

DEVELOPING THE READING SKILL OF EFL STUDENTS THROUGH COOPERATIVE LANGUAGE LEARNING

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Abstract

The purpose of this study was to investigate the development of the reading skill of EFL students design through cooperative language learning. The quasi-experimental design, viz, non-equivalent control group was used to develop the reading skill of EFL students. The students from the experimental group received the cooperative learning methods (Jigsaw method and Think-Pair-Share method) but the control group was not taught by these methods. The subjects, (106) students from No.(1) Basic Education High School, Kyaukse and (125) students from No.(2) Basic Education High School, Kyaukse, Kyaukse Township, were chosen by using a random sampling method. The instruments used in this research were a pretest and a posttest. The independent samples *t* test was used to analyze whether there was a significant difference between the two groups. Examination of the means and *t* test for the posttest were ($t=4.176$, $df=104$, $MD=5.151$, $p<.001$) at No. (1) BEHS, Kyaukse ($t=3.415$, $df=123$, $MD=3.433$, $p<.001$) at No. (2) BEHS, Kyaukse. The results showed that the students who received a treatment by using cooperative learning method were significantly better than those who did not receive it. Thus, it can be interpreted that the cooperative learning methods (Jigsaw method and Think-Pair-Share method) can develop the reading skill of EFL students and a suggestion was made for teachers to use the cooperative learning methods in teaching reading in English.

Keywords: cooperative learning, language, skill, reading, reading skill

Introduction

The education system plays a crucial role in every society. It is necessary to focus the education efforts on preparing students to enter the modern life of the twenty-first century. There is no doubt that English is a universal language. It is used for international communication in various fields such as education, science, business, society, and technology. There is an increasing demand for effective teaching and learning of English in many contexts. Effective English language skills are seen as vital for the countries which seek to participate actively in the global economy and want to have access to the information that forms the basis of social, educational, and economic development.

All teachers know that language plays a crucial role in education. It is a way for communication and expression, and also the medium of thought and a precious tool for learning. Teachers also know that English is the most useful language in the world and it has four skills namely reading, writing, listening and speaking. In fact, listening, speaking, reading and writing need equal attention if the new communicative skills now acquired are to be attained (Savignon, 1983). In order to teach the language called English, they need to promote the skills of language teaching efficiently and effectively.

Because of the recent spread of information technology, English is more essential in non-English speaking countries which have undergone extreme changes recently. So, the English teachers have to develop and be experts in approaches or methods suitable for the students who

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come from different backgrounds and have different proficiencies in English. But now, almost every student can have the chance to learn English in the basic education schools.

This study mentions about the reading skill of the English language. Reading skill is one of the basic English skills which should be proficient by the students. It is a way of transferring information from the writer to the reader. The only main aim of teaching reading skills is to achieve comprehension. Without comprehension the meanings of the text, reading will be useless. In order to make the teaching learning process more interesting and reach the goals of the process, the teacher needs to apply a special technique, strategy and method. Using a suitable method in teaching reading skills to students makes the teaching learning process more effective and the students more active. There are so many methods to develop the reading skill of the students. Among these methods, Cooperative Language Learning (CLL) is one of the most special methods used in developing the reading skill of EFL students as mentioned in this study.

Hence, unlike the traditional teaching methods which focused on reading skills of English, only cooperative language learning is to apply cooperative learning techniques to the language learning either for the native or foreign language. Cooperative learning is a generic term for various small group interactive instructional procedures. It can be an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills.

For language contexts, CLL is broadly defined as an approach to organize classroom activities so that students are able to learn from and interact with one another as well as from the teacher (Olsen &Kagan, 1992).

Purposes of the Research

The main purpose of this study is to study the development of the reading skill of EFL students through cooperative language learning. The specific purposes are as follows:

- to differentiate the reading skill of EFL students taught by cooperative learning from those who did not receive it in the posttest reading skill achievement.
- to differentiate the reading skill of EFL students taught by cooperative learning from those who did not receive it in components of reading skill.
- to provide related discussion and recommendations based on the findings.

Research Questions

1. Is there any significant difference in the reading skill achievement between the students taught by cooperative learning and those who are not?
2. Is there any significant difference in the reading skill achievement between the students taught by cooperative learning and those who are not taught to scanning?
3. Is there any significant difference in the reading skill achievement between the students taught by cooperative learning and those who are not to synonyms and antonyms?
4. Is there any significant difference in the reading skill achievement between the students taught by cooperative learning and those who are not to true/false?
5. Is there any significant difference in the reading skill achievement between the students taught by cooperative learning and those who are not in relation to cloze procedures?

6. Is there any significant difference in the reading skill achievement between the students taught by cooperative learning and those who are not in relation to skimming?
7. Is there any significant difference in the reading skill achievement between the students taught by cooperative learning and those who are not in relation to matching?

Definition of Key Terms

Cooperative Learning: A group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in a group in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (Richards & Rodgers, 2001).

Reading: Reading is the processes by which the meaning of a written text is understood (Richards & Schmidt, 2010).

Skill: Skill is an acquired ability to perform an activity well, usually one that is made up of a number of coordinated processes and actions. Many aspects of language learning are traditionally regarded as the learning of skills, such as learning to speak, or read fluently (Richards & Schmidt, 2010).

Reading Skill: A reading skill is a cognitive ability which a person is able to use when interacting with the written text (Bojovic, 2010).

Language: Language is a system that connects thoughts, which cannot be heard, seen, or touched, with sounds, letters, manual signs, or tactile symbols (Delahunty & Garvey, 2010).

Review of Related Literature

Cooperative Language Learning (CLL) is part of a more general instructional approach known as Collaborative Learning. "Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others" (Olsen & Kagan 1992). Cooperative learning has examples in proposals for peer-tutoring and peer-monitoring. Some students were left behind higher-achieving ones in this learning area but cooperative learning required to do the followings:

- raise the achievement of all students,
- help the teacher build positive relationships among students
- give students the experiences they need for healthy social, psychological, and cognitive development.
- replace the competitive organizational structure of most classrooms and schools

In second language teaching, CL (where it is often referred to as Cooperative Language Learning-CLL) has been defined as a way of promoting communicative interaction in the classroom and it is also the extension of Communication Language Teaching. It is also assumed as the learner-centered approach to teaching rather than teacher-centered classroom methods. Therefore, CLL is an approach that crosses the education and second and foreign language teaching.

Cooperative Learning and Second Language Acquisition

Student participation in groups and small-group work following cooperative principles facilitates second language acquisition along with the subject matter mastery (McGroarty, 1991). According to Aronson, (2000) modern methods of Cooperative Learning includes: Jigsaw, Think-Pair-Share, Group investigation, Constructive Controversy, Student Teams-Achievement Divisions (STAD), and so on.

(a) Jigsaw

Aronson (2012) describes how he and a group of graduate students developed jigsaw in 1971 as a means of reducing the interracial hostility among students and they were able to reduce racial conflict, raise the self-esteem of students, improve their academic performance and increase their enthusiasm for learning.

In the jigsaw approach, the teacher divides the learning materials into manageable pieces and each learner initially concentrates on mastering a small portion of the material. The learners then share their understanding and integrate all the pieces into a meaningful whole to complete the jigsaw.

(b) Think-Pair-Share

Think-pair-share is a relatively low-risk and short cooperative learning technique, and is ideally suited for instructors and students who are new to cooperative learning. Defined by Ledlow (2001), Think-pair-share is a low-risk strategy to get many students actively involved in classes of any size. Ledlow (2001) also declared that think-pair-share (TPS) technique in education is also about:

- 1) Think: Students think independently about the question that has been posed, forming ideas of their own.
- 2) Pair: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
- 3) Share: Each student pair shares their ideas with a larger group, such as the whole class.

Think-Pair-Share is a collaborative discussion strategy designed to provide students with time to think and formulate their individual thoughts and ideas about a given topic or concept before forming a pair with a peer to share their thinking (Lyman, 1981).

Research Method

Participants

This study took place in Kyaukse Township and the required sample schools were selected by using a simple random sampling method. They were No.1 Basic Education High School and No.2 Basic Education High School in Kyaukse. Participants in this research were Grade Ten students from the selected high schools (see Table 1).

Table Population and Sample Size

Name of the School	Number of Population	Number of participants
No.1 BEHS, Kyaukse	604	106
No.1 BEHS, Kyaukse	233	125

Research Design

One of the quasi-experimental designs, viz. non-equivalent control group design was adopted in this research.

Table 2 Experimental Research Design

Group	No. of Students		Pretest	Treatment	Posttest
	BEHS 1	BEHS 2			
Experimental	53	64	ERSA	CLL	ERSA
Control	53	61	ERSA	Formal Teaching	ERSA

Note: CLL = Cooperative Language Learning ERSAs=English Reading Skill Achievement

Instruments

The instruments used in this research were a pretest, a posttest, and sample lesson plans.

Pretest

The pretest was constructed to measure the basic English knowledge of the students. It consists of short question items, same meaning items, true or false items, opposite meaning items, reference items, cloze procedure, multiple choice items, match items, the cause and effect items, and answer questions items. Test items were constructed based on the Units from 1 to 8 of Grade Ten English textbook and intermediate stories for reproduction 2 by Hill (1977). Then, the test items were validated by a professor from the Department of English, two professors and two lecturers from the Department of Methodology, Sagaing University of Education. According to the suggestions of these teachers, the test items were modified again. On 29th October, 2018, the pilot test was held with (60) Grade Ten students from No.5 Basic Education High School, Mandalay. The allocated time for this test was (120) minutes and the given marks were (50) marks. On 1st November, 2018, the pretests were held at No.(1)BEHS and No.(2)BEHS in Kyaukse Township.

Posttest

The posttest was administered to investigate if there is any significant difference between the students from the experimental group and those from the control group in terms of their English reading skills achievement. The construction of the test items was made on the Units from 1 to 10 of Grade Ten English textbook and intermediate stories for reproduction 2 by Hill (1977). For validations, the copied papers of the test items were distributed to the four experienced teachers from Sagaing University of Education. The allocated time for the test was (120) minutes and the given marks were (50) marks. On the basis of the suggestions of those experienced teachers, the test items were modified again. Then, the pilot test was held with 60 Grade Ten Students from Minn Myanmar Private High School, Mandalay. After the treatment was given, the posttests were administered at the selected high schools on 17th December, 2018.

Analysis of the Data

In order to find out whether there is a significant difference between the experimental group and the control group, the posttest scores of the two groups were compared by calculating means, standard deviations and using the independent samples *t*-test. The pretest was conducted to ensure that the background English knowledge of the two groups were equivalent. The results of the posttest were analyzed to investigate the development of the reading skill of EFL students through cooperative language learning.

Research Findings

Findings for Pretest

This study was designed to explore the development of the reading skill of EFL students in high schools through cooperative language learning. One of the true experimental designs, the randomized pretest-posttest control group design was used and it involved two groups such as experimental group and control group. Both groups were formed by random assignment. Before the treatment was given, a pretest was administered and the results of the *t* value, the mean, standard deviations, and mean differences of both groups are presented as follows:

Table 3 t Values for Pretest Reading Skill Achievement Scores

School	Group	<i>N</i>	<i>M</i>	<i>SD</i>	<i>MD</i>	<i>t</i>	<i>df</i>	Sig. (2-tailed)
BEHS 1	Experimental	53	19.74	4.382				0.216
	Control	53	21.02	6.100	-1.283	-1.244	104	(ns)
BEHS 2	Experimental	64	27.81	4.105				0.217
	Control	61	29.36	5.834	-1.283	-1.244	94.376	(ns)

Note: ns = not significant BEHS 1 = No.1 BEHS, Kyaukse BEHS 2 = No.2 BEHS, Kyaukse

The means of the experimental groups and control groups were slightly different (see Table 3). It showed that there was no significant difference between the experimental group and control group for the scores on the pretest in each school (see Figure 1).

After a pretest, the experimental group was taught by cooperative language learning but the control group was not taught by it. A posttest was administered to both groups after eight weeks. The posttest scores could be compared by using the independent samples *t* test.

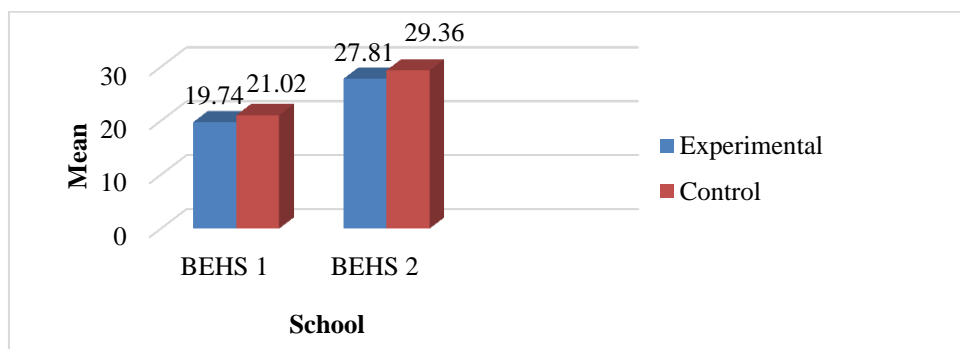


Figure 1 Comparison of means for pretest

Findings for Posttest

Examining the Results for Research Question (1)

To examine this question, means, standard deviations and mean differences of the experimental group and the control group for the posttest reading skill achievement were computed. The independent samples *t* test was used to measure the significant difference.

Table 4 t Values of Posttest Reading Skill Achievement Scores

School	Group	N	M	SD	MD	t	df	Sig. (2-tailed)
BEHS 1	Experimental	53	29.43	3.592	5.151	4.176	104	0.000***
	Control	53	24.28	8.231				
BEHS 2	Experimental	64	30.86	3.558	3.433	3.415	123	0.001***
	Control	61	27.43	7.170				

Note: *** $p < .001$

According to table 4, the results showed that there was a significant difference between the overall reading skill achievement scores of the experimental and control groups in each school (see Figure 2).

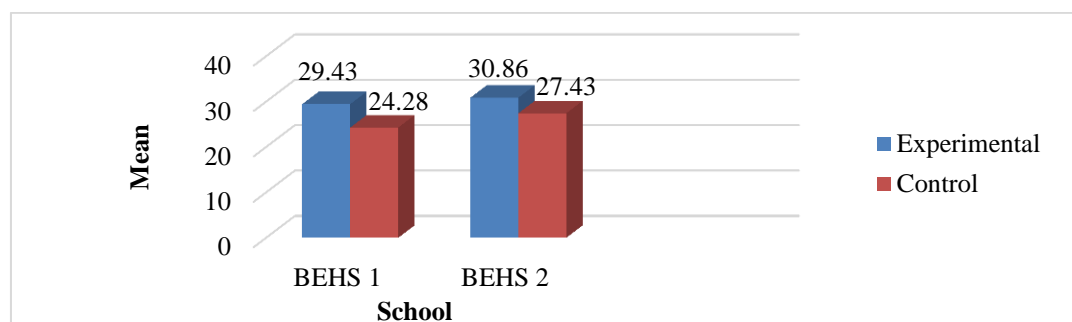


Figure 2 Comparison of means for posttest

According to the findings, it can be interpreted that the use of cooperative language learning has a significant effect on the reading skill of EFL students from high schools. It positively contributed to the teaching of reading skill of students at the high school level.

Examining the Results for Research Question (2)

In this study, scanning includes short answer question (5 items). To examine this question, means, standard deviations and mean differences of the experimental group and the control group for recognition type items were computed. The independent samples *t* test was used to measure the significant differences.

Table 5t Values for Scores scanning

School	Group	N	M	SD	MD	T	df	Sig. (2-tailed)
BEHS 1	Experimental	53	4.28	1.274	1.13	2.431	104	0.010*
	Control	53	3.15	1.535				
BEHS 2	Experimental	64	4.01	0.112	0.77	1.063	123	0.031*
	Control	61	3.24	1.542				

Note. * $p < .05$

According to the table 5, it showed that there were significant differences between the results of the experimental groups and the control groups in both schools (see Figure 3). Therefore, it can be interpreted that cooperative learning can improve the achievement of the students with regard to the scanning.

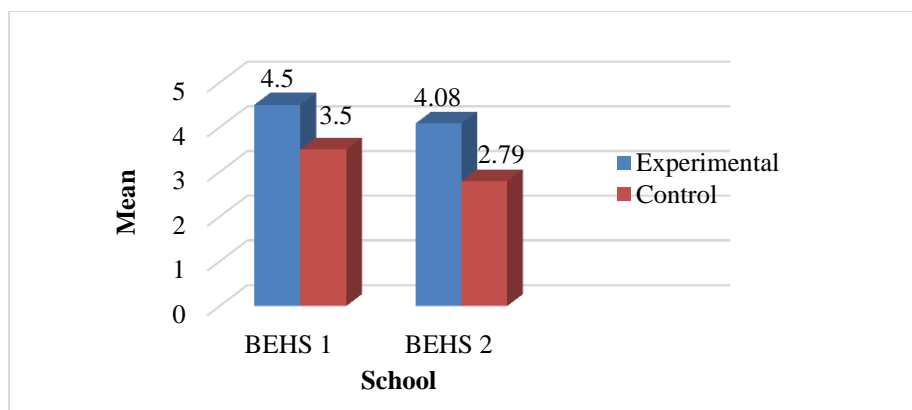


Figure 3 Comparison of means for scanning

Examining the Results for Research Question (3)

In this study, synonyms and antonyms include same meanings (5 items), opposite meanings (5 items) and suitable words (5 items). To examine this question, means, standard deviations and mean differences of the experimental groups and the control groups for recognition type items were computed. The independent samples *t* test was used to measure the significant differences.

Table 6 *t* Values for Scores on Synonyms and Antonyms

School	Group	<i>N</i>	<i>M</i>	<i>SD</i>	<i>MD</i>	<i>t</i>	<i>df</i>	Sig. (2-tailed)
BEHS 1	Experimental	53	17.18	3.410				
	Control	53	13.32	2.127	3.86	2.257	104	0.000***
BEHS 2	Experimental	64	15.75	3.056				
	Control	61	9.44	3.043	6.31	3.525	123	0.000***

Note: *** $p < .001$

According to table 6, it showed that there were significant differences between the results of the experimental groups and the control groups in both schools (see Figure 4). Therefore, it can be interpreted that cooperative learning can improve the achievement of the students with regard to the synonyms and antonyms.

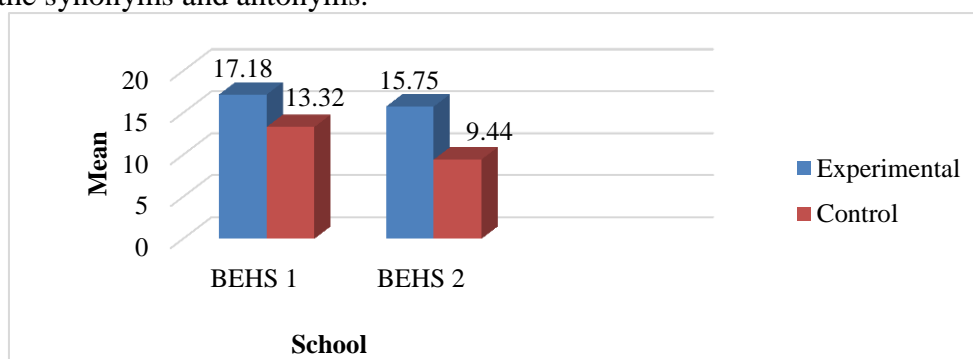


Figure 4 Comparison of means for synonyms and antonyms

Examining the Results for Research Question (4)

To examine this question, means, standard deviations and mean differences of the experimental groups and the control groups for true/false were computed. The independent samples *t* test was used to measure the significant difference.

Table 7t Values for Mean Scores on True/False

School	Group	N	M	SD	MD	t	df	Sig. (2-tailed)
BEHS 1	Experimental	53	4.5	1.284	1	4.076	104	0.000***
	Control	53	3.5	2.935				
BEHS 2	Experimental	64	4.08	0.721	1.29	2.744	123	0.007**
	Control	61	2.79	2.327				

Note:*** $p < .001$ ** $p < .01$

According to the table 7, it showed that there were significant differences between the results of the experimental groups and the control groups in both schools (see Figure 5). Therefore, it can be interpreted that cooperative learning can bring about the significant effect on the achievement of the students with regard to the true/false.

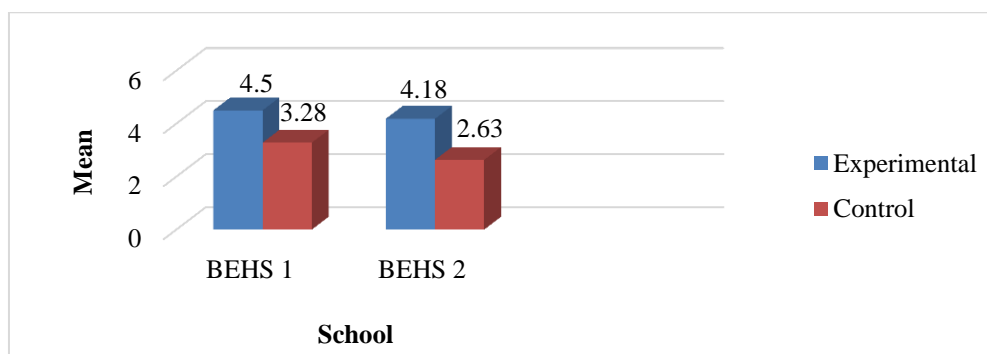


Figure 5 Comparison of means for true/false type

Examining the Results for Research Question (5)

To examine this question, means, standard deviation and mean differences of the experimental groups and the control groups for cloze procedures were computed. The independent samples *t* test was used to measure the significant differences.

Table 8t Values for Scores on Cloze Procedures

School	Group	N	M	SD	MD	t	df	Sig. (2-tailed)
BEHS 1	Experimental	53	15.28	3.510	2.98	2.327	104	0.022*
	Control	53	12.30	5.109				
BEHS 2	Experimental	64	14.95	2.050	2.31	4.845	123	0.000***
	Control	61	12.64	5.053				

Note:* $p < .05$ *** $p < .001$

According to the table 8, it showed that there were significant differences between the results of the experimental groups and the control groups in both schools (see Figure 6). Therefore, it can be interpreted that cooperative learning can improve the achievement of the students with regard to the cloze procedures.

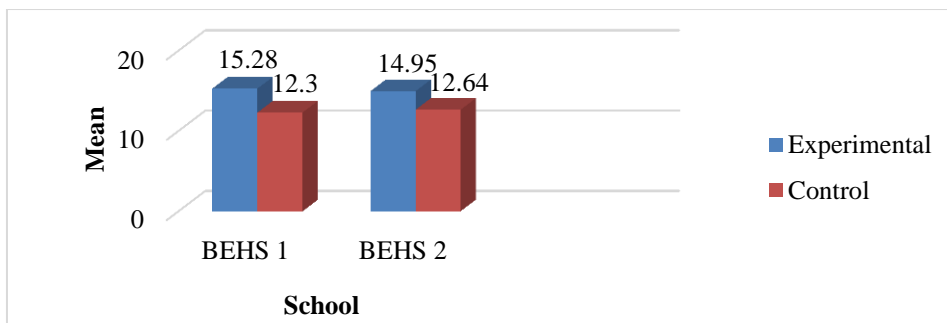


Figure 6 Comparison of means for cloze procedures

Examining the Results for Research Question (6)

In this study, skimming includes choose the right answer (5 items). To examine this question, means, standard deviation and mean differences of the experimental group and the control group for skimming were computed. The independent samples *t* test was used to measure the significant differences.

Table 9t Values for Scores on Skimming

School	Group	<i>N</i>	<i>M</i>	<i>SD</i>	<i>MD</i>	<i>t</i>	<i>df</i>	Sig. (2-tailed)
BEHS 1	Experimental	53	4.5	1.164	1.22	3.006	104	0.038*
	Control	53	3.28	1.435				
BEHS 2	Experimental	64	4.18	0.511	1.55	2.112	123	0.000***
	Control	61	2.63	2.127				

Note: * $p < .05$ *** $p < .001$

According to the table 9, it showed that there were significant differences between the results of the experimental groups and the control groups in both schools (see Figure 7). Therefore, it can be interpreted that cooperative learning can improve the achievement of the students with regard to skimming.

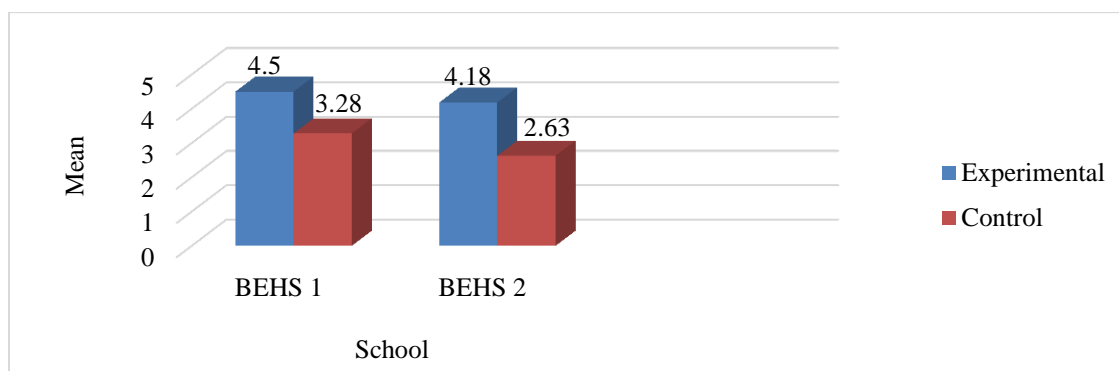


Figure 7 Comparison of means for skimming

Examining the Results for Research Question (7)

In this study, matching includes match cause with effect (5 items). To examine this question, means, standard deviations and mean differences of the experimental groups and the control groups for matching were computed. The independent samples *t* test was used to measure the significant differences.

Table 10t Values for Scores on Matching

School	Group	N	M	SD	MD	t	df	Sig. (2-tailed)
BEHS 1	Experimental	53	4.48	0.184	0.8	2.112	104	0.042*
	Control	53	3.68	1.135				
BEHS 2	Experimental	64	4.01	0.211	0.4	1.173	123	0.021*
	Control	61	3.61	1.107				

Note: * $p < .05$

According to the table 10, it showed that there were significant differences between the results of the experimental groups and the control groups in both schools (see Figure 8). Therefore, it can be interpreted that cooperative learning can improve the achievement of the students with regard to the matching.

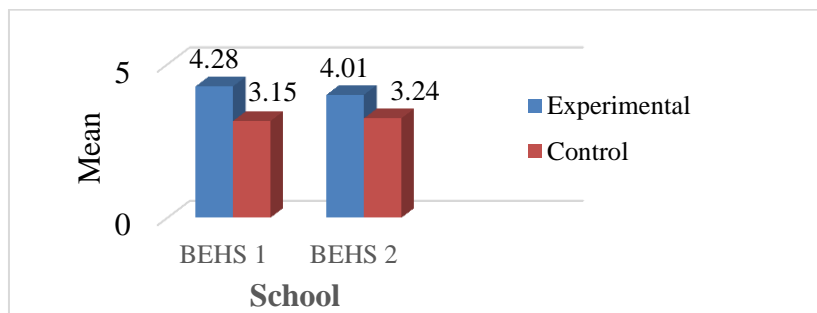


Figure 8 Comparison of means for matching

Conclusion

Discussion

In this study, the results relating on the posttest indicated that there was a significant difference at $p < .001$, between the performances of the two groups. The means of the control groups were 24.28 and 27.43, the means of the experimental groups were 29.43 and 30.86. This showed that there was a significant difference between the overall reading skill achievement scores of the experimental group and those of the control group in each school.

In addition, the finding concerning to scanning indicated there was a significant difference at $p < .05$, between the performance of the students from both schools. Whereas the means of the control groups were 3.15 and 3.24, the means of the experimental groups were 4.28 and 4.01. This showed that there was a significant difference between the reading skill achievement of the students from the experimental groups and the control groups in relation to the short answer type items.

Moreover, the results relating to the synonym and antonym type items showed that there was a significantly difference at $p < .001$, between the performance of the students from both schools. While the means of the control groups were 13.32 and 9.44, the means of the experimental groups were 17.18 and 15.75. This can be interpreted that there was a significant difference between the reading skill achievement of the students from the experimental groups and the control groups in relation to the synonym and antonym type items.

Furthermore, the comparison of means on true/false showed that there was a significant difference at $p < .001$, between the performances of the students from both schools. While the

means of the control groups were 3.5 and 2.79, the means of the experimental groups were 4.5 and 4.08. This revealed that there was a significant difference between the reading skill achievement of the students from the experimental groups and the control groups in relation to the true/false.

Furthermore, the results concerning the cloze type items indicated that there was a significant difference at $p < .05$, between the performance of the students from both schools. Whereas the means of the control groups were 12.30 and 12.64, the means of the experimental groups were 15.18 and 14.95. This revealed that there was a significant difference between the reading skill achievement of the students from the experimental groups and the control groups in relation to the cloze procedures.

The results concerning to the skimming indicated there was a significant difference at $p < .05$, between the performance of the students from both schools. The means of the control groups were 3.28 and 2.63, the means of the experimental groups were 4.5 and 4.18. These results showed that there was a significant difference between the reading skill achievement of the students from the experimental groups and the control groups in relation to skimming.

Finally, the results concerning to the matching indicated there was a significant difference at $p < .05$, between the performance of the students from both schools. The means of the control groups were 3.61 and 3.68, the means of the experimental groups were 4.48 and 4.01. It can be said that there was a significant difference between the reading skill achievement of the students from the experimental groups and the control groups in relation to the matching.

The current study pointed out that the reading skill achievement of the students by cooperative learning is better than that of the students by other learning method. Therefore, cooperative learning especially jigsaw method and think-pair-share method can significantly develop the reading skill of the EFL students.

Recommendations and Suggestions

It is obvious that the reading skill is becoming important in language learning nowadays. A child's reading skills are important to their success in school as they will allow them to access the breadth of the curriculum and improve their communication and language skills. In addition, reading can be a fun and imaginative time for children, which opens doors to all kinds of new worlds for them.

Ulla (2017) stated that jigsaw method could improve the students' reading comprehension of narrative text of the eighth grade students of MTS Tarqiatul Himmah Pabelan Semarang district in the academic year 2016/2017. Mutiara and Bugis and Hanapi (2018) pointed that the students were active in the class using Think Pair Share method in terms of sharing ideas, asking and answering questions.

The teachers should use jigsaw method and think-pair-share methods to improve the students' reading comprehension and should be recognized the advantages of jigsaw method and think-pair-share method. Some of the writers think that jigsaw method and think-pair-share method are the frequently used in learning strategy and the teacher should stimulate the students by conducting jigsaw method and think-pair-share method in learning English. By using these methods, the teachers should develop students' deeper understanding of the text. On the basis of these findings, recommendations are offered as follows:

- i. This study deals with only EFL students at the high school level. As cooperative learning (jigsaw method and think-pair-share method) is suitable to all levels of education, further research therefore should be conducted at other levels, especially at the middle school level or at the university level.
- ii. This study was limited at two selected high schools in Kyaukse Township, Mandalay Region. To be more representative, further studies should be done in other states and regions.
- iii. In this study, the content area was limited to Unit 9: Earthquakes and Unit 10: Traditional Medicine from Grade Nine Textbook. To get more generalized results, more studies are needed to conduct in other content areas of other Textbook, especially Grade Ten Textbook.
- iv. Cooperative learning (jigsaw method and think-pair-share method) is also an effective method for other subjects such as Mathematics, Science, Social studies and so on. Therefore, further research should be extended to investigate in those subjects.
- v. For those who are going to conduct the study that will use cooperative learning, are recommended to apply the methods in improving other skills such as writing, listening and speaking.
- vi. As students' attitudes are very important in learning English, further studies should be conducted to investigate students' attitudes toward the use of cooperative learning in developing the reading skill.
- vii. The current study lasted for 6 weeks (6 weeks treatment and 1 week for test). It may be beneficial to conduct the study over a longer period of time as students can become comfortable in incorporating the strategy into their habits.
- viii. Moreover, the small sample size limits the extent to which the conclusions can be generalized. Therefore, further studies and research need to use a great number of subjects in order to obtain more reliable results.

Conclusion

The main purpose of the study was to develop the reading skill of EFL students through cooperative language learning. In language teaching, reading was one of the best ways to promote understanding all the facts concerning the whole world. In this study, cooperative learning is one of the best trends in the field of language teaching and learning. Therefore, cooperative learning was selected to develop the reading skill of EFL students. The importance of reading skill was highlighted in the literature review and also the findings of the study showed that students who were taught with cooperative learning methods had better achievement than those who were not. Furthermore, the results of this study revealed that as regard with the teaching to develop the reading skill, using cooperative learning method was better than the conventional teaching.

To sum up, in the context of EFL (English as a Foreign Language), the ultimate aim of the language is to use it as a means of communication. The reading skill is given special status in language teaching as equally as writing skill, listening skill and speaking skill. Therefore, in order to develop the reading skill, the effective language teaching materials and syllabus designed to reflect the theories of language and accompanied with the most suitable teaching

methods are vitally needed. In this study, it was found that the achievement of the students taught by Cooperative Learning was better than that of the students who were not taught by it. Therefore, it can be concluded that Cooperative Learning could make them more familiar with each other and also develop their reading skill.

Acknowledgements

We would like to express our deep gratitude to Dr. Saw Pyone Naing, Rector, Sagaing University of Education. Then we owe our deepest and heartfelt appreciation to our teacher, Dr. Soe Than, Professor and Head of the Department of Methodology (Retired), Sagaing University of Education for his constructive guidance, immense knowledge, extraordinary tolerance and benevolence. Without his intellectual resources and motivational support, this paper would not have been materialized.

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