviewed as needed to assure the groups run smoothly
- 6) The teacher develops expectations for group learning and makes sure students understand the purpose of the learning that will take place. A timeline for activities is made clear to students.
- 7) The teacher presents initial materials appropriately using whatever techniques he or she chooses.
- 8) The teacher monitors student interaction in the groups, and provides assistance and clarification as needed the teacher reviews group skills and facilitates problem solving when necessary.
- 9) Student outcomes are evaluated; students must individually demonstrate mastery of important skills or concepts of the learning. Evaluation is based on observations of student performance or oral responses to questions; paper and pencil need be used.
- 10) Groups are rewarded for success. Verbal praise by the teacher or recognition in the class newsletter or on the bulletin board can be used to reward high-achieving group

2.5.3. Characteristics of Cooperative Learning

2.5.3.1. Heterogeneity and Group size

Carefully designed cooperative learning teams can maximize the performance of each team member. For well-structured organized teams, teachers should not allow students to self-select their team members. They should rather plan the heterogeneous team to be made up of students who have different ability levels, Stahl (1994) elaborated that teachers should organize the three-four or five members of groups so that students are mixed as heterogeneously as possible. First according to academic abilities and then on the bases of ethnic backgrounds, race and gender, students should not be allowed to form their groups based on friendship or cliques. When groups are maximally heterogeneous and the other essential elements are met, students tend to interact and achieve in ways and at levels that are rarely found in other instructional strategies. Moreover, Hailu, Solomon and Desta (2011). Found that heterogeneous small group cooperative strategy opens door for greater interaction through which negotiation of meanings sharing of ideas are enhanced. They further stated that heterogeneous small-group enables students to develop the sense of responsibility, leadership and managerial skills in the process of learning. Regarding

group size, since it has a marked impact on the number of lines of communication and nature of interaction among cooperative teams. Team's of 4-5 is ideal Kagan (1989) as cited in Issacs

2.5.3.2. Assigning Roles

Each member is assigned complementary and interconnected roles that specify responsibilities that the group needs to complete the joint task. Teachers create role dependence among students when they assign them complementary roles such as reader recorder, checker of understanding, encourager of participation and elaborator of knowledge, such roles are vital to high quality of learning (Johnson and Johnson, 2009). After group members are structured into heterogeneous abilities, small groups and receive instruction and different roles from their teacher. A student within the group cooperative with one another and work through the task until each team member successfully understand and completes the team task.

2.5.3.3. Sufficient Time

For the desire behavior to be realized, students in cooperative learning should be given appropriate time in the issue they are given to discuss. Similar to this idea, Stahl (1994) said that each student and group should be provided the amount of time needed to learn the target information and abilities to the extent expected, moreover, Johnson and Johnson (2011) further explained the cooperative learning teams should be provided enough time for the students to function as a team where they learn to rely on, cooperative with and learn from one another without adequate time, students may become frustrated and not function well as a team.

2.5.3.4. Clear Instruction

According to Johnson and Johnson (2011), to cooperative learning teams to be effective teachers are required to give the team a set of well-defined and explicit instructions or guidelines before they begin each team activity so all team members know what is expected of them, their roles, and how they should work within the team. In addition Stahl (1994) also said that teachers need to state directions or instructions that describe in clear, precise terms exactly what students are to do, in what order. With what materials, and when appropriate, what students are to generate as evidence of their mastery of target content and skills. These directions are given to students before they engage in their group learning efforts.

2.5.3.5. Clear Set of Specific Student Learning Outcome Objectives

Teachers should begin planning by describing precisely what students are expected to learn and be able to do on their own well beyond the end of the group task and curriculum unit. Regardless of whether these outcomes emphasizes academic content, cognitive processing abilities, or skills, teachers should describe in very unambiguous language the specific knowledge and abilities students are to acquire and then demonstrates on their own learning (Stahl 1994).

2.6. Advantages and disadvantages of Cooperative Language Learning

2.6.1. Advantages of Cooperative Learning

Many studies have emphasized the effectiveness of cooperative learning within groups for reading comprehension; Almanza (1997) made the comparison between the effectiveness of cooperative learning in small groups as opposed to the whole classroom when instructing the use of directed reading-thinking activities during reading.

Cooperative learning offers many advantages in language classroom setting, such as reducing anxiety, increasing motivation, and assisting in the development of the language skills of learners, cooperative language learning helps teachers create a positive affect classroom atmosphere in which psychological barriers, such as student anxiety are lowered and self-confidence and self-esteem are increased (Crandall, 1999; Dornyei, 1997; Oxford, 1997). As Crandall (1999) states, students anxiety results from the fear of making mistakes especially when they are asked a question to be answered in individuals. When students are allowed to study together, they have more time to think, to share their opinion with other students, receive feedback from them, and correct any mistakes. As result, their anxiety level is reduced, and they become willing to participate in answering the questions of the teacher. This often results in enhanced self-confidence and self-esteem (Crandall, 1999; Dornyei, 1997).

One of the other reasons of anxiety is interpersonal competition among students. Interpersonal competition may take place in traditional classes and causes high anxiety, poor communication among students, a sense of uselessness. However, in interpersonal competition, which is provided by cooperative learning, anxiety is reduced, interaction among students increase and student confidence is enhanced. In interpersonal competition the goal is winning whereas in intergroup competition the goal is group success (Johnson and Johnson, 1994)

In cooperative learning groups students assist their classmates in learning. Because each member of the group is responsible not only for his or her own learning but also for other members learning. Students support each other. With support, shy, insecure or uninterested students are of motivated (Crandall, 1999; Dornyei, 1997). In addition, because the groups have specific goal to achieve and sometimes reward to win cooperative learning activities are enjoyable for students, enjoyable activities encourage students to participate in lessons; hence they contribute to motivation (Crandall, 1999). Cangelosi (2000) concluded that engaging students in cooperative learning activities, especially those which focus on problem solving, promotes intrinsic motivation which is crucial in learning. Cooperative language learning empowers learners to acquire increased language skills (Cranadall,1999; Jacob, Rotenberg, Patrick and Wheeler,1996; Richards and Rodgers,2000).because cooperative language promotes interaction, learners have more opportunity to listen to , talk and produce the language (Crandall,1999) which means more practice in the target language (Devillar,1999)

2.6.2. Disadvantages of Cooperative Learning

As Sharan (2010) describes that because Cooperative Learning is constantly changing, there is a possibility that teachers may confused and lack of understanding of completion method. The Cooperative Learning cannot be used effectively in many situations. Also teachers can get into the habit of relying on Cooperative Learning as a way to keep students busy. Teachers believe Cooperative Learning could be challenged from students who believe that they are being held back by their slower teammates or by students who are less confident and feel that they are being ignored by their team.

Student often provide feedback in the form of evaluations or reviews on success of the team work experience during Cooperative Learning experiences. Peer review and evaluations may not reflect true experiences due to perceived completion among peers. Students might feel pressured into submitting inaccurate evaluations. To eliminate the concerns, the confidential evaluation processes may help to increase evaluation strength.

After exploring the benefits and the limitations of Cooperative Learning, it is necessary to find out the attitude of teachers and students towards Cooperative Learning.

2.7. Teachers' Attitudes towards Cooperative Learning

To recognize the attitude of teachers to Cooperative Learning, then it is necessary to fully understand the feelings of teachers towards Cooperative Language in classroom, how useful is Cooperative Learning in classroom activities, and how effective factors such as happiness and boredom are influenced by Cooperative Learning.

Studies in Cooperative Learning related to teachers' attitudes, Kutnick et al. (2005) explained that teacher believed in the benefits of teamwork but teachers control can lost. However, Ares et al, (1992) stated that this kind of strategy can be challenging because it shares responsibilities and communicating with each other

2.7.1. Teachers' Roles in Cooperative Learning

The teacher is'' no longer a lecturer or transmitters of material, but rather a facilitator of learning who focuses on the learning process by encouraging cooperation among the students (Bejarano,1987,p.485). In the role of facilitator, the teacher gives students the opportunity to learn the material by themselves while helping them if need arises. Teachers interact with students, encourage them to solve the problems they encounter by thinking skills, give feedback, clarify difficulties and emphasize as a facilitator (McDonell, 1992)

Teachers in cooperative language classroom are also observers. They listen to the learners while they are studying in cooperative group to discover the needs, interests, problems, and strengths of learners. These observations help the teacher gather information about the learning process of the students, and organize the plans and activities according to this process (McDonell, 1992). Teachers as observers also may intervene in the cooperative group activities if students in the group need assistance or redirection towards the objectives of the given tasks (Sharan, 1994). In order to achieve the objectives of cooperative language learning and provide maximum benefit , teachers have to create well-structured tasks, set the goals of activities clearly, organize groups and assign students to different roles and select suitable materials to be taught (Johnson and Johnson,1994). The success of all these preparations and effectiveness of cooperative language learning depend on the belief and the attitude of the language teacher towards cooperative language learning.

Using cooperative learning does not alter the teacher's roles in negative ways such as sitting around and doing nothing in their classrooms. Cohen (1998) believes that teachers must keep their students interdependent, autonomous, and self-directed. To fulfill this, Cohen believes teachers must monitor their students; teacher's monitoring keeps students on task and working effectively. Johnson and Johnson (1994) believe that teachers must know how and when to structure students' learning goals cooperatively, competitively, or individually because such structuring is the most important aspects of teaching.

Moreover, Johnson and Johnson (1986) postulated five teacher roles in structuring cooperative learning strategies as follows: teachers must determine the objectives for the lesson, they must distribute students in learning groups before the class is started teachers must explain the task and goal structure to the students, teachers must monitor groups during cooperative learning and intervene to assist students when they need assistance to improve interpersonal and group skill and teachers must evaluate the achievement of students and provide the evaluation to them.

2.7.2. The Effectiveness of using Cooperative Learning in Reading class

When students work together to master material presented by a teacher, the interaction among them can rouse deeper processing of material by individuals by encouraging peers to explain, elaborate, organize and generate alternative examples and analogies (O'Donnell,1999).This definition between independent learning and learning with a peer is a focus of cognitive processing, Winne(1995 b) argues that in independent learning the scope of information available to learners is limited to two sources.

The learners' cognitive resources and the aggregate of information fixed in the sources of information the students consults during study books, databases, and physical apparatus. (p.224). in a social context, the information is expanded because peers or tutors offer information beyond one's own information through elaboration and organization. Therefore the peer learning experience elaborates on and organizes the process of adding information to material being learned. (Schunk, 2004)

In cooperative learning setting of reading classroom, students help each other to decode words and to recognize words accurately and rapidly. Thus they will use little of their working memory to do these basic cognitive tasks and most of their working memory capacity to comprehend the

task. Furthermore, cooperative group members may use their background knowledge to comprehend the task by relating events in the passage to their own experience. Then a student with sufficient knowledge of the task's topic can elaborate on the task to other group members to make unclear points clearer, giving examples, etc.

In sum, there is significance evidence to support the use of cooperative learning in the classroom to improve students' cognitive processes in order that they master new information.

2.8. Students' Attitudes towards Cooperative Learning

According to Ajzen and Fishbains (1980) theory of reasoned action'' attitudes are a function of beliefs'' (p.7) based on this theory, believing that performing a task will result in mainly positive outcomes. Result in taking an unfavorable attitude. Therefore, if participants believe that, for example, cooperative methods will have a significant effect on their reading comprehension, then this method will be to their benefit. Attitudes once formed can shape the way students think, understand, feel and behave.'' Attitudes and beliefs are a sub set of a group of constructs that name, define and describe the structure and content of mental states that are thought to drive a person's actions.'' (Richardson, 1996; p.102) as cited in Rimm-Kaufman and Sawler, (2004).

The evaluation of students' attitude may provide new insight into the way these attitudes may hinder or facilitate learning. To recognize the attitude of students to Cooperative Learning, then it is necessary to fully understand the feelings of students towards Cooperative Language in classroom, how useful is Cooperative Learning in classroom activities, and how effective factors such as happiness and boredom are influenced by Cooperative Learning.

Feichiner and Davis (1984) found that students were dissatisfied with group work; Students dislike a group activity in the classroom. McManus and Gettinger (1996) added that students in their study reported that they were most dissatisfied with the conflicts in the group when they work together. Phipps, Kask and Higgins (2001) discovered that less than one –fifth of students in their sample perceived that group work positively impacted their learning.

However, Carlsmith and Cooper (2002), Meyers(1997); Psychgl, Clark and Abarbarel (1999); Thompson, Vermettoo and wisniewski (2004) pointed out that there is effectiveness in students participation and productivity. Johnson and smith (1998) agreed that achievement efforts and

positive relationships between students occur when teachers use Cooperative learning. It is obvious that students did not like to work in groups but they will see the effectiveness of studying in the classroom when they help each other to solve problems, somehow if students do not have confidence to ask teachers by themselves, they can ask peers instead.

2.8.1. Students' Roles in Cooperative Learning

The roles of the students in cooperative language classes are significantly different from their roles in the traditional teacher centered classrooms. The students in cooperative language learning classrooms are “no longer trying to impress their teacher but are busy learning activity.” (Bejarano, 1987). The primary role of the learner is to contribute to the completion of the group tasks while collaboratively working with the members of the group. Because they are taught how to organize their study to keep their group working and to Monitor and assess their learning process, they become the director of their own learning (Hertz-Zazarawitz, 1992; Richards and Rodgers, 2001). Students organizing their own learning, become autonomous learners (Dornyei, 1997; Jacobs, Power and Inn, 2002)

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Design and Method of the Study

This study is a descriptive research design method because the main purpose of the study is to assess the existing situation of the practice of cooperative learning on students reading comprehension. Moreover it is used to explain the present conditions because it is based on real evidence which is happening in the classrooms. In addition to this descriptive research is important to get relevant data with the intention of describing the nature of existing conditions. Singh, (2006) states that ‘ ‘ descriptive method’ ’ solves the problems of various aspects of the school that are teaching methods, learning objectives and the like. Thus research design helps the researcher to describe what is happening currently in the classrooms related to the practice of cooperative learning on students reading comprehension and the attitude of students and teachers towards cooperative learning on reading by collecting relevant data through classroom observation and questionnaire.

3.2. Data Gathering Instruments

To collect relevant data for this study, two basic instruments were used, these were: classroom observations and questionnaires. Both instruments were prepared for teachers and students. Classroom observations were conducted to gain real and ample information regarding to the practice of cooperative learning in reading classes.

3.2.1. Classroom Observation

Classroom observation is one of the main instrument that the researcher used to collect the relevant information conducted in the classroom and it is a type of direct non-participant class room observation because it helps the researcher to observe events happening in front of his eyes without interacting with the subjects of the observation and involving into the teaching learning process as well as collect relevant information for the study. In addition to this, Sara and David, (1986). Stated that classroom of observation enables to identify how often the strategies are happened or occurred in that classroom to teach reading in English and to provide more detail

and precise evidence, to stimulate the change and verify that the change occurred, and to assure the naturalistic class room setting.

Before the observation began, the researcher contacted the director and head of the department for permission. The researcher received the list of teachers' names under the English department. Because teachers were low and manageable in numbers, no need of using samples in the study, so the researcher intended to include the 18 grade nine English teachers to the class observation. The class observations were conducted in 2 weeks during English classes and the reading comprehension period particularly.

The researcher used a check list to identify the ways; teachers utilize or promote cooperative learning to develop students' reading comprehension. The check list focused on how teachers use the different methodological procedures, strategies, step as well as basically techniques in teaching reading in the classroom. The points in the checklist were designed based on the review literature to give response to the research questions of this study. Furthermore, the researcher found 22 reading lessons to be given for students in a semester in grade nine students' text book. From these lessons, representative sample of reading lessons for example, why study English? Welcome to Ethiopia, the karate lesson, the need for a balanced diet, living with AIDS, True stories. And so on. Therefore, the researcher assessed the ways that the teachers utilize to deliver the above reading lessons in the classroom.

3.2.2. Questionnaire

The researcher used this instrument because it is an effective means of measuring the behavior, attitude, preferences, opinions and intentions of large subjects more cheaply and quickly. Both students and teachers were given a careful designed questionnaire to find out the attitudes of teachers' and students' towards cooperative learning in enhancing reading comprehension in English. Thirteen (13) closed ended items were distributed among the participants to determine teachers and students' attitude about employing cooperative techniques in teaching reading comprehension. The questionnaire is a very effective tool since it enables large scale numerical data to obtain over a short period of time and it can also be easily administered.

3.2.2.1. Students' Questionnaire

In this study, students were given questionnaires which were designed for the purpose of finding out students' attitudes towards cooperative learning in English reading classroom. Respondents were allowed to mark an item 'yes' or 'no' and the items were clearly talking about the students' attitude towards cooperative learning.. In addition to this, the researcher explained and gave oral instructions to the representative students about the questionnaires and not to discuss on the items as the response of one student may be influenced by the other.

3.2.2.2. Teachers' Questionnaire

According to Selinger and Shohamy (1980), a questionnaire is widely used in second language acquisition researchers to request information about certain conditions and practices. In particular, to collect data on issues that cannot be observed easily, such as perceptions and self-concepts. It was also used to obtain background information about the research subjects (Koul1984). The researcher's questionnaire consisted of two parts. The first part focused on background knowledge or personal information, i. e. age, level of education and work experience. The second part was about teachers' attitudes towards cooperative learning in teaching reading comprehension in English.

3.3. Sample Size and Sampling Techniques

Based on Gay, Mills, and Airasian (2009) and Kothari (2004) observe that in sampling, 20-30% of the target population is adequate for small population. Thus, the researcher took 25% because it was the mid-point for 20-30. Therefore, 25% of the students (189) respondents were selected from the total population 756 for the study. The information obtained from the record offices of the school, there were 756 students in KSS who were being taught in fourteen (14) sections. Taking into consideration these sections the researcher selected four sample sections and eighteen (18) English teachers for the study using purposive sampling technique method because it captures a wide range of perspectives on the topic and these four English teachers taught all grade nine students in the school therefore the researcher included all grade nine English teachers to the study due to low numbers of teachers besides the researcher recognized that it was better to see the four different teachers performance and to get ample information for the study.

3.4. Reliability and Validity

Before the researcher collected appropriate information through classroom observations and questionnaires, the draft classroom observation check list and the questionnaire were distributed to 10 selected colleagues and 20 students who were from the other sections based on the attendance sheet, but they were not the sample of the study as participants because it helps identify any ambiguity and useless questions. Based on the comments, criticisms, strength and weakness of the items that the colleagues gave, necessary modifications were applied by the researcher and were given to the thesis advisor for further comments, criticisms, and evaluation. At the end, the instruments were applied in kobo administration Town particularly kobo Ewuket chora secondary school.

For this pilot study, the participant subjects were chosen through random sampling technique from ten sections which were not in the sample sections and sample teachers. Moreover 10 English teachers were participants to the pilot study. And the researcher ensured that the participants were fully understood the purpose of the study and the fact that the participants were voluntary, for example, all subjects signed a consent form and all participants were told clearly what the research was about. Items were prepared to identify the ways that teachers utilize or promote cooperative learning to develop students' reading comprehension in English, students' attitudes and teachers' attitudes towards cooperative learning respectively; hence the pilot study was conducted to confirm that the instruments were reliable to collect data for the main study.

Likewise to validate the items, the instruments were checked by diverse means. First the researcher ensured that the items on the observational check list and the questionnaire sheet were pilot tested and also the researcher gained the attendance of participants. Then instruments were given to teachers who have MA in TEFL and they checked the appropriateness of the instruments and commented as well as gave their suggestions. The process increased the validity of the instruments.

3.5. Procedures of Data Collection and Methods of Analysis

To collect the important information of the study, the first step was consulting and introducing the purpose of the study to school director for classroom observations and then arranging

programs with English teachers in order to know the particular period that reading lessons will be presented and when the classroom observation will be conducted. After discussion the classroom observation was made based on the check list prepared with the eighteen (18) English teachers' classes in 2 weeks. Then after, the researcher distributed the questionnaire items to the students in the presence of the researcher to avoid any ambiguity that might affect the study negatively. Before letting them fill the questionnaire, the researcher made a brief description on how to fill the questionnaire and distributed it. After a day, teachers' questionnaire was distributed to the teachers so as to make them give appropriate response to the questions.

For this study qualitative data analysis method was used. The data collected through classroom observations and questionnaires were analyzed using descriptive analysis and the end result of the study was presented by means of numbers and percentages.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This section of the paper illustrated the presentation, analysis and interpretation of the data collected from different resources (respondents). The data of this study were collected from classroom observation, student questionnaire and teachers questionnaire and the questionnaires were distributed to grade nine students a total of 189 in four different sections 54 students in three sections and 27 students in the fourth section with eighteen different English teachers but those filled the questionnaire were the sample participants for the study.

4.1. Background Information of the participants

The focus of this part was to summarize the essential background information to respondents

The background information of student participants in terms of sex, age and grade level is illustrated in table 1

Table 1 Summary of Background information of student respondents' data

Gender (sex)			Ages		
M	F	T	14-16 years	17-19 years	Above 19
86	103	189	152	21	16

As indicated above in the table, there are more female students which is 103 (54.4%) in the school than male students which is 86 (45.5%) and large number of students are under the age of 14-16 years which is 152 (80.4%) . Therefore one can say that the number of female students is high, it motivates them to participate actively in the teaching learning process.

Table 2 Summary of Background information of teacher respondents' data

Sex			Ages			Level of education				Experiences in years					
M	F	T	25-35	36-49	Above 49	Certificate	Diploma	Degree	MA	1-5	6-10	11-15	16-20	21-25	Above 25
12	6	1	5	12	1	-	-	11	7	5	5	-	8	-	-

The above table explains background information about teachers. There are 12 (66%) of males and 6 (33%) female teacher to teach grade 9 students in the school this indicates that there is no balanced allocation of teachers based on genders or sexes. The number of male and female teachers should be equal in the school why because to increase the motivation of female teachers.

From the table above one can deduced that the teachers are matured enough why because 12 (66%) of teachers are under 49 years therefore it is advisable that teachers should not be too old to support students in any case.

We can clearly see that there are 11 (61.1%) teachers who have degree and 7 (38.8%) teachers has master; hence teachers have good knowledge to teach their students as well as there is no certificate and diploma teachers it indicates that teachers are in the process of learning and updating themselves.

The table above indicates that there are experienced teachers who teach in grade 9 for example there are 5 (27.7%) teachers who have the experience below 10 years and 8 (44.4%) who have the experience of 16-20 years. This experience makes teachers to have the expected performance in the teaching learning process.

Table 3 Summary information about classroom observation data

Alternative	Items												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Yes	5	6	9	5	6	6	4	9	18	14	13	6	9
No	13	12	9	13	13	12	14	9	-	4	5	12	9

One can observe that from the table above the researcher conducted a serious classroom observation regarding to how teachers use cooperative learning in teaching reading comprehension in English language classroom.

Item no 1 indicates that from the 18 teachers, 5 (27.7%) teachers used the technique of skimming and scanning the other 13(72.2%) teachers didn't use these techniques. Teachers expected to use techniques of reading to make it easy according to Mikulecky and Jeffries in Rahmad stated that reading can be understood easily through the techniques of reading.

In item no 2, 6 (33.3%) of teacher applied the pre, while and post reading and 12(66.6%) of teachers didn't apply the technique.

In item no 3, the table showed 9(50%) teachers used techniques to search the unfamiliar terms and words in the passage, but the other 9(50%) teachers didn't use this technique so, teachers have to completely use these techniques as it is believed that they played a very important role to comprehend the text definitely according to Grellet (1981) and lagan (2003) reading comprehension skills are widely essential for basic and advanced comprehension understanding vocabulary and supporting details are very important.

In item no 4, the data showed that 5 (27.7%) teachers gave chance for students to practice level of reading comprehension, but 13 (72.2%) teachers didn't give chance for students to practice levels of comprehension, this indicates that students are passive in their learning as they did get the opportunity to show their skill of understanding they are mere listeners as Bejarano, 1987,(p 485) stated that students should learn the material by themselves, but teachers help if need arises.

In item no 5, in the table described 6 (33.3%) teachers used ask together-learn together cooperative learning technique, but the remaining 12 (66.6%) teachers didn't use the technique.

This implies that students may not share their experience to their friends and not learn from one another as well as they may not demonstrate their abilities to classmates. According to Aclkgoz (1992) it is based on sheer cooperation among learners and it give face to face promote interaction.

In item no 6, as it can be observed in the above table 6 (33.3%) teacher arranged students heterogeneously in group during teaching reading, but 13(72.2%) of teachers didn't arrange learners heterogeneously. According to James A. Duplass (2006) believes that cooperative learning incorporates heterogeneous groups and diverse levels of ability and from different backgrounds should be created.

In item no 7, the table indicates that 4 (22.2%) teacher gave enough time to implement cooperative learning in reading classes, 14(77%) of teachers didn't give enough time to implement cooperative learning in reading classes if students don't get sufficient time to accomplish their work of reading they may be frustrated to give complete answers and they may be banned to reach into conclusion as well as they may not comprehend the whole idea given in. Stahl (1994) said that each student and group should be provided the amount of time needed to learn the target information. Johnson and Johnson (2011) further explained the cooperative teams should be provided enough time for students to function well.

In question no 8 above in the table showed 9 (50%) classroom is appropriate in its physical set up example chairs arranged properly in group form, the walls are clean and attractive and the floor is nice to teaching reading as the researcher observed whereas the other 9(50%) of classrooms are not good to the teaching learning process.

In item no 9 above described that the 18(100%) classrooms have large number of students 54 students in each class. Therefore, it is challenging to teach reading in such class sizes and the teacher cannot control the classroom and it is more of burden. If the classroom sitting arrangement is not attractive and suitable for both teachers and students in reading classes it may create disturbance and may be bored to the lesson and students may not follow the lesson attentively. Teams of 4-5 are ideal Kagan (1989) cited in Issacs. Moreover Hailu, Solomon and Desta (2011) found that heterogeneous small group cooperative strategy opens door for greater interaction for learners.

In question no 10 above 14 (77%) teachers used whole class fronted teaching in reading class and 4(22.2%) teacher did not use this technique. During the classroom observation, students in whole class fronted teaching classes are not active to participate but in the other class students clearly show participation and motivate them because the teacher used the pre, while and post reading stages in small groups to share ideas.

In question no 11 in the table showed that 13 (72.2%) teachers provided simple exercise to get information via targeted strategies and 5(27.7%) teacher did not provide simple exercise to targeted strategies. Teachers usually provide simple exercises for their students to see how much they understood the content and to evaluate their understanding and it is clearly supported by the ministry of education. Furthermore Duplass (2006) states that evaluation is one of the basics of teaching and learning.

In question 12 above as it is indicated 6(33.3%) classroom students present their answers to the class through their representatives, but the another 12 (66.6%) classroom students did not present answers to the class through their representatives. The researcher observed that the 3 classrooms were dominated by individuals not group work representatives and it seems lectured method of teaching and the teaching learning process is not in both directions. (Johnson and Johnson, 2009) students should be assigned to roles and receive instruction from their teacher as well as to ensure that they are accountable for completing their task.

In question no 13 the table described that 9(50%) classroom students are active participant, but 9(50%) classroom students did not participate actively and did not give answers to questions. If students did not participate in class we can assume that there will be a bad consequence. Therefore, to this effect students are able to involve actively into the lesson. Alderson (2000;30) explained that if readers do not know the language of the text, then they will have great difficulty in processing of the text.

Table 4 Summary information about students' attitude towards CL in teaching reading comprehension

	Items (questions)												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Yes	99	95	68	73	99	87	65	89	76	99	107	85	95
No	90	94	121	116	90	102	124	100	113	90	82	104	94

Based on the above table it was described that a total of 189 students were given attitudinal questionnaire regarding to cooperative learning in teaching reading

In item no1 99 (52.3%) of students said yes to the question that students have different ability in group tasks, but 90 (47.6%) of students said no to the question. This depicts that students did not understand whether students have differences between them or not. (Gomleksiz, 1993) stated that there are differences between learners studying in groups and cooperative learning method.

In item no2 95(50.2) students gave a positive response to the question sharing equal responsibilities are important whereas 94(47.7%) students responded negatively they did not share responsibilities equally with other students it explains there were students who controlled the teaching learning process and some were neglected by others. (Johnson and Johnson,2002) explained that the performance of the group is possible only when each individual struggles for the benefit of all group members.

In item no 3 from the above table it was clear that 68 (35.9%) of students said yes to the question that low ability students can better work in cooperative learning and 121(64%) of students gave negative response to the item. The data depicts that most students believed that cooperative learning did not help low ability students in their work. Wilkinson (1994) stated that cooperative learning is advantageous in that it helps slow learners to learn from higher learners to improve the social skills of the learners.

In item no 4 above 98 (51.8%) students said yes to the question and 91(48.1%) students gave a negative response but more students support that cooperative learning has its own positive effect to reduce anxieties. (Crandall,1995; Dornyei,1997) explained that when students work together, they share ideas, think more, receive feedback as a result their anxiety level is reduced then becoming willing to asking and answering questions with the teacher.

In question no 5 above 90(47.7%) students responded positively whereas 99(52.3%) students illustrated negative responses to the question asking and answering questions are critically important in the classroom. This implies that there were students who did not like participating in asking and answering questions as well as there were students who did not actually involve in the process.(Slavin,1980; Yildiz,1999) found that ask together and learn together consists of instructional tasks it help the development and evaluation of comprehension skills.

In item no 6 above in the table 87(46%) students said yes whereas 102(53.9%) students gave negative response to the question that learning together increases social skills. Feichiner and Davis (1984) found that students were dissatisfied with group work; students dislike a group activity in the classroom.

Item no7 describes that 65(34.3%) students replied yes and 124(65.6%) replied no to the statement that students can be more active when they did cooperatively. This indicates that students were involving in individual works than team works and they did not have the experience of learning together.

Item no8 above in the table depicts 89(47.0%) students responded by saying yes but the remaining 100(52.9%) students reported negatively to the question that students can better understand main ideas of a reading text when they work with their friends. Almanza(1997) emphasized the effectiveness of cooperative learning within the group for reading comprehension.

Item no 9 in the table above showed 76 (40.2%) students said yes and 113(59.7%) students responded by saying no to the question that students expected to have interest in group reading. It is logical that if students get the material interesting, they will better understand it.

Question no 10 above the table 99(52.3%) students completely said yes to the question but the remaining 90(47.6%) students presented their answer negatively to the item that students share roles in reading tasks is important.

Question no 11 above in the table one can observe that 107(56.6%) of students responded positively and 82(43.3%) students said no to the item that was respecting others opinion is important in group discussion. This information describes more students apply that they respect

their friends during group works when ideas were shared. Learners have more opportunity to listen to, talk and produce the language (Cradall, 1999) which means more practice in the target language.

Question no 12 above in the table demonstrates that 85(44.9%) of students presented their response by saying yes, but the remain 104 (55%) of students replied by saying no to the item that presenting group ideas enhances students' class participation. Here it explained that they had not the experience of presenting ideas in the classroom to increase their class participation.

Question no 13 above clearly depicts that 45 (23.8 %) of students restate ideas in their own words rather than trying to conceive the whole text and 144 (76.2%) of students presented their answers by saying no. it indicates that they did not practice the way of paraphrasing ideas.

Table 5 Summary information regarding teachers' attitudes towards cooperative learning

	Items (questions)												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Yes	11	12	5	10	6	9	4	13	18	11	9	6	5
No	7	6	13	8	12	9	14	5	-	7	9	12	13

Based on the information given in the table above question no1 describes that 11(61.1%) teachers believed that peer interaction in the classroom is essential and it aggravates students motivation but 7(38.5%) teachers responded by saying no to the item

In question no 2 above one can see that 12(66.6%) teachers gave a positive response to the item that group members should be different in ability whereas 6(33.3%) teachers responded negatively. But teachers have to arrange students with different ability. James A. Duplass (2006) described that teachers should practice the habit of using diverse levels of ability and from different backgrounds.

In question no 3 above in the table 5(27.7%) teachers said yes to item that practicing level of reading is important but the remaining 13(72.2%) teachers rejected the idea and said no to the item it indicates that teachers did not use and considering it as useless technique but it is very important to development of students reading skill and comprehension.

In question no 4 in the table 10(55.5%) of teachers supported the item by saying yes and 8(44.4%) teachers did not support it and said no to the item that group discussion learning does not guarantee to respect others opinion. It is clear that learning with others and discussing with others is a base to be needed by the society. James A. Duplass (2006) described that it is an element of cooperative learning and it promotes social skills and being respectful.

In question no 5 above in the table 6(33.3%) teachers responded yes and 12(61.6%) of teachers said no to the item that learning together places too much on the development of students social skills. Students can better learn when they were with their friends and colleagues and can solve problems more easily.

In question no 6 above in the table 9(50%) students answered the item by saying yes and 9(50%) students answered it by saying no to the item that students should know the techniques of reading. When student know these techniques it is important to understand and conceive the points.

In question no 7 above in the table 4(22.2%) teachers gave a positive response the question 14(77%) of teachers gave negative answer to the item that students should understand skimming and scanning in reading. Students should know these methods to understand the general and the specific ideas of any content in the text.

In question no 8 above in the table 9(50%) of teachers said yes to the item and 9(50%) of teachers responded by saying no to the item that students should know the pre, while and post reading stages. Teachers have the responsibility to show the stages of reading to the learners to enable them comprehend well. According to Williams (1984) the pre-reading stage arouse interest by presenting a reason for reading and Williams (1994) in while reading to help grasping of the writer's purpose and Williams (1984; 38) in post reading to integrate with other skills.

In question no 9 above in the table 18(100%) teachers said yes to the item and there was no teacher who said no to the item that students expected to have interest in reading. It indicates that teachers strongly believed that the priority for students in reading class is interest.

In question no 10 in the table 11(61.1%) teachers responded positively and 7(38.5%) teacher answered no to the item that presenting the groups idea enhances class participation. When students give an answer to their teacher in front of the class it increases their motivation.

In question no11 in the table above 9(50%) teachers said yes to the item and 9(50%) teachers said no to the question that group discussion makes students active participant. We know that when students discuss with small groups they can share ideas, ask friends, give answers to their friends in the group and it leads them to practice participation then it leads them to reflect their works in front of the class.

In question no 12 above in the table 6(33.3%) teachers responded yes and 12(61.6%) teachers responded no to the question that small group work enhances the learning of low ability students. When students interact with others in small group it needs the effort of all the group members therefore through the process low ability students can learn many things from the higher students from the group.

In question no 13 above in the table 5(27.7%) teachers responded yes and the other 13(72.2%) teachers said no to the item that is sharing equal responsibilities is advantageous. When students are given equal task in the group, they think that they have the ability to do something and consider the given task seriously and they show their talent and power to do the work because they can be motivated with work given.

Table 6 Summary information regarding to teachers' roles in cooperative learning

	Items (questions)												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Always	9	4	-	5	9	5	9	-	-	4	5	9	4
Sometimes	9	5	9	4	4	4	5	9	9	5	9	4	-
Never	-	9	9	9	5	9	4	9	9	9	4	5	14

The above table shows the data which focused on the roles of teachers in cooperative learning in teaching reading

In question no 1 above 9(50%) teachers responded always 9(50%) teachers responded sometimes to the item that teachers gave roles to group to complete reading tasks. One can deduce that when

roles are prepared to students to do in group, it is clear that it motivates them to function their roles.

In question no 2 in the above table 4(22.2%) teachers said always and 5(27.7%) teachers said sometimes and 9(50%) teachers said never to the item that teachers monitor the group activity during reading class. Teachers expected to facilitate, assess, guide and control their students during in teaching reading. Teachers interact with students, encourage them to solve the problems, give feedback, clarify difficulties and emphasize as a facilitator (McDonell,1992).

In question no 3 above in the table no (0%) teacher marked always and 2(50%) teachers reported sometimes and 2(50%) teachers said never to the item that teachers motivate learners to present answers through representatives of the group. One of the roles of teachers in a cooperative classroom is to motivate learners that enhance students to give ideas about the lesson.

In question no 4, 5(27.7%) teachers said always and 4 (22.2%) teachers said sometimes and 9(50%) teachers said never to the question that teachers arrange students in group based on their ability of reading. In cooperative reading classroom, students expected to sit based on ability which means low reading ability students should be mixed with higher reading ability students for the sake of supporting these students who have low reading ability.

In question no 5in the table above 9(50%) teachers said always and 4(22.2%) teachers said sometimes and 5(27.7%) teacher said never to the item that teachers provide simple exercise to elicit information via targeted strategies. Any time teachers evaluate students to provide suitable content that based on students understanding level, experience and considering situations.

In question no 6 in the above table 5(27.7%) teachers said always and 4(22.2%) teachers said sometimes and 9(50%) teachers reported never to the item that teachers use the time allocated wisely. When teachers use the time allocated properly, the objective of the lesson will be achieved successfully in relation to this students can learn how to manage their life and know the value of using time properly. Johnson and Johnson (2011) further explained the cooperative teams should be provided enough time for students.

In question no 7 above in the table 9(50%) teachers said always and 5(27.7%) teachers said sometimes and 4(22.2%) teachers said never to the item that teachers facilitate the learning process by encouraging cooperation. Teachers have to consistently facilitate the learning process if not students may be tired and lose interest therefore teachers have to be very careful.

In question no 8 above in the table no teacher said always and 9 (50%) teachers said sometimes and 9(50%) teachers said never to the item that teachers guide students to paraphrase ideas in their own words after reading. One of the major roles of teachers in the classroom is to lead students learn by themselves the given issue as the same time the teacher directing and correcting ideas to students.

In question no 9 above in the table no teacher said always, but 9(50%) teachers said sometimes and 9(50%) teachers said never to the item that teachers supervise the learning outcomes in reading classes. As it was described above teachers performed the supervision poorly, but it is critically important to apply it and control all the process in teaching reading systematically.

In question no 10 above in the table 4(22.2%) teachers said ‘always’ and 5 (27.7%) teachers said sometimes and 9(50%) teachers said ‘never’ to the item that teachers apply the techniques of skimming and scanning in teaching reading. If students do not know the techniques of skimming and scanning, they definitely get problems of identifying the general and the specific points of the given content.

In question no 11 above in the table 5(27.7%) teachers responded ‘always’ and 9(50%) teachers responded ‘sometimes’ and 4(22.2%) teachers responded ‘never’ to the item that teachers help practicing the pre, while and post reading in reading classes. These mentioned techniques are common in reading classes so teachers expected to use and apply as they make learners to arouse interest in reading and help to organize ideas through.

In question no 12 above in the table 9(50%) teachers said ‘always’ and 4(22.2%) teachers said ‘sometimes’ and 5(27.7%) teachers said ‘never’ to the item that teachers initiate students to ask and give suggestions in reading lessons. Excellent teachers know the names of their students as the same time they call their students name when they teach to motivate or initiate their students.

In question no 13 above in the table 4(22.5%) teachers said 'always' no (0%) teacher said 'sometimes' and 14(77%) teachers said 'never' to the item that teachers provide chances to students to practice and apply levels of reading comprehension. As it was explained there is a great problem to practice this teaching method therefore teachers have to struggle the problem and lead students to use in any possible ways for the purpose of qualifying students understanding.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the summary, conclusion and recommendations of the study.

A summary of the study and main findings of the study are given at the beginning of this chapter then conclusions of the findings are presented at the end. Possible recommendations are illustrated based on the findings of the study.

5.1. SUMMARY

The objectives of this study was to assess the practice of cooperative learning in teaching reading comprehension in English language classroom the case of grade nine students of kobo Ewuket Chora secondary school.

To achieve the objective of the study, the following specific questions were made in the study.

- ✓ How do teachers apply cooperative learning towards enhancing students' reading comprehension in English?
- ✓ What are the attitudes of teachers in cooperative learning towards enhancing reading comprehension in English?
- ✓ What are the attitudes of students in the contribution of cooperative learning towards enhancing reading comprehension in English?

To answer the research questions mentioned above, the researcher used research instruments. Grade nine English Teachers and grade nine students were the subjects of the study. Purposive sampling technique was used to get the sample teachers and the sample students based on this, 18 teachers and 189 selected students were taken as participants of the study. The data of the study was mainly gathered through Classroom observation and Questionnaire. The data collected through classroom observation analyzed using qualitatively and questionnaire was analyzed using qualitatively and frequency.

Finally based on the analyzed data, the following findings were obtained

Major Findings

Attitude of teachers towards cooperative learning in teaching reading comprehension

- ✓ It was found that the majority of teachers did not know the basic features of cooperative learning in teaching reading classrooms
- ✓ It was also found that teachers seem to have a positive attitude towards cooperative learning

Practice of cooperative learning

The analysis of the data obtained through classroom observation and questionnaire confirmed that:

1. The practice of cooperative learning in the school was low. This can be more clarified by the following points
 - Group activities were almost absent.
 - Teachers did not assign roles to students equally.
 - The majority of students are listeners of teachers.
 - Some students dominated the class individually.
 - Teachers gave emphasis to lecture method.
 - The physical conditions of the classroom were not supportive for cooperative learning implementation and there was no enough space to move implement cooperative learning
 - There was too much class size that negatively affects the implementation of cooperative learning.

Classroom conditions

The result of the study shows that the arrangement of seats and the background of classrooms of the school being observed were not supportive for the implementation of cooperative learning, it was also found that teachers did not arrange seats in the way supportive to implement cooperative learning.

5.2. CONCLUSION

Based on the findings of the study, the following conclusions were made

1. The analysis of the questionnaire filled by teachers indicates that almost all of the participants seem to have a clear view point about cooperative learning. But the data collected through classroom observation indicates that almost all participants did not know why and how to implement cooperative learning in classroom instructions. Thus it can be possible to conclude that the sample teachers seem to lack the basic knowledge of cooperative learning.

2. With regard to the attitude of teachers towards cooperative learning, the findings of the study revealed that they did not practice in the actual classrooms their attitude seems to be positive

3. During cooperative learning implementation teachers missed the following points

- ❖ Making all students equally active
- ❖ Having heterogeneous groups
- ❖ Sharing group tasks equally

From the above expressions one can conclude that teachers lack the necessary skills or procedures of cooperative learning implementation. It is also possible to conclude that the implementation of cooperative learning was not in line with what most researchers recommended to be. For example a certain cooperative learning is expected to include the five major elements such as; positive interdependence, individual and group accountability, face to face interaction, appropriate use of social skills, and group processing (Johnson and Johnson,2009).

5.3. RECOMMENDATIONS

Based on the findings of the study, the researcher would like to give the following recommendations for the improvement of the practices of cooperative learning in teaching reading.

1. The implementation of cooperative learning in teaching reading in the 4 sections was very low and students were not interacted with one another. Therefore, the researcher believes that unless teachers get training, it is a challenge for them to implement cooperative learning in teaching reading. so, adequate training time should be devoted to empower teachers with how and when to effectively implement cooperative learning in teaching reading classrooms.
2. To make cooperative learning more vivid in the real classroom, teachers should get access to know and learn from one another through coaching, peer learning and sharing ideas
3. Practices and experiences should be exchanged with other equally schools focusing on cooperative learning and quality education
4. The focus of this paper was delimited only on assessing the practice of cooperative learning in teaching reading. Therefore, the researcher would like to suggest that future research should be undertaken with regard to the factors that affect the implementation of cooperative learning in teaching reading in sample schools.

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APPENDIX

ADDIS ABABA UNIVERSITY COLLEGE OF SOCIAL SCIENCE AND LANGUAGE

DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

Appendixes

Appendix-A

Classroom observation Protocol

No	Mode of delivery	Yes	No
1	The teacher applies the techniques of skimming and scanning in teaching reading to understand general and specific information for students.		
2	The teacher uses the pre-, while and post- reading in teaching reading		
3	The teacher shows techniques for students when they come across the unfamiliar words in the passage.		
4	The teacher gives chance for students to practice levels of reading comprehension.		
5	Teachers use ask together – learn together technique in reading classes		
6	Students are arranged heterogeneously in group during teaching reading.		
7	Implementing cooperative learning takes sufficient time during reading.		
8	The classroom physical set up is appropriate to teaching reading.		
9	There are many students in one class to teach reading.		
10	The teacher uses whole class fronted teaching method in teaching reading.		
11	The teacher provides simple exercise to elicit information via targeted strategies.		
12	Students present answers to the classroom through representatives in their group		
13	Students are participant to read the passage when the teacher teaches reading.		

Appendix-B

Students' questionnaire

Dear Students,

This questionnaire is developed for an independent study by Abera Belay Zegeye for partial fulfillment of MA degree in teaching English as a Foreign Language in Addis Abba University with a title of “ **Assessing the practice of Cooperative Learning in Teaching Reading Comprehension in English Language Classroom; the case of grade 9 students of Kobo Secondary school**” which is supervised by my adviser dr. Hailu Gutema. Therefore, for those who particularly fill this questionnaire, I would like to express my greatest thanks for your willingness to provide me your precious and valuable time in responding this questionnaire. After all your genuine response will help me to find out the practice of cooperative learning on students reading comprehension of grade 9 students. Thus, be confidential to your response, it is used only for academic purpose. In addition, I am sure that to fully respect your strong dedication while responding each and every question by considering the importance of the study for MA thesis completion in general and for the benefit of you, **students**, in particular.

General Instruction

- Don't write your name
- Please put a tick mark in the box.
- Only one answer is expected for each a table.

Part-1 Persona Background Information

1. **Gender (sex):** 1. Male _____ 2. Female _____
2. **Age:** 1. 14-16 years _____ 2. 17-19 years _____ 3. Above 19 years
3. **Grade Level:** Nine 9

The statements written below are concerning to students' attitudes towards cooperative learning in teaching reading comprehension in English Language the case of grade 9 students of Kobo Secondary School. In each statement you are expected to rate the scale of your choice “**Yes**” or “**No**”

No	Students attitude towards CL in teaching reading comprehension	Yes	%	No	%
1	I believe students have different ability in group tasks	143	75.6	46	24.4
2	I think sharing equal responsibilities are important	95	50.2	94	49.7
3	I strongly believe low ability students can better work in cooperative learning.	121	64	68	35.9
4	I believe cooperative learning reduces my anxieties.	98	51.8	91	48.1
5	Asking and answering questions in reading classes to classmates are critically essential	99	52.3	90	47.6
6	I think learning together increases social skills of learners.	87	46.0	102	53.9
7	I think students can be more active when they are in cooperative work	65	34.3	124	65.6
8	I better understand the main ideas of a reading text when I work with friends.	89	47.0	100	52.9
9	I think students expected to have interest in group reading.	76	40.2	113	59.7
10	I share roles in my groups in my reading tasks.	99	52.3	90	47.6
11	I think respecting others opinion is important.	107	56.6	82	43.3
12	I believe presenting group ideas enhances students' class participation	104	55	85	44.9
13	I think paraphrasing (restate ideas in my own words) is better to understand contents	95	50.2	94	49.7

Teachers' Questionnaire

Dear Teachers,

This questionnaire is developed for an independent study by Abera Belay Zegeye for partial fulfillment of MA degree in teaching English as a Foreign Language in Addis Ababa with a title of “ **Assessing the practice of Cooperative Learning in Teaching Reading Comprehension in the case of grade 9 Kobo Ewuket Chora Secondary School**” which is supervised by my advisor dr. Hailu Gutema. Therefore for those who particularly fill this questionnaire, I would like to express my greater thanks for your willingness to provide me your precious and valuable time in responding in this questionnaire. After all, your genuine response will help me to find out the practice of cooperative learning on students reading comprehension ability. Thus, be confidential to your response, it is used only academic purpose. In addition, I am sure that to fully respect your strong dedication while responding each and every question by considering the importance of the study for my MA thesis completion in general and for the benefit of the teachers and students in particular.

General Instruction

- Don't write your name
- Please put a tick mark
- Only one answer is expected for the possible choices given in a table

Part 1: Personal Background Information

1. **Gender (sex):** 1. Male _____ 2. Female _____

2. **Age:** 1. 25-35 _____ 2. 36-49 _____ 3. Above 49 _____

3. Level of education

1. Certificate _____ 2. Diploma in _____ 3. Degree in _____ 4. Masters in _____

4. Work experience

No	Services/Years	Grade level you teach	Subjects you teach
1	1-5 years		
2	6-10 years		
3	11-15 years		
4	16-20 years		
5	21-25 years		
6	Above 25 years		

The statements written below are concerning to teachers' attitudes towards cooperative learning in teaching reading comprehension in English Language classroom; the case of grade 9 students of kobo Ewuket Chora secondary school. In each statement you are expected to rate the scale of your choices either 'Yes' or 'No'. Choose one of the two based on your agreement to the statements given.

No	Attitudes of teachers towards CL	Yes	No
1	I think peer interaction learning is helpful for students' learning.		
2	I believe group members should be different in ability.		
3	I strongly believe that practicing levels of reading comprehension is helpful		
4	Group discussion learning makes students respect others opinion among themselves.		
5	I think learning together places too much on developing students' social skills.		
6	I think students should know the techniques of reading		
7	I believe students should understand the skimming and scanning in reading		
8	I think students should know the pre, while and post reading stages		
9	I think students expected to have interest in reading		
10	I strongly believe presenting the groups idea enhances students' class participation		
11	I think group discussion makes students active participant.		
12	I think small group work enhances the learning of low ability students.		
13	I think sharing equal responsibilities for students is advantageous		

Questionnaires regarding to roles of teachers

No	Roles of teachers	Always	Sometimes	Never
1	I give roles to the groups to complete reading tasks			
2	I monitor the group activity during reading classes			
3	I motivate learners to present answers through representatives of the group			
4	I arrange students in group based on their ability of reading			
5	I provide simple exercise to elicit information via targeted strategies			
6	I use the time allocated wisely in reading tasks			
7	I facilitate the learning process by encouraging cooperation			
8	I guide students to paraphrase ideas in their own words after reading			
9	I supervise the learning outcomes in reading classes.			
10	I apply the techniques of skimming and scanning in teaching reading			
11	I help learners to practice the pre, while and post reading in reading classes			
12	I initiate students to ask and give suggestions in reading lessons.			
13	I provide chances to students to practice and apply levels of reading comprehension			