



THE EFFECTIVENESS OF COOPERATIVE LEARNING
STRATEGIES AND ITS' IMPACT ON IMPROVING ACADEMIC
PERFORMANCE OF UTAR UNDERGRADUATES

FOONG JOO YEE

UTAR

A RESEARCH PROJECT
SUBMITTED IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE BACHELOR OF ARTS (HONS) ENGLISH EDUCATION
FACULTY OF ARTS & SOCIAL SCIENCES
UNIVERSITI TUNKU ABDUL RAHMAN

APRIL 2021

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FOONG JOO YEE

DECLARATION

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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APPROVAL FORM

This research paper attached hereto, entitled “The Effectiveness of Cooperative Learning Strategies and Its’ Impact on Improving Academic Performance of UTAR Undergraduates” prepared and submitted by “Foong Joo Yee” in partial fulfilment of the requirements for the Bachelor of Arts (Hons) English Education is hereby accepted.

Avene

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ABSTRACT

This action research took place among 60 English Education undergraduates from Universiti Tunku Abdul Rahman in Kampar campus. Unlike other research, this research involved both researcher and samples in the study. In this research, researcher implemented cooperative learning strategies in solving the issues of poor academic achievement in a classroom. The researcher used two types of cooperative learning strategies, namely Student Teams Achievement Divisions (STAD) and Think Pair Share (TPS) to analyse the effectiveness of each strategy on improving students' academic achievement. Throughout the study, researcher collected data based on scores obtained by both experimental and control groups in pre-test and post-test. Next, researcher further identified the perception of students on the implementation of cooperative learning strategies in ESL classroom through interview session. Based on the findings, the researcher concluded both cooperative learning strategies were impactful on improving the academic performance, and STAD was the most effective one. Besides, these cooperative learning strategies engaged students to interact actively, think critically, feel motivated and develop interpersonal skills. However, the downside of this research was the unfamiliarity of student towards these learning strategies and the practice of individualistic during the online lesson.

Keywords: Cooperative learning strategies, Student Teams Achievement Divisions, Think-Pair-Share.

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LIST OF ABBREVIATIONS

ESL	English as Second Language
Gmail	Google mail
RO1	Research Objective 1
RO2	Research Objective 2
S	Experimental group (Student Teams Achievement Divisions)
STAD	Student Teams Achievement Divisions
T	Experimental group (Think-Pair-Share)
TL	Control group (Traditional Learning)
TPS	Think Pair Share
UTAR	Universiti Tunku Abdul Rahman
Y	Year
%	Percentage

CHAPTER I

1.1 Background of the study

Cooperative learning is known as the teaching approach that group students into a group of four to six to accomplish the goal set by the teacher (Tran, 2013). Instead of having a group task alone, students are facilitated by the instruction along with the task completion. This teaching approach aims to create cooperative learning in which every member is required to take part in contribute ideas and assist the low achievers to complete the task. Cooperative learning has different emphasis based on different pioneer (Tran, 2013). Johnson and Johnson (1990, as cited in Pederson & Digby, 2013) defined cooperative learning as the instructions given by the teacher to monitor students' contribution to a small group and to assist their classmates to learn a subject. Especially the one with high proficiency should share their knowledge to help the one with low proficiency in acquiring knowledge of a subject. Based on the theory proposed by Johnson and Johnson, there are five main elements for students to achieve cooperative learning in a classroom (Chen & Wang, 2013).

Those five elements are positive interdependence, individual accountability, equal participation, simultaneous interaction, and group processing (Terfa, 2020). Positive interdependence focuses on the contribution of each member to create an active discussion. Individual accountability is known as the responsibility of each member in contributing the materials or knowledge in a discussion. Equal participation is the turn-taking of each member to present the outcome of group discussions. Simultaneous interaction targets on the interaction among members in sharing knowledge and opinion (Johnson et al., 1990, as cited in Pederson et al., 2013). Lastly, group processing is the interaction of the advanced learner in crosschecking the relevance knowledge shared among the weak students to ensure the no classmates are left behind in the discussion (Yassin, Razak & Maasum, 2018).

Cooperative learning is potential in replacing the traditional classroom into a student-centred classroom as it promotes students' interaction in exchanging ideas to accomplish classroom activity. Instead of having all the teacher talk in a classroom, students were given chances to negotiate meaning with their groupmates. Moreover, according to the research done by Sijali (2017), the researcher found that cooperative learning has a positive impact on students' achievement in terms of four language skills. This teaching method is widely used in the context of English as a foreign and second language starting from secondary to higher education. Refer to the research carried out by Nasution (2018), the English language is still a hard subject for foreign learners, hence, the implementation has both benefits students in terms of the language proficiency as well as to create a conducive classroom when students work cooperatively in completing the classroom activities.

1.2 Problem statement

In an English classroom, students face various barriers in learning the English language. The barriers could be in terms of classroom practice, students' level of proficiency and confidence level. Based on the study conducted by Yu (2019) at North University of China, one of the challenges in preventing students from learning English is the practice of traditional teaching. Students' learning is restricted only in notetaking and memorization as it is the best way to prepare students for the examination. Thus, this classroom practice results students to have poor language proficiency and what they could do is to passively learn in the classroom (Sijali, 2017). There is a similar situation happens in the Nepal classroom, where with the ineffective teaching method, students are found to have poor grammar competence (Zarifi & Taghavi, 2016).

Secondly, due to poor proficiency, students tend to have less participation in the classroom. This statement is supported by the study of Godoy, Lopez and Irias (2019), based on the observation, the 9th graders seemed to stay silent from answering teacher's questions

because they feel uncertain in presenting the answers individually in the classroom. A similar situation happened in Iranian classroom, as students are having poor understanding, they prefer to stay passive and ask no questions in the classroom (Farzaneh & Nejaansari, 2014).

Hidayat and Sari (2019) claim that another reason for having passive students is due to the low confidence level. Refer to the study done by Hady in 2019, to avoid making mistakes and receive rejection in the classroom, students will automatically stay silent whenever they face difficulties in learning the English language. This statement is further support by the study done by Mahbib, Esa, Mohamad and Mohd Salleh (2017) in the primary school of Malaysia. For instance, Mahbib et al (2017) aware that the usage of English is rarely found from the primary students as they are having a relatively low proficiency in the English language.

1.3 Research objectives

- 1) To investigate the impact of cooperative learning on the academic performance of UTAR undergraduates.
- 2) To analyse the perspectives of UTAR undergraduates towards the implementation of cooperative learning strategies in the ESL classroom.

1.4 Research questions

- 1) How does cooperative learning impact the academic performance of UTAR undergraduates?
- 2) What are the perspectives of UTAR undergraduates towards the implementation of cooperative learning strategies in the ESL classroom?

1.5 Hypothesis

- 1) Cooperative learning has a significant impact on the academic performance of UTAR undergraduates.

1.6 *Scope of the study*

This purpose of carrying out this research is to figure out a suitable teaching and learning approaches that align with the 21st-century learning classroom. The independent variables of this research include the different types of cooperative learning strategy in both experimental and control groups. The research will take place in Microsoft Teams for 2 months. Samples are required to attend the class once a week for 45 minutes. This action research is expected to carry out during the semester of January 2021. This study is to investigate the impact of cooperative learning on the academic performance of UTAR undergraduates and to analyse the undergraduates' perspectives towards this implementation of cooperative learning in the ESL classroom. Researcher limits the participation of 60 samples from English Education programme to participate in this research. 60 samples will divide into 2 experimental and 1 control groups during the research. Researcher will use action research to observe the students' achievement from pre and post-test and to collect the interview data from the samples after they participate in the intervention of cooperative learning.

1.7 *Significance of the study*

This study aims to shift the traditional teaching approach to a student-centred approach. In cooperative learning, students play the main role in contributing ideas in a classroom rather than receiving ideas passively. This teaching method is effective in improving the academic performance of students, with the help of the high proficiency learners in sharing the knowledge in groups. Apart from that, cooperative learning is effective in triggers active interaction between students in completing the classroom activity. Hence, the classroom will become more conducive and interactive compared to the traditional classroom. Furthermore, throughout the interaction, it improves the creativity and interpersonal skills of each student. Using cooperative learning in the ESL classroom, students become creative in solving the problem in a classroom activity. Lastly, this teaching approach can increase students'

confidence level as they are work in a group with their classmates. Students will no longer be shy in presenting their point of view and ask teacher questions in a lesson.

1.8 Definition of key terms

1.8.1 Cooperative learning

Cooperative learning is a teaching method that encourages students to work in form of a group to achieve the goal of a lesson under the instructions of the teacher (Subramanyam & Chandrashekar, 2020). Unlike traditional teaching, this method focuses on the interaction and contribution among students in sustaining the mutual goal of a lesson. This teaching approach is mainly student-centred (Shammout, 2020; Kagan & Kagan, 2009). Students play a major role in contributing their knowledge in group work. The ideal group size based on the researchers is in between four to six students (Tran, 2013). Students are expected to acquire knowledge, assist, and guide each member in the group to achieve the lesson objectives under the supervision of the teacher (Kagan et al, 2009; Slavin, 1980). Likewise, the role of the teacher has minimized as a facilitator that provide clues or guidance to students along with the completion of a group task. This approach is ideal to the 21st-century teaching as students take over the real-life discussion in a classroom.

1.8.2 Student Teams Achievement Divisions (STAD)

STAD is first proposed by Slavin in 1980. Based on the study done by Tohamba (2017) and Suwardi (2018), this strategy is beneficial in improving academic performance, increasing students' interaction, and motivate students throughout the lesson. This strategy consists of five main stages, namely presentation, team, quiz, score, and team recognition (Rawung, 2017). Firstly, the teacher will teach the lesson of the day in the classroom. Next, students divide into a small group of 5 to help each other in learning and completing a task. The division of the group is heterogeneous, where there is a mixture of high and low proficiency learners.

Afterwards, the students will take a quiz individually. Lastly, students' academic achievement is based on scores in both individual and group assessment.

1.8.3 Think Pair Share (TPS)

TPS is also a cooperative learning strategy that highly benefits students in their academic improvement as well as encourages students to talk more in a discussion (Mahmudah, Yamin & Mu'in, 2019). This strategy was first developed by Lyman in the year 1978. This strategy focuses on three stages as its' name, which is think, pair and share (Sijali, 2017). This strategy is slightly different from the STAD strategy in terms of grouping. In STAD, students are required to stay in a group of five, whereas students in this strategy will have only 2 members. Firstly, students will group into two and discuss the question. After that, this pair of students will combine with another pair to share the idea (Sumarsih & Sanjaya, 2013). Lastly, all students will have to present their knowledge from the discussion.

1.8.4 Conclusion

This chapter proposed the intention of researcher in applying cooperative learning in the 21st-century classroom by highlighting the existing problem faced by students in the classroom environment. This research mostly focuses on the effects of applying cooperative learning on students' academic achievement. Besides, this chapter also gives a general view on cooperative learning that comprises of five basic principles: positive interdependence, individual accountability, face-to-face interaction, interpersonal and social skills, and group processing. Finally, several key terms like cooperative learning, STAD and TPS are introduced as these learning strategies will be implemented in this research.

CHAPTER II

2.1 Introduction

According to Slavin in 1980, group work is effective when rewards and reinforcement are given to increase students' motivation. However, Kagan (1989) declared that cooperative learning is only considered effective when there is a social interaction among the students in a group (Kagan et al., 2009; Etik, Lustyantje & Emzir, 2020). For instance, the advanced learner must guide weak students in the process of language learning. In 1989, Kagan proposed that cooperative learning comprises of four basic principles that target on positive interdependence, individual accountability, equal participation, and simultaneous interaction among the students in a classroom (Kagan et al., 2009).

This learning strategy is revised by Johnson et al in 1990 (as cited in Pederson & Digby, 2013), the implementation of cooperative learning is considered a success when it has group processing. Group processing occurs when members check on the members' ideas during the discussion. This process is important to ensure members in having a common knowledge of the lesson. Moreover, the exchange of idea is essential to improve the students' performance in a group work (Yassin et al., 2018).

2.2 Advantages of Cooperative Learning

Cooperative learning benefits students in enhancing language skills, building social skills, increasing self-motivation, modelling critical thinking skills, and creating a positive classroom environment. Firstly, cooperative learning is greatly used in improving learners' language skills, such as listening (Ghanbari & Abdolrezapour, 2020), reading (Subramanyam et al., 2020), writing (Wiratno, 2020) and speaking (Altun & Sabah, 2020). The ability to comprehend is the key focus of governing the four skills. To improve language skills, learners must first learn and understand the knowledge provided either from group mates or facilitator (Kagan et al., 2009).

Secondly, apart from enhancing language skills, students are motivated when they get to exchange ideas with a group of familiar faces (Umar, Adamm & Fahal, 2020). With the assistance and encouragement from peers, students gain the confidence to present the discussion in groups. This statement can be proved by a past study conducted by Ibrahim, Shak, Mohd, Ismail, Perumal, Zaidi and Yasin (2015), students seem to rely more on peers than a teacher as students dare to negotiate meaning with friends compared to the teacher.

Thirdly, in the research of improving writing skills (Wiratno, 2020), students show significant improvement in eliminating keywords used in the composition of an essay. Critical thinking is stimulated while students learn to evaluate the appropriateness of using certain keywords with the guidance of the advanced student (Etik et al., 2020). Lastly, the teacher agrees towards the use of cooperative learning in creating a positive learning environment (Shammout, 2020; Yassin et al., 2018; Kagan et al., 2009). The teaching process occurs in two ways are more engaging as a teacher gets to provide feedbacks and students are aware of their strengths and weaknesses (Ibrahim et al., 2015).

2.3 Challenges in Implementing Cooperative learning in an English classroom

Although cooperative learning is said to have a positive impact on the classroom learning, there are few drawbacks faced by students in the classroom. The major problems faced by the students are having poor language proficiency, lack of motivation and reluctant to contribute to a classroom (Nasution, 2018). Due to poor language proficiency, students rather stay passive in the classroom. Though they are unclear with the lesson, they would remain silent instead of clarifying their thoughts by asking teacher some questions in the classroom (Mahbib et al., 2017).

Apart from that, as the Malaysian classroom activity tend to stick on the individual basis, students who have poor proficiency hence lack of motivation in paying attention to the

lesson (Tee, Samual, Mohd Nor, Sathasivam & Hutkemri, 2018). In the research of Sumarsih et al (2013), students are demotivated when the teacher remains the traditional way of teaching. Because they might easily fall asleep and get boring to listen to the lesson which they are not doing well (Zarifi et al., 2016). Finally, the overwhelm of uncertainties is then prevent students from contributing to classroom activity. The above statements are further support by the study of Umar et al (2020)., the majority of the students perceives English as a hard subject that hence inhibits themselves from learning in the classroom.

Another notable factor is due to the unwillingness of high proficiency students to assist the low proficiency ones (Yu, 2019). The reason is that they prefer to work in individual basis as it is not worth to share their marks with others. Furthermore, the lack of understanding among students from North University in China towards the purpose of cooperative learning has failed in achieving the ideal classroom. Where students tend to make noise and highly depend on the smart students in completing a task.

2.4 Implementation of Cooperative Learning

The implementation of cooperative learning is mostly practised in the context of English as a foreign language. Due to this circumstance, it creates a gap between high proficiency learners and poor proficiency learners. Based on the research by Luu (2010) and Mahbib et al. (2017), students are highly aware of their capability in learning English. Since English is not the first language in their mother country, students rarely show interest in studying English as they perceived this subject is hard to study (Mahbib et al., 2017).

As an illustration of the research done by Khan and Akhtar (2017), it is a significant finding where students in Gujranwala city attend passively in the classroom as the results of the less usage of English in their daily communication. However, with the integration of

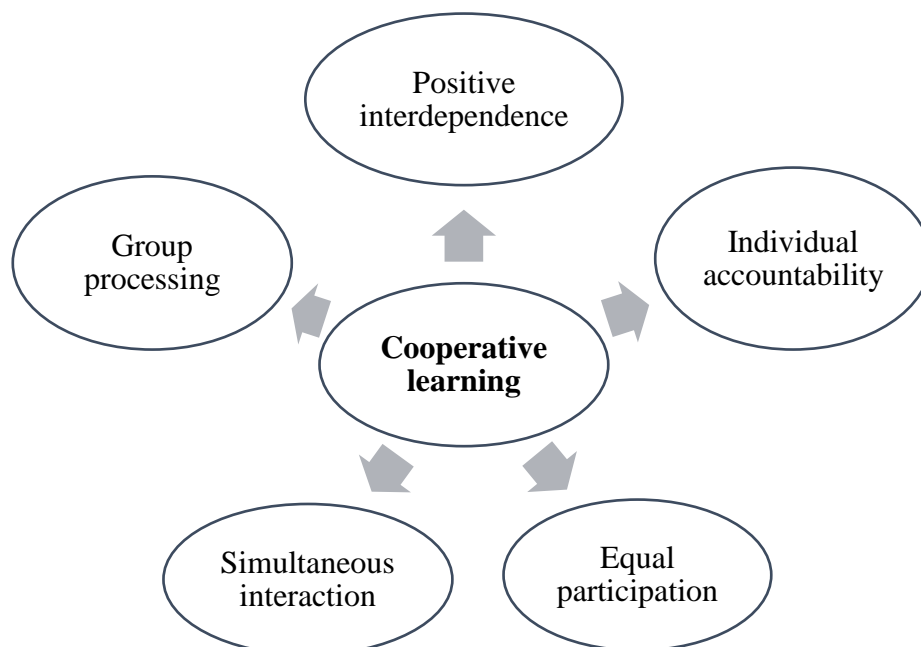
cooperative learning strategy in the classroom, it has effectively increased the students' interaction, achievement, and the recognition of each student on their academic success.

Besides that, cooperative learning also brings out an issue where advanced students faced the burden of participating in teamwork (Yu, 2019). Though the majority of the students show a positive attitude towards the new learning, advanced learners faced difficulties in collecting ideas and coping with the freeloaders in a group (Mahbib, 2017). Refer to the study by Suwardi (2018) in an Indonesia junior high school, advanced learners get demotivated when the individual effort is to be shared with the poor learners. From the observation, poor learner tends to put all the workload on the advanced learner as they perceived the advanced learner can deal with the group task without their contribution.

2.5 Theoretical framework of Cooperative Learning

Figure 1

Theoretical framework of cooperative learning



Note. This theoretical framework shows the 5 main elements of cooperative learning proposed by (Johnson et al., 1990, as cited in Pederson et al, 2013).

Cooperative learning proposed by Johnson and Johnson (1989, as cited in Stanne, Johnson & Johnson, 2003) consists of five important elements. Refer to Stanne et al (2003), these five elements are produced based on the social interdependence theory. Social interdependence theory is essential in fostering positive interdependence among members to achieve the learning objective in a classroom (Stanne et al., 2003).

Firstly, according to Johnson et al (1989, as cited in Stanne et al, 2003), positive interdependence has significant influences on students' participation in accomplishing a goal. There are several branches underneath the positive interdependence. Goal interdependence assures students to use the knowledge from a lesson to complete a task. Next, rewards and resources are important to stimulate students' contributions and abilities to work on the activity (Johnson & Johnson, 1984). Rewards can be in form of extra points, and resources are mainly the teacher instructions and teaching materials. Apart from that, every student has an important role to guide, share and evaluate their peers throughout the cooperative learning.

Secondly, Johnson et al (1984) stated the individual accountability occurs when students are tested individually and in a group. A test is necessary to assure every student in a group to contribute to the task and have a clear idea of what the task is about. For example, the teacher will check on the students' performance by choosing a volunteer to explain their knowledge gained from the group task.

Thirdly, based on Stanne et al (2003), face-to-face interaction often happens when there are guidance and motivation given throughout students' learning. With the explanation given by the advanced learner, the poor learner can easily relate the prior knowledge to the existing knowledge. Assistance from the knowledgeable ones is useful in seeking out a solution and improving students' understanding of the lesson.

Fourthly, Johnson et al (1984) claimed that students will develop more interpersonal and social skills in learning cooperatively. Students can be a leader in guiding the poor learner; decision-maker who always find a solution to a problem; communicator who is willing to share opinions, encourage participation and motivate peer' involvement in a discussion. Besides, students can also be the mentor to overcome the disagreement happened in a group.

Lastly, refer to Johnson et al (1989, as cited in Brito, 2018), group processing in a group can be observed when students work cooperatively in planning ways to achieve the lesson objectives set by the teacher. The group progress takes account of how well each of the members takes up their responsibilities in completing the activity. A group can only be considered a group when each member is ready to face challenges and giving their best effort to overcome the difficulties.

2.6 Conclusion

This chapter reviewed the history of cooperative learning and its implementation in the classroom. The history of cooperative learning is discussed based on the different elements focused by Spencer Kagan and David Johnson. Next, the advantages and challenges of cooperative learning have discussed in terms of students' performance in the classroom. The literature review is followed up by discussing the exact implementation of this learning strategy in a real classroom. Lastly, a theoretical framework is provided to explain the connection of social interdependence theory with the five elements of cooperative learning.

CHAPTER III

3.1 Introduction

In this research, action research will be carried out to fulfil the first objective. As the previous research are lack of statistical evidence on the improvement of academic achievement (Umar et al., 2020). Secondly, to improvise this action research, researcher will divide samples into three groups: 2 experimental groups and 1 conventional group. The purpose of applying Student Teams Achievement Divisions (STAD) and Think Pair Share (TPS) from cooperative learning is to critically evaluate the most effective strategy on improving the academic performance. Due to the reason that most of the previous studies only emphasis on one (Gull & Shehzad, 2015) or did not state the specific strategy at all (Kristiawan, 2013). Apart from conducting pre-test and post-test, a questionnaire will also be given to the UTAR undergraduate as to analyse their perspectives towards the implementation of cooperative strategy in a classroom (Yu, 2019).

3.2 Research design

This research uses an experimental method to investigate the relationship between the implementation of cooperative learning strategies and the students' achievement. The independent variable is divided into two strategies, STAD and TPS. Whereas the students' achievement remains as the only dependent variable in this study. This research consists of 2 experimental and 1 control group. Experimental groups will undergo the intervention of STAD and TPS respectively. However, the control group will only receive traditional teaching from the researcher. Each experimental and control group are required to attend a 45 minutes lesson in Microsoft Teams once in a week. This study takes place for 2 months for the researcher to complete the interventions of STAD and TPS.

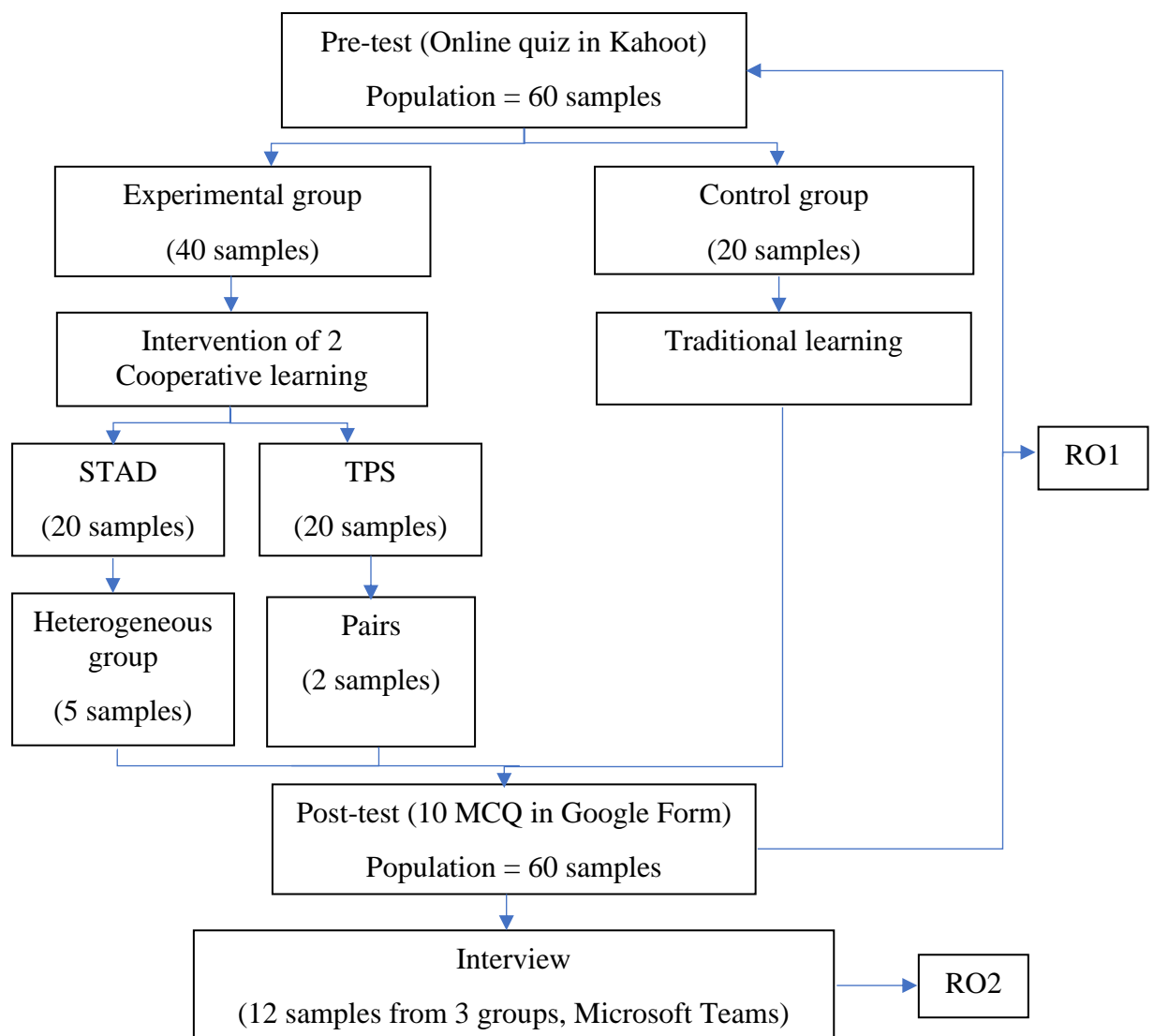
In the pre-test, all samples will be required to attempt a quiz individually for the researcher to set an average score. Next, the experimental groups will experience the

intervention of STAD and TPS. Lastly, samples from experimental and control groups are required to attempt a test set by the researcher. The researcher will evaluate the impact of cooperative learning based on the scores collected from pre and post-test. To further support the study, the researcher will randomly pick a few samples from both experimental groups to attend the interview session. This interview aims to collect the perception of students towards the use of cooperative strategy in the classroom.

3.3 Conceptual framework

Figure 2

Conceptual framework of the intervention of cooperative learning in ESL classroom



3.4 Sampling technique

This research uses purposive sampling. In this research, the researcher aims to implement the cooperative learning strategies on the samples who are from English Education programme. Purposive sampling is necessary for the researcher to conduct the study as the samples are knowledgeable in the education field. Furthermore, it is also convenient for the researcher to explain the types of cooperative learning as all samples are major in English Education programme should know about proposing a lesson plan and able to determine which teaching method is effective to use in the 21st-century classroom.

3.5 Samples

This research requires 60 undergraduates from Year 1 to Year 3 who are currently taking the English Education programme in Universiti Tunku Abdul Rahman. The age range of these samples is in between 19 to 26 years old. The criteria of samples to take part in this study is they must pass the course of UALG2003 Language Teaching Methodology. Reasons for setting this criterion are to ensure that all samples have the common knowledge of writing a lesson plan and the ideas of teaching approaches.

3.6 Instrumentation

Before carrying out the test to the sample, the researcher will inform and collect all consent from the samples about this research via a Google Form. In the pre-test, Kahoot is the main medium to test samples' understanding of the teaching approaches and principles from the subject, UALG2013 Language Teaching Methodology. There will be 20 questions created by the researcher to test on samples understanding on the teaching concepts. The score of each sample will be tabulated in Excel 2013. The researcher will use Excel 2013 to calculate the average score of each sample in pre-test and post-test.

In post-test, samples will be required to attempt a 10 multiple-choice question (MCQ) in Google Form individually. Those questions are the criteria of forming a reading lesson plan

with the topic of water pollution. The responses of given will be recorded in the Google Form with samples' UTAR Gmail respectively. The 10 multiple choice questions will be marked by the researcher based on the criteria of a reading lesson. The scores for each sample will be tabulated by the researcher using Excel 2013. All the scores from pre-test and post-test will tabulate in a frequency table and draw in the histogram to compare the differences in scores.

In the interview session, the researcher will randomly pick 12 samples from each experimental and control group to interview. Before the interview session starts, the researcher will inform the consent of this research to the sample. Afterwards, the researcher will start the interview by asking the samples of about 9 questions. The questions asked will be according to the respond of each sample. The interview will take place for about 30 minutes. The interview session for each sample will be decided before the appointment via UTAR Gmail. Microsoft Teams is the main platform for the researcher to conduct the lesson and to collect the interview data from the samples. All the lesson conducted for experimental, control groups and interview sessions will be recorded via Microsoft Teams.

3.7 Data collection procedures

Samples will divide into 3 groups. Each of the experimental and control group consists of 20 samples. In the pre-test of both STAD and TPS, all samples will take an online quiz to set an average score for the research. Before the lesson, the researcher will inform the samples on which learning strategies are used.

In the intervention of STAD, each group will have a mixture of advanced learners and poor learners. This step is crucial in fulfilling the basic requirement of STAD strategy. Firstly, the researcher presents the lesson through Microsoft Teams. Next, the researcher will divide samples into a team of 5 based on the score in the pre-test. In post-test, every sample will need to answer 10 MCQ in Google Form. The sample will take the test to answer a series of criteria needed for a reading lesson individually using the link provided by the researcher in Microsoft

Teams. Lastly, the lesson plan will mark by the researcher based on the criteria of a reading lesson.

For TPS strategy, 20 samples will form a group of 2. The formation of the group is based on the preferences of samples regardless of their achievement in the pre-test. This strategy will conduct in three stages. The differences between STAD and TPS in this research is the number of samples in a group and the stages. STAD has a group of 5, where TPS only has 2 samples in a group. The second differences are samples only have the chance to share their ideas on lesson plan during the implementation of TPS strategy. Firstly, the researcher presents the lesson through Microsoft Teams. In post-test, samples will be informed to answer the 10 MCQ in Google Form individually. The sample will take the test to answer the criteria of a reading lesson individually using the link provided by the researcher in Microsoft Teams. Lastly, the lesson plan will mark by the researcher based on the criteria of a reading lesson.

For the interview session, the researcher will randomly pick 12 samples which equally divided into 4 samples from each experimental and control group. The interview will conduct via a call from Microsoft Teams. The aim of interviewing with samples is to fulfil the second objective, which is to identify the perception of UTAR undergraduates towards the implementation of cooperative learning strategy in the ESL classroom. The researcher will record the interview session for transcription purpose.

3.8 *Data analysis procedures*

The descriptive statistic will be used in calculating the score obtained from pre-test and post-test in each experimental and control group. The collected data will be tabulated in a frequency table. To compare students' achievement after the intervention of the cooperative learning strategy, the researcher will draw out a histogram to compare the differences between the scores obtained from both tests.

In analysing the interview sessions, the researcher will first transcript the data in dialogue form. Next, the researcher will use values coding to extract the perceptions of samples towards the implementation of cooperative learning strategy in the ESL classroom in a table form. Then, the researcher will go through all the coding from 12 samples to relate the perceptions with the scores obtained from pre-test and post-test.

3.9 Conclusion

This chapter mainly gives an introduction on the research methodology used for the study. Research design focuses the experimental method to examine the effects of cooperative learning on the students' academic achievement. Next, conceptual framework is provided to show the connectivity of research method in achieving the research objectives. Moreover, justification is provided to support the use of purposive sampling techniques, selection of sample and instrumentation involved throughout the research. Lastly, data collection describes the process of collecting data from different platform like Kahoot, Microsoft Teams, Google Form and UTAR Gmail. Whereby the data analysis procedures explain the descriptive statistic used in analysing scores and interview data from different platforms.

CHAPTER IV

4.1 Introduction

This chapter comprises the quantitative and qualitative data from pre-test and post-test. The quantitative data in this research was the scores obtained by 60 samples in pre-test and post-test. The quantitative data collected aim to achieve investigate the student academic performance after the implementation of cooperative learning strategies, STAD and TPS. Whereby the qualitative data was the interview transcriptions collected from the 12 interviewees via Microsoft Teams call. These data answered the second research objective; to analyse the perspectives of UTAR undergraduates towards the implementation of cooperative learning strategies in ESL classroom.

4.2 Quantitative Data

4.2.1 Demographic Data- Age of respondents

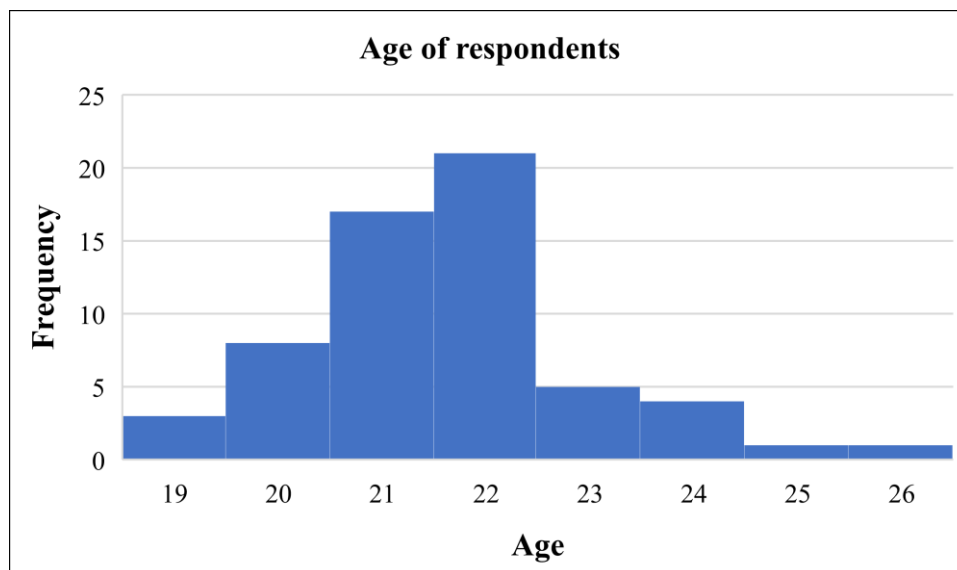


Diagram 1: Age of respondents

Diagram 1 showed the frequency of samples from different age group. There were total of 60 samples participated in this research. All samples were students from English Education programme in UTAR Kampar campus. The age range of these samples was from 19 to 26 years

old. Refer to Diagram 1, there were 3 samples aged 19 years old; 8 samples aged 20 years old; 17 samples aged 21 years old; 21 samples aged 22 years old; 5 samples aged 23 years old; 4 samples aged 24 years old; 1 sample aged 25 years old and 26 years old respectively. Based on Diagram 1, samples aged 22 years old has the most numbers, which is 21 of them participated in this research. Whereas the samples from 25 years old and 26 years old has the least participation, which was only 1 participated in this research.

4.2.2 Demographic Data- Academic Year of respondents

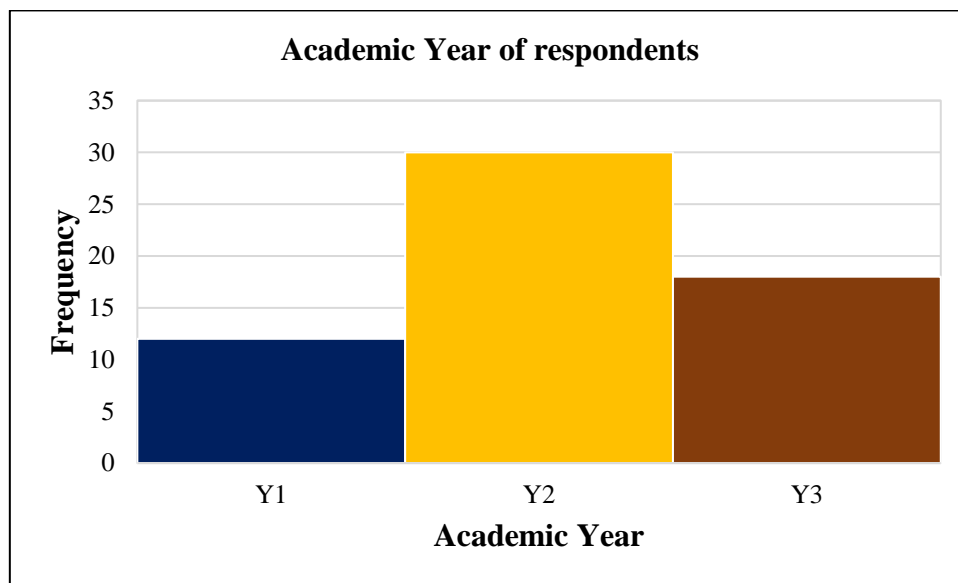


Diagram 2: Academic Year of respondents

Diagram 2 showed the academic year of 60 samples. The term Year and Semester are simplified using only the first capital letter of the word Year (Y). Refer to Diagram 2, these samples had the academic year from Year 1 to Year 3. Samples from Year 1 had the least number, 12 samples. Whereas, Year 2 had 30 samples and Year 3 has 18 samples.

4.2.3 Scores Obtained by 3 Groups of Samples in Pre-Test

In pre-test, 60 samples are required to answer 20 questions in a Kahoot quiz. The marks obtained by each group are then tabulated in frequency table and presented in histograms as shown in Diagram 3, Diagram 4, and Diagram 5 using Excel 2013. In Diagram 3, Diagram 4, and Diagram 5. y-axis represented the frequency of students in attaining their scores in pre-test, whereas x-axis showed the range of scores achieved by samples. The range of scores are shown in blue, yellow, brown, and green colour. Blue colour indicated the lowest mark, where green colour indicated the highest mark. Meanwhile, the yellow and brown colour are categorised as the average mark.

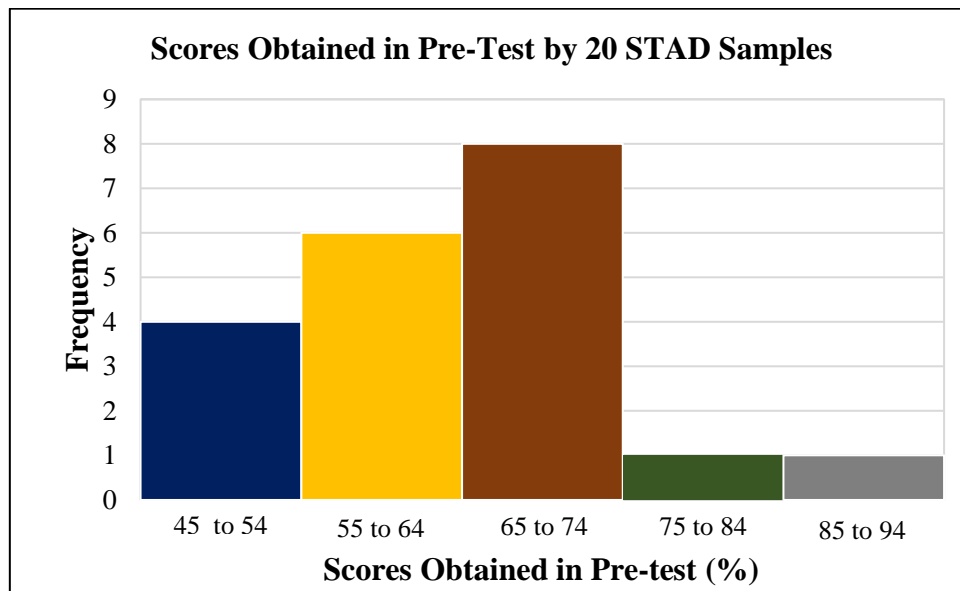


Diagram 3: Scores Obtained by Samples from STAD in Pre-Test

Diagram 3 showed the scores obtained by 20 STAD samples in pre-test. The highest score was 85 mark, and the lowest score is 45 mark. Based on Diagram 3, there were 4 samples scored get lowest marks, which were in between 45 to 54 marks. Besides, there were 6 samples scored between 55 to 64 marks. 8 samples scored between 65 to 74 marks and 1 sample scored between 75 to 84 marks. However, there was only 1 sample managed to score the highest mark, 85 mark in pre-test. By observing the diagram, majority of the samples; 8 got between 65 to 74 marks, and there was only 1 out of 20 samples, who got the highest score, 85 mark.

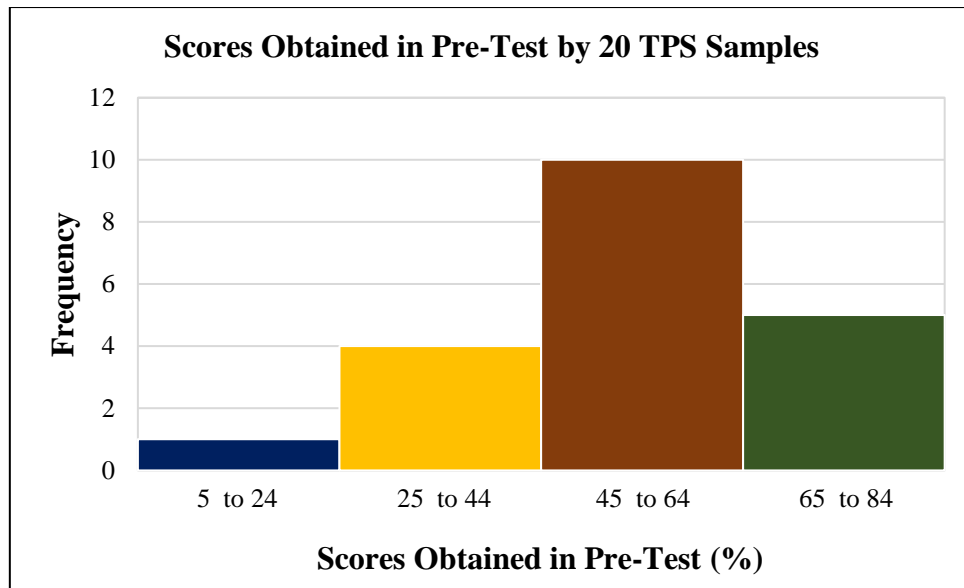


Diagram 4: Scores Obtained by Samples from TPS in Pre-Test

Next, Diagram 4 presented the scores obtained by 20 TPS samples in pre-test. The highest score was 70 mark, and the lowest was 5 mark. There was 1 sample scored the lowest, 5 mark. 4 samples scored in between 25 to 44 marks. Next, there were 10 samples scored 45 to 64 marks. Lastly, there was only 1 sample attained the highest score, 70 mark. Majority of the samples scored between 45 to 64 marks. Whereby, only 1 sample managed to get the highest score, 70 mark in pre-test.

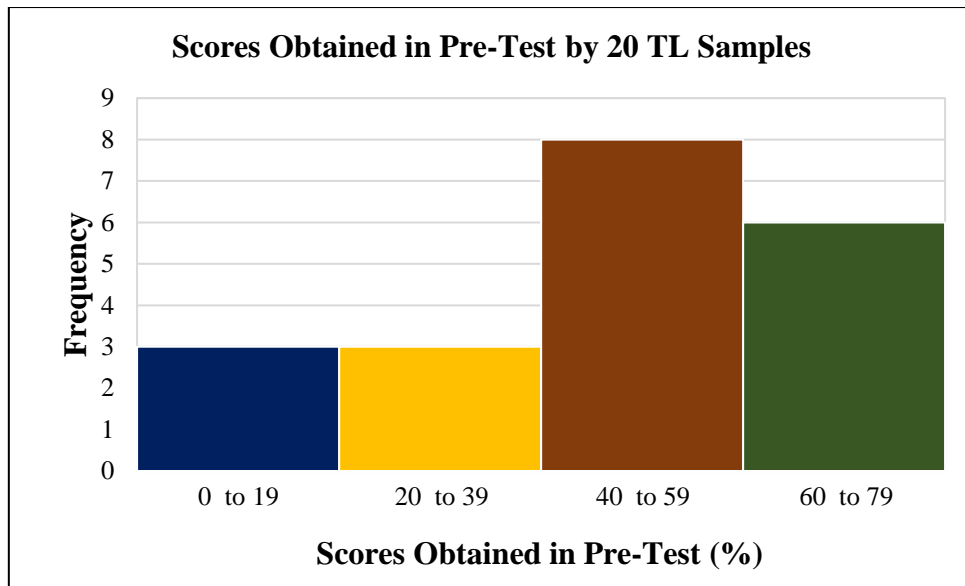


Diagram 5: Scores Obtained by Samples from TL in Pre-Test

Diagram 5 portrayed the scores obtained by 20 TL samples in pre-test. The highest score was 70 mark, while the lowest score was 0 mark. There were 3 samples scored between 0 to 19 marks. 3 samples scored 20 to 39 marks. Followed up by the 8 samples, who scored 40 to 59 marks, and the remaining 6 samples scored 60 to 79 marks. Refer to Diagram 5, majority of the samples; 8 scored in between 40 to 59 marks, whereby there are 3 samples scored between 0 to 19 marks and 20 to 39 marks.

Average Scores (%)			
Pre-Test	STAD	TPS	TL
51.00	61.00	47.75	44.25

Table 1: Average Scores Obtained by 60 Samples in Pre-Test

To get an average score of pre-test, the scores from 3 groups are added together and divided by 60 samples. Hence, the average score for the overall pre-test was 51 mark. Table 1 shows average scores for the overall pre-test, and the average score obtained by each group: STAD, TPS and TL respectively. In comparison with the overall average score: 51 mark, there was only one experimental group, STAD had the highest average score, 61 mark. Whereas TPS had the second higher average score, 47.75 mark. Followed up by the lowest among the 3

groups, TL had the lowest average score than the overall average in pre-test, which was 44.25 mark.

4.2.4 Scores Obtained by 3 Groups of Samples in Post-Test

After the 40 samples experienced the intervention of STAD and TPS during the online lesson, they are required to answer a 10 MCQ in Google form. Due to the least number of samples in this research, the samples in TL group are directly given the post-test without joining the online lesson. TL samples are required to complete the 10 MCQ in post-test once they had completed the 20 questions in pre-test. The scores obtained by 3 groups are tabulated and transferred into histograms, as shown in Diagram 6, Diagram 7, and Diagram 8 using Excel 2013. y-axis represented the frequency of sample in achieving the score in post-test, while x-axis indicated the scores using 5 types of colours. Blue colour indicated the lowest mark, and grey colour indicated the highest mark. Whereas yellow, brown, and green colours represented the average mark in post-test.

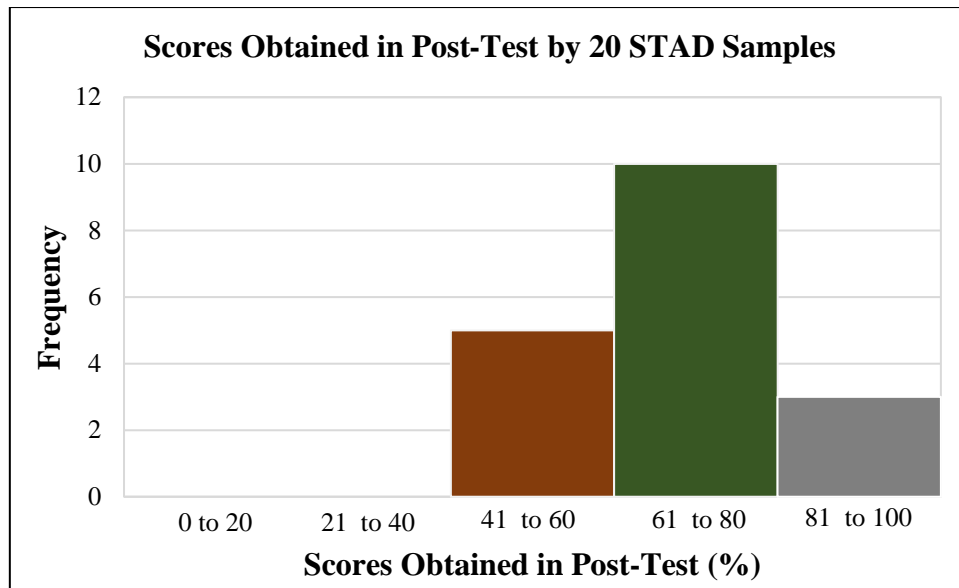


Diagram 6: Scores Obtained by Samples from STAD in Post-Test

Diagram 6 showed the marks obtained by 20 STAD samples after the intervention of STAD learning strategy. As compared with the scores obtained from pre-test, shown in Diagram 3, the highest score for STAD post-test shot up to 100 mark and the lowest score was 50 mark. There were 3 samples scored the highest, between 81 to 100 marks, 10 samples obtained average scores, 61 mark and above. Lastly, the remaining 5 samples scored the lowest, which was 50 mark and above.

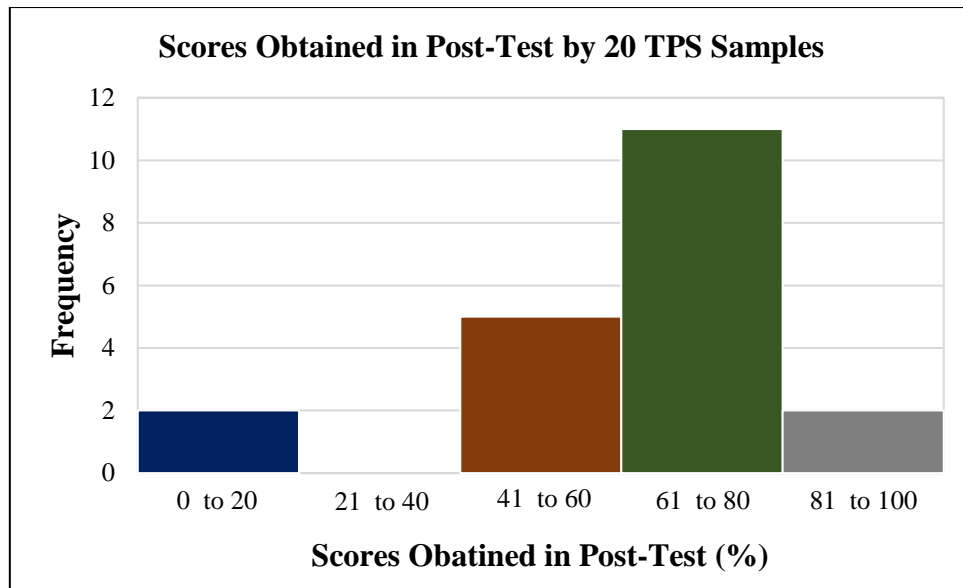


Diagram 7: Scores Obtained by Samples from TPS in Post-Test

Diagram 7 showed the marks obtained by 20 TPS samples after the intervention of TPS learning strategy. In TPS, as compared to the scores achieved in pre-test, shown in Diagram 4, the highest score for TPS post-test grew rapidly to 100 mark. However, the lowest score has decreased gradually to 0 mark. There were 2 samples scored 0 to 20 marks, 16 samples scored 41 mark and above, and the remaining 2 samples got the highest in post-test, which was 100 mark.

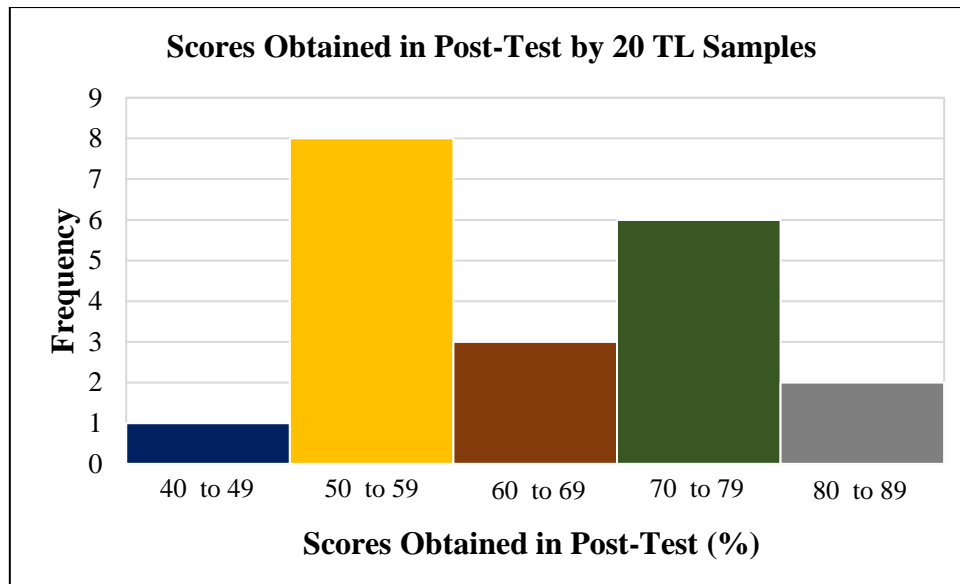


Diagram 8: Scores Obtained by Samples from TL in Post-Test

For the post-test in control group, TL, the highest score climbed up to 85 mark and the lowest score shot up to 40 mark as compared with the scores in pre-test, refer to Diagram 5. There was 1 sample got the lowest score, 40 mark, 17 samples got average score, which is 50 mark and above and the remaining 2 sample got the highest score, between 80 to 89 marks.

Average Scores (%)			
Post-Test	STAD	TPS	TL
67.00	74.75	65.00	61.25

Table 2: Average Scores Obtained by 60 Samples in Post-Test

Next, Table 2 showed the overall average scores obtained by the 60 samples in post-test. Marks obtained by 3 groups are added up and divided by 60 samples, thus, the average score in post-test was 67 mark. In comparison with the average score in pre-test; 51 mark, shown in Table 1, the average score in post-test has grown significantly up to 41.50%, which was 67 mark. Among the 2 experimental and 1 control groups, only STAD cooperative learning group had a higher score; 74.75 mark than the overall average mark in post-test, 67 mark. TPS group came after STAD, which had the average score of 65 mark, and followed by TL, which had the lowest average score, 61.25 marks out of 3 groups.

4.2.5 Comparison of Average Scores between STAD, TPS and TL

STAD (%)		TPS (%)		TL (%)	
Pre-Test	61.00	Pre-Test	47.75	Pre-Test	44.25
Post-Test	74.75	Post-Test	65.00	Post-Test	61.25
Highest	44.25	High	41.13	Lowest	39.13

Table 3: Comparison of Average Scores between STAD, TPS and TL in Percentage

To achieve the first research objective, which was to investigate the impact of cooperative learning on the academic performance of UTAR undergraduates, Table 3 is tabulated to observe the changes of average scores in pre-test and post-test for each of the groups. The first experimental group, STAD achieved the average score of 61 mark in pre-test and 74.75 mark in post-test. When analysing the changes of average scores in percentage, STAD group had grown tremendously about 44.25% for the average score in post-test. Followed up by the second experimental group, which is TPS. TPS had the average score of 47.75 mark in pre-test and 65 mark in post-test. The average score of TPS group has increased about 41.13% in post-test. While for the control group, TL had an average score of 44.25 mark in pre-test and 61.25 mark for post-test. The average score of TL has slightly increased by 39.13% in post-test. When comparing the improvement of average scores among 2 experimental and 1 control groups, 2 experiment groups, STAD and TPS were leading the first and second place to have major improvement in average score. Refer to Table 3, STAD had the highest growth of 44.25%, followed by TPS, which increased gradually by 41.13%. Lastly, was the control group, TL, which had the lowest improvement, which had slightly increased by 39.13% compared to the other 2 cooperative learning groups.

4.3 *Qualitative Data*

Interview sessions with 12 samples were conducted after the post-test. The aim of this interview was to analyse the perspectives of UTAR undergraduates towards the implementation of cooperative learning strategies in ESL classroom. Participants were only required to give their opinions based on 9 questions. The duration of an interview was within 30 minutes. Samples were notified to join the interview through an appointment from UTAR Gmail with a proposed time and date. Microsoft Teams was the main platform used in recording the calls throughout the interview session. In the interview, samples' opinions on the implementation of cooperative learning in ESL classroom are mainly asked to support the quantitative data obtained in the pre-test and post-test. Hence, value-coding is used to analyse the transcription data that mainly highlighted on the perspective of 12 samples towards the implementation of cooperative learning strategies. The information of interviewees kept as anonymous in this research. Thus, the interviewee's names from each group are labelled as S, T, and TL for STAD, TPS, and TL. The value-coding for each data transcription is tabulated in table form, as shown in Table 4 to Table 12.

4.3.1 Value-coding of 9 Interview Questions

Question 1: How do you feel when the teacher uses a different method to teach? Why?

Interviewee	Value-Coding
S1	<ul style="list-style-type: none"> • Feel interesting and competitive at the same time. • Scoring high marks boost up her confidence when studying in group.
S2	<ul style="list-style-type: none"> • Feel interesting because can discuss the task with groupmates. • Drawback is less participation in discussion.
S3	<ul style="list-style-type: none"> • Feel interesting on the groupwork in discussion. • Get more opportunity to voice out her opinion in discussion.
S4	<ul style="list-style-type: none"> • It is a good method. • Clear instructions given for the lesson and group task.
T1	<ul style="list-style-type: none"> • It provides us more ideas about the learnt knowledge. • It is knowledgeable, exchangeable and we can know different things.
T2	<ul style="list-style-type: none"> • Is effective and understandable. • But I prefer to learn in face-to-face due to connection problem.
T3	<ul style="list-style-type: none"> • Is like something new that I never experience before. • Overall is great because I can learn something from it.
T4	<ul style="list-style-type: none"> • Is a bit unusual. • Is a new experience, as it is fast pace. • Difficult for me to cope with the lesson.
TL1	<ul style="list-style-type: none"> • I prefer traditional method where teacher teaches, and teacher centred. • I prefer teacher input and trying to learn by myself. • As student centred needs a lot of work.
TL2	<ul style="list-style-type: none"> • I feel unfamiliar. At the same time, I feel fresh because it is a new method.
TL3	<ul style="list-style-type: none"> • It will be more interesting as the same method can be boring.
TL4	<ul style="list-style-type: none"> • Students are more slightly to feel motivated to learn in classroom. • It sparks students' interest; they will stay focus and pay attention to the lesson.

Table 4: Value-Coding of 12 Interviewees in Question 1

Refer to Table 4, when interviewees are asked about their views on the use of new method; cooperative learning method in the classroom, 10 out of 12 interviewees felt interesting on the STAD and TPS used in online lesson. Based on the interviewees, cooperative learning strategy boosted up confidence, produced two-ways interaction, exchanged ideas and knowledge with groupmates, gave clear instructions, and gained students' interest. However, there were two interviewees who felt unusual on the cooperative learning method. The reasons were the unfamiliar to the cooperative strategy, TPS and the practice of individualistic.

Question 2: Which learning strategy do you prefer to learn in a classroom? Traditional mode or new method? Why?

Interviewee	Value-Coding
S1	<ul style="list-style-type: none"> • Prefer traditional mode because it has less pressure. • Need to put more effort in answering questions though STAD is interesting.
S2	<ul style="list-style-type: none"> • Like the classroom environment of STAD method, especially teamwork. • Every member can contribute and share ideas in discussion.
S3	<ul style="list-style-type: none"> • STAD method is quite good. • Have more opportunity to maintain a good relationship with groupmates.
S4	<ul style="list-style-type: none"> • Prefer both traditional and STAD. • STAD has two-ways interaction, both teacher and student-centred.
T1	<ul style="list-style-type: none"> • I like the new method. • Traditional learning is quite boring. • We can learn knowledge from new method and it's quite interesting.
T2	<ul style="list-style-type: none"> • The method you taught. • It is more effective than the traditional method. • It is really easy to understand and interesting to learn.
T3	<ul style="list-style-type: none"> • I prefer the new one. • We have been learning traditionally for quite some time. • We can learn and try to adopt the new method; it would be beneficial to our future.
T4	<ul style="list-style-type: none"> • I would probably prefer the traditional method as I very used to it.
TL1	<ul style="list-style-type: none"> • I prefer traditional one. • It depends on personality; I lean towards individualistic. • I'm not a fan of grouping as it needs cooperation.
TL2	<ul style="list-style-type: none"> • I personally prefer student-centred approach. • I feel more motivated as I'm in control of my own learning. • It has maximal autonomy.
TL3	<ul style="list-style-type: none"> • Learning strategy needs to have a balanced. • They are all depend on student level of proficiency. • Traditional could be apply to basic grammar rules as they are repetitive. • Fresh idea or strategy is needed for students to learn new things.
TL4	<ul style="list-style-type: none"> • New method could encourage students to cooperate and participate to voice out their opinion. • Students in traditional learning tend to ignore the lesson.

Table 5: Value-Coding of 12 Interviewees in Question 2

Refer to Table 5, 8 interviewees preferred to learn using cooperative learning strategies in a classroom. The reasons given were the classroom environment of teamwork, idea contribution among groupmates, maintained good relationship, and two-ways interaction between student and teacher. 1 interviewee emphasized that a balance is needed between both

cooperative learning and traditional learning, as it depended on the students' level of proficiency and the content of a lesson. Apart from that, there was a quarter of interviewees prefer to learn individually as they are used to the traditional method. Moreover, 2 of them said that they had difficulties to learn in group as it required more effort and cooperation from others.

Question 3: Do you think that learning in group benefits your study?

Interviewee	Value-Coding
S1	<ul style="list-style-type: none"> • Yes, it is more knowledgeable. • Share and receive more knowledge during the discussion.
S2	<ul style="list-style-type: none"> • Learn a lot in group work. • Not just express my thoughts but receive a lot of input in groupwork.
S3	<ul style="list-style-type: none"> • Group work motivates us to search for information and complete the task together. • Have clear direction to work in group than learning alone.
S4	<ul style="list-style-type: none"> • Yes. Group members can exchange opinion. • Can help each other in solving problem in group work.
T1	<ul style="list-style-type: none"> • Yes, I think it is. • For group task, we can work together and develop teamwork.
T2	<ul style="list-style-type: none"> • Of course. • We can share our experience, and knowledge. • I learn a lot from a senior. It's very effective to learn in group.
T3	<ul style="list-style-type: none"> • Yes, we can exchange our opinion when learning in group. • We can seek help from friends and improve together. • If we learn alone, we might struggle if we have difficulties.
T4	<ul style="list-style-type: none"> • I don't think so, because I have never been benefited when study in group.
TL1	<ul style="list-style-type: none"> • Nope. I don't really like to study in group. • It will be difficult for me to obtain something. • All this comes off personality wise.
TL2	<ul style="list-style-type: none"> • Yes, we can help each other in a group.
TL3	<ul style="list-style-type: none"> • Learning in a group does benefit. • There is always room for hearing other people insights. • Contributing own opinion to hear other judgment.
TL4	<ul style="list-style-type: none"> • Yes. We can learn from others. • The way of understanding certain topic might be easier. • Is easier to understand when learning in a group.

Table 6: Value-Coding of 12 Interviewees in Question 3

Refer to Table 6, 10 interviewees agreed that learning in group benefited their studies. Interviewee described that they could receive knowledge in two ways, learn from more knowledgeable ones in answering a group task, help each other who faced difficulties in solving problem, teamwork, and understanding a topic easier. In contrast, there were 2 interviewees stated they were not beneficial when learning in group as they had certain goal to achieve and partly due to the practice of individualistic.

Question 4: Do you think you can learn more in groups compare to study individually?

Why?

Interviewee	Value-Coding
S1	<ul style="list-style-type: none"> • Working in group is better even though I used to study alone. • Can search and share knowledge together, work become lesser in group.
S2	<ul style="list-style-type: none"> • Learn a lot in group work, it changes my opinion last time. • Receive a lot of input in group discussion.
S3	<ul style="list-style-type: none"> • Will study in group. • Can brainstorm more ideas and not boring as there are interactions.
S4	<ul style="list-style-type: none"> • Group discussion is better. • Share same amount of work and ask groupmates for ideas.
T1	<ul style="list-style-type: none"> • For me, yes. • Group work improves teamwork and speaking skills.
T2	<ul style="list-style-type: none"> • I prefer learning in group. • I can learn more in group rather than learning alone.
T3	<ul style="list-style-type: none"> • Yes, we can get help from friend if we have difficulties. • We can cross-check the answer with friends and learn from them.
T4	<ul style="list-style-type: none"> • I would learn more study individually. • I can have my own pace and set my own goal. • I don't depend on other people.
TL1	<ul style="list-style-type: none"> • I learn more by myself. • I will study the lecturer input by listen to the recording and memorise it. • I feel tired to socialise in group, and I can't concentrate.
TL2	<ul style="list-style-type: none"> • I prefer study individually because it is more effective. • Mostly due to my personality.
TL3	<ul style="list-style-type: none"> • I think group learning is very effective. • It gives more motivation. • It motivates when we get clarification and extend basic ideas in-depth.
TL4	<ul style="list-style-type: none"> • You can learn from other in a group, through discussion.

Table 7: Value-Coding of 4 STAD Interviewees in Question 4

Based on the value-coding in Table 7, 9 interviewees agreed that they were learning more in group as compared to study individually. Similar reasons given to Question 1 and Question 2, interviewees think that they can receive and share more knowledge, have more interaction with groupmates, share equal amount of group work, get motivated and get in-depth clarification from friends. However, there were 3 interviewees felt they could learn more when study individually. They could set and achieve their own goal easily, study effectively based on own personality, and could revise the material given by the lecturer repetitively.

Question 5: Do you think that this learning strategy is useful for today's classroom? Why?

Interviewee	Value-Coding
S1	<ul style="list-style-type: none"> • It makes students to be more responsible and attentive in class. • It is a good and healthy competition. • STAD is a good way of learning.
S2	<ul style="list-style-type: none"> • Yes, but more concern on the shy students. • Teacher needs to encourage shy students and assign talkative students to group with them.
S3	<ul style="list-style-type: none"> • Yes. We can learn how to conduct a teaching in real context. • Involves active learners, more interaction and opportunity to voice out.
S4	<ul style="list-style-type: none"> • Yes, cause group-based discussion is more teacher and student centred. • Teacher provides input and students discuss.
T1	<ul style="list-style-type: none"> • Yes, I think it is. • It is useful for the low proficiency student. • Good students can help the students with low proficiency.
T2	<ul style="list-style-type: none"> • Yah, it is really helpful. • Group members can teach those who feel uncertain. • We can share knowledge and experience.
T3	<ul style="list-style-type: none"> • It is quite useful for physical classroom. Cause everyone can talk face-to-face. • But it is quite difficult to conduct online. We might lose contact with shy groupmates.
T4	<ul style="list-style-type: none"> • I'm not entirely sure. • Maybe people who can cope with the pace of lesson will be able to learn from it.
TL1	<ul style="list-style-type: none"> • Yes. Maybe additional games would be helpful and more interesting. • Most of the time, traditional method will do.
TL2	<ul style="list-style-type: none"> • Yes, it is still useful. But it still depends on the activity in classroom. • Traditional method is best way to teach when teacher is running out of time. • As it's just a drill, which doesn't require much on student engagement.
TL3	<ul style="list-style-type: none"> • It is still useful to a certain level. • It reminds students on basic rules and effective for instructional use.
TL4	<ul style="list-style-type: none"> • I don't think it is useful as it is boring. • Students will not be paying full attention.

Table 8: Value-Coding of 12 Interviewees in Question 5

Based on the value-coding in Table 8, 8 interviewees think that cooperative learning strategy was useful for today's classroom. With the use of cooperative learning strategies, they can create a good and healthy competition among the students, provide real context in teaching, involve active learners in classroom interaction, get help from good students, and create two

ways communication. However, there were few concerns from S2 and T3 in terms of the engagement of shy students and the effectiveness of cooperative learning strategy, TPS in different mode of study. S2 suggested the teacher to group active students with shy students to maintain the student participation in class. In the other side, T3 mentioned the effectiveness of cooperative learning strategy, TPS could be useful for physical classroom. Because T3 faced difficulties in engaging the shy groupmates during group discussion. Furthermore, they are 4 interviewees remained the perspectives that traditional method was still useful for today's classroom in terms of teaching basic rules and giving instructions. During the interview, L1 suggested on adding some games in the traditional learning as they were helpful in gaining students interest in the classroom.

Question 6: If you are given a chance to implement the strategy in class, will you apply it to your classroom? Why?

Interviewee	Value-Coding
S1	<ul style="list-style-type: none"> • Yes, of course. Will apply it on and off, not all the time. • To differentiate the level of concentration and level of involvement of students in class.
S2	<ul style="list-style-type: none"> • Yes definitely. Cause I think is very useful and authentic. • Help students to think critically with opinion and thoughts.
S3	<ul style="list-style-type: none"> • Yes.
S4	<ul style="list-style-type: none"> • I will apply, as it is useful for students to present themselves. • Teacher needs to guide them as well.
T1	<ul style="list-style-type: none"> • Yes, I will apply it, because it is useful.
T2	<ul style="list-style-type: none"> • Yah, of course.
T3	<ul style="list-style-type: none"> • Maybe I will try.
T4	<ul style="list-style-type: none"> • I will, but I might lengthen the lesson. • Give students a few examples and activities. • I will make sure they understand before I let them to discuss in groups.
TL1	<ul style="list-style-type: none"> • As a teacher, I won't apply it. • I will ask my students on what approach they like.
TL2	<ul style="list-style-type: none"> • Yes, I will. I will be more direct in drilling activities. • Because it is faster and saves time.
TL3	<ul style="list-style-type: none"> • I will apply it. Traditional method will only use to give a good foundation.
TL4	<ul style="list-style-type: none"> • Maybe traditional method can be used when teaching tenses and topic that requires memorisation.

Table 9: Value-Coding of 4 STAD Interviewees in Question 6

Table 9 above showed the value coding on the willingness of interviewee in implementing the cooperative learning strategies in classroom. There were 9 interviewees willing to implement the cooperative learning strategies in the classroom. They said this learning strategy was authentic, gave opportunity for students to present and helped students to think critically in the classroom. Meanwhile, interviewees also proposed some of the suggestions while implementing these learning strategies. S1 stated the alternative function of this strategy was to observe the level of concentration and involvement from students. Next, S4 suggested the participation of teacher in guiding the students during group activity. Whereas T4 proposed to lengthen the duration of a lesson and check on students' understanding before moving to group activity. Followed up by L1, who wished to let students to choose on a

learning strategy they preferred in the classroom. In the other hand, there are 3 interviewees stated the willingness of using traditional method in building up language foundation and teaching tenses which require memorization.

Question 7: Do you think this teaching strategy improves your knowledge in a certain subject?

Interviewee	Value-Coding
S1	<ul style="list-style-type: none"> • It can implement to other subjects as it will definitely improve knowledge. • They can share knowledge and work together. • For example, Mathematics lesson, can work with groupmates to solve problem.
S2	<ul style="list-style-type: none"> • Not just improve language, it helps in personal development. • Help me think critically and improves interpersonal communication skills.
S3	<ul style="list-style-type: none"> • It can be applied to any subject, as it is a useful method.
S4	<ul style="list-style-type: none"> • It is applicable for nearly every subject; it is like a repetitive task. • It involves teaching and students' learning; students can recall what they have learnt in the group discussion.
T1	<ul style="list-style-type: none"> • It could be applied in Math and history subjects. • This method lets students to discuss, as it is very important for teaching and learning.
T2	<ul style="list-style-type: none"> • It can be applied in Malay language. • Students can exchange ideas in pairs.
T3	<ul style="list-style-type: none"> • Depends on the subject. • We can actually improve the language through collaborating, virtually speaking, talking and exchanging ideas from friends.
T4	<ul style="list-style-type: none"> • It can definitely apply to another subject. • Something relates to facts, like Science.
TL1	<ul style="list-style-type: none"> • Yeah, I think so. • With the teacher input, you can gain a lot of knowledge based on the information given for a subject.
TL2	<ul style="list-style-type: none"> • Yeah, it does in some way. • Teacher should manage the classroom activities based on students' needs.
TL3	<ul style="list-style-type: none"> • Yes definitely. With valid information from books, it will be a good guide.
TL4	<ul style="list-style-type: none"> • I think it will improve a little for other subjects as well. • Such as history subject that are theory based and requires more teacher explanations.

Table 10: Value-Coding of 12 Interviewees in Question 7

Table 10 presented the responses of interviewees on the usage of cooperative learning strategies in improving knowledge in certain subject. 7 interviewees stated the usefulness of cooperative learning strategies in other subject, such as Mathematics, Science, Malay, and History. Based on their opinion, cooperative learning strategy was only a method, the effects of encouraging people to share idea and learn in group are remained the same even though it is used to teach another subject. Apart from that, there were 3 interviewees who further elaborated

the benefits of cooperative learning strategies other than improving the language knowledge. For instance, S2 said cooperative learning strategies could help in personal development, stimulate critical thinking, and improve communication skill. Whereas T3 proposed this learning strategy could help in improving speaking skills when exchanging ideas. L2 suggested teacher should manage the classroom activities based on learners' needs. Hence, its improved student language knowledge. In contrast, there were 2 interviewees agreed on the usage of traditional learning in improving language. They stated the usefulness of traditional learning in providing valid information and theory-based knowledge to the students.

Question 8: Do you feel motivated when learning in a group?

Interviewee	Value-Coding
S1	<ul style="list-style-type: none"> • I feel motivated and responsible also. • Contribution motivates me to learn. • I will have high motivation when working together.
S2	<ul style="list-style-type: none"> • Yes, definitely but depends on groupmates as well. • I will share my ideas and receive a lot of knowledge from them. • It is enjoyable to learn from groupmates.
S3	<ul style="list-style-type: none"> • Yes, we can ask our groupmates questions instead of teacher.
S4	<ul style="list-style-type: none"> • No. it does not motivates me when learning online, as there is no face-to-face communication. • I find hard to communicate ideas with groupmates by typing words.
T1	<ul style="list-style-type: none"> • Yes. If it is competitive, I would be motivated. • I really want to be like the one who are high proficiency and get good grades.
T2	<ul style="list-style-type: none"> • Yes. With the help of groupmate in guiding me, it motivates me to learn more.
T3	<ul style="list-style-type: none"> • A little bit. • Because I usually study on my own. • It is hard for a group to agree on one idea.
T4	<ul style="list-style-type: none"> • It is fun and engaging. • It's somewhat motivating, I would say.
TL1	<ul style="list-style-type: none"> • No, it is hard for me to corporate with others. • I will feel stressful because I don't like to communicate and socialise. • It's hard that could make me feel stress and have extra burden.
TL2	<ul style="list-style-type: none"> • Yes, I will. I feel motivated and fun when working with my own friends.
TL3	<ul style="list-style-type: none"> • Yes. As we gain clarification and analyse the basic knowledge in-depth with groupmates.
TL4	<ul style="list-style-type: none"> • Yes, I do. You can voice out your problem with groupmates. • Groupmate with encourage and help you. • We will help each other in group.

Table 11: Value-Coding of 12 Interviewees in Question 8

Table 11 listed out the feeling of motivation of interviewees when learning in a group. There were 9 interviewees felt motivated when learning in a group. Those reasons were working together with groupmates, getting help and guidance from the knowledgeable one, receiving more knowledge than usual and getting in-depth clarification from groupmates on the knowledge learnt in a lesson. However, T3 said that she felt little motivation because achieving same idea in a group was hard as she preferred to study on her own. Moving on to the remaining 2 interviewees who did not feel motivated when learning in group. S4 said that

she is not motivated, as there was a lack of face-to-face interaction during the online lesson. Moreover, S4 also faced difficulties in expressing her opinion by just typing in the chat box. On the other side, L1 proposed to have stress and extra burden as she did not like to socialise and communicate with others.

Question 9: Do you think learning in group gives you more ideas about a topic?

Interviewee	Value-Coding
S1	<ul style="list-style-type: none"> • Yes definitely. • We can exchange our perception with others. • It will give better view and have wider knowledge of a topic.
S2	<ul style="list-style-type: none"> • I would say yes. • I will receive advice from groupmates when solving an issue.
S3	<ul style="list-style-type: none"> • Yes. Our groupmates have a lot of better ideas. • More people produce better task.
S4	<ul style="list-style-type: none"> • Yes, everyone got different ideas. • We can exchange our idea as well. • Groupwork help me produce more idea.
T1	<ul style="list-style-type: none"> • Yes, learning in group gives me more ideas. • We exchange ideas with different person. • It surely generates different ideas.
T2	<ul style="list-style-type: none"> • Yes, I lean more when my groupmates clear my doubts in forming a lesson plan.
T3	<ul style="list-style-type: none"> • Yes. As people contribute ideas, we can absorb something new. • We can learn more when we exchange our ideas.
T4	<ul style="list-style-type: none"> • Yes, yes, it does. • I get to see fresh ideas from others, which I may not able to see myself.
TL1	<ul style="list-style-type: none"> • Yes. People can share their opinion. • You can create good and interesting idea out of it. • But it only restricted for the friends I'm familiar with.
TL2	<ul style="list-style-type: none"> • Yeah. People has different perspectives. • It is a new experience to expose yourselves in group work to adsorb knowledge.
TL3	<ul style="list-style-type: none"> • Yes, of course. • Different people have different point of view.
TL4	<ul style="list-style-type: none"> • Yes. I can collect opinion from groupmates for certain assignment on what to improves. • Groupmate might as well help to point out your weaknesses in certain work.

Table 12: Value-Coding of 12 Interviewees in Question 9

Table 12 revealed the final opinion of interviewees on getting more ideas about a topic when learning in group. All interviewees agreed that learning in group gave them more ideas on a topic. Most of the interviewees received ideas by sharing and analysing the knowledge learnt in-depth, sorting out problems, listening to the judgement from groupmates, and exchanging multiple information of a topic.

4.4 Conclusion

Throughout the comparison of average scores between 3 groups, both experimental group; STAD and TPS learning strategies had the highest percentage on improving student academic performance. STAD had the highest percentage; 44.25% and TPS placed second; 41.13%. Whereas the control group; TL had the least percentage on improving the student academic performance, which is 39.13% only. Apart from that, the improvement of student academic achievement also supported by the transcription obtained from the 12 interviewees in interview session. According to the transcription data, 10 out of 12 interviewees agreed that both cooperative learning strategies, STAD and TPS have the positive impacts in ESL classroom. For example, interviewees found the strategies beneficial in engaging students to interact actively, increasing student motivation, encouraging students to think critically and developing interpersonal skills. However, there are 2 interviewees stated that they did not prefer study in cooperative learning due to the unfamiliarity towards the teaching method as well as the practice individualistic in the classroom.

CHAPTER V

5.1 Introduction

This chapter mainly discussed the relevancy of current findings with the research objectives. Findings in both quantitative and qualitative data aimed to answer the research questions proposed by the researcher. Findings in quantitative data mainly evaluate the changes in scores obtained by 60 samples. There were 40 samples experienced the intervention of 2 cooperative learning strategies, which were STAD and TPS. Follow by the remaining 20 samples in TL, who were required to answer both pre-test and post-test without experiencing intervention of cooperative learning strategies. Based on the scores obtained from both tests, further analysis took place by comparing the findings with past studies. This step is deemed necessary to answer the first research objective, which is to investigate the impact of cooperative learning on the academic performance of UTAR undergraduates. Furthermore, qualitative finding is involved in this research as to achieve the second research objective, which was to analyse the perspectives of the UTAR undergraduates towards the implementation of cooperative learning strategies in ESL classroom. The effectiveness of cooperative strategies is achieved if both research objectives proved the intervention of STAD and TPS learning strategies were effective in improving academic performance of UTAR undergraduates.

5.2 Methods and Procedures

Action research is carried out by the researcher towards 60 samples, UTAR undergraduates who were currently taking the English Education programme. Researcher implemented the STAD and TPS cooperative learning strategies in online classroom via Microsoft Teams towards 40 samples. Each of the cooperative learning group had 20 samples. Meanwhile, the remaining 20 samples in TL did not experience the intervention of cooperative learning strategies. Before the intervention of cooperative learning strategies, 60 samples are

required to attempt 20 MCQ in Kahoot. This quiz aimed to test the prior knowledge of the samples on the important criteria while preparing a lesson plan. Next, 60 samples are divided into 3 different groups: 2 experimental and 1 control groups. Samples in experimental groups experienced the integration of cooperative learning strategies, STAD and TPS. Whereby, the samples in control group, TL did not experience any intervention of cooperative learning strategies. Since STAD strategy emphasized on students' achievements, hence, the grouping of STAD samples is based on the scores obtained in pre-test. In a group of 5, there was a mixture of students with low proficiency, intermediate level, and students with high proficiency. Next, for the grouping in TPS, 20 samples were free to choose one partner for pair work and another pair for group work. After the intervention, 60 samples are required to answer 10 MCQ based on a reading lesson in Google Form. The scores obtained from both tests represented the quantitative data in this research. The data collected is presented in tables and histograms using Excel 2013. Afterwards, researcher had randomly chose a total of 12 samples from 3 groups to collect their perspectives towards the implementation of cooperative learning in ESL classroom. The interview data is recorded during a call in Microsoft Teams. Researcher then transcript the data and analysed the perspectives of samples in table form using value-coding.

5.3 Findings

60 samples from the range of 19 to 26 years old had participated in the data collection of this research. The samples were ED students who currently in the academic year from Year 1 Semester 2 to Year 3 Semester 3. Based on the finding in quantitative data, both cooperative learning strategies were effective in improving the academic performance of UTAR undergraduates. However, when comparing the average score of each group with the overall average in pre-test, 51 mark and post-test, 67 mark, STAD had the highest average out of 3 groups, which were 61 and 74.75 marks. Whereas TPS gets the second highest average scores. Compared to STAD, the average scores of TPS were comparative lower than STAD in both

tests, which were 47.75 and 65.00 marks. Moving on, TL had the lowest average scores in both tests, which were 44.25 and 61.25 marks. To have a detail statistical analysis, the changes of scores for 3 groups is converted in percentage. Based on the findings, STAD showed a tremendous change in average scores, which significantly increased by 44.25%. TPS led the second place after STAD to have the average score that gradually increased by 41.13%. Lastly, TL came in third place to have the scores increased slightly by 39.13%. Throughout the interview session, almost 7 out of 8 interviewees from 2 experimental groups, STAD and TPS samples agreed that they felt interesting in participating the new method used by the researcher in the online lesson. Interviewees preferred to have classroom with the integration of cooperative learning strategies. The reasons given were relating with other interview questions. Interviewees stated that learning in group benefited them in terms of learning more knowledge from groupmates, receiving more input from peers when solving problem, having more interaction when completing group task, gaining in-depth understanding on a topic, and maintaining good relationship with groupmates. Furthermore, majority of the interviewees felt motivated and competitive when working in a group discussion. Besides, interviewees also willing to execute integrate this cooperative learning strategies in classroom if they were the teachers who taught in the classroom. As the strategies were effective and useful in today's classroom environment. However, there were some negative impressions given to this cooperative learning strategies. The negative perspectives arose due to the practice of individualistic throughout the learning process and the unfamiliarity towards the cooperative learning strategy.

5.4 Discussion

In this research, the proposed hypothesis is accepted; as cooperative learning strategies have a significant impact on the academic performance of UTAR undergraduates. Next, researcher intended to investigate the impact of cooperative learning on the academic

performance of UTAR undergraduates and to analyse the perspectives of UTAR undergraduates towards the implementation of cooperative learning strategies in the ESL classroom. Based on the analysis of average scores obtained by 60 samples in STAD, TPS, TL groups, cooperative learning did improve the academic performance of UTAR undergraduates.

Refer to the findings, STAD and TPS had higher average scores compared to TL. The average score of STAD shows an increase of 44.25% in post-test. Whereas TPS came in second place to have an increase of 41.13% in average score. In contrast, TL had the minor improvement in score, which is 39.13%. The academic achievement is supported by the participation of samples in the recorded lectures. Based on the observation carried out by researcher, both samples in STAD and TPS participated actively in group discussion. In comparison of the participation between samples in STAD and TPS from the 2 months recorded lectures, STAD samples had most of the participation in group discussion. Whereby, there were some TPS samples who had lesser participation in group discussion.

The impact of cooperative learning on student academic achievement is supported by few past studies. For instances, Ugwu (2019a) proposed cooperative learning of STAD and TPS have notable effects on the academic achievement of secondary school students in reading comprehension. Moreover, the scholar proposed that cooperative learning strategies encouraged active interaction in classroom which led students to score high marks in test. Similar findings proposed by Sari and Susiani (2021), scholars who integrated STAD and TPS cooperative learnings to the students in Pemtangsiantar Private High School, located in Indonesia. Based on the observation, increased in student interaction led to positive improvement in producing a narrative text writing. Another illustration shown by Maonde, Bey, Salam, Suhar, Lambertus, Anggo, Rahim and Tiya (2015), these scholars proved that cooperative learning did enhance the academic performance of ten grades students in terms of

the language mastery. Hence, the findings above answer the first research question on how cooperative learning impacts the academic performance of UTAR undergraduates.

Apart from achieving the first research objectives, the transcription data collected from the interview sessions of 12 interviewees also gave relevant evidence on achieving second research objective: to analyse the perspectives of UTAR undergraduates towards the implementation of cooperative learning strategies in the ESL classroom. Based on the value-coding, 10 interviewees from STAD, TPS and TL had positive perspectives in almost 9 interview questions. Whereas the remaining 2 interviewees: T4 and TL1 had negative perspectives due to the familiarity of traditional method from T4, as well as the practice of individualistic by TL1.

Majority of interviewees felt interesting and preferred learning in cooperative learning classroom. Because they realised the benefits when learning in cooperative learning strategies. For instance, S1 stated that learning in group could boost up her confidence in group, and at the same time, she felt competitive in getting high marks in quiz given during the online lesson. Based on a critical review by Ibrahim and Adnan (2019), scholars proposed that STAD learning strategy built up student confidence when learning in a group. Furthermore, the feeling of competitive shared the same view with Samura (2018). In her study, Samura proposed students who exposed to STAD learning strategies are motivated to improve their scores.

Besides, S3 said working cooperatively in group could maintain a good relationship with friends from different academic year. According to Wahyuni (2018), when member had the positive interdependence on the other groupmates, it might foster the mutual relationship among the members if the members helped each other in suggesting possible solution to a problem in a discussion. Moreover, based on the responses given by S2 and T3, cooperative learning had the impact on personal development, which involved critical thinking skills, and competence in oral communication. According to S2, when students were dealing with task

assigned by teacher, it triggered students to have critical thinking in selecting the best answers suggested by other members. Referring to a study by Muamaroh (2016), one of the English teachers in Surakarta high school suggested the use of STAD cooperative learning stimulated critical thinking skills among the high school students when they were actively engaging themselves in the lesson. Nonetheless, a study of Marashi and Baygzadeh (2010) tallied with T3's idea that cooperative learning enhanced student competency in oral communication throughout the continuous interaction with groupmates throughout the group discussion.

Follow up by the feedbacks given from TL3 and TL4, they stated that cooperative learning allowed students to exchange different ideas and opinions when they were analysing the knowledge in-depth with groupmates. These perspectives are correlated with the ideas presented by Ugwu (2019a), scholar emphasised that cooperative learning like STAD and TPS could foster learner autonomy once they were having in-depth discussion of a topic learnt in a lesson. Apart from agreeing the benefits of having group work in cooperative learning, majority of the interviewees were willing to implement both STAD and TPS learning strategies in the classroom if they were teachers. Most of the samples found this cooperative learning useful in giving clear instructions and creating a conducive learning environment in a classroom. Referring to a study of Muamaroh (2016), it consisted a similar viewpoint produced by 8 English teachers from Muhammadiyah Senior High Schools and Muhammadiyah Vocational Schools in Surakarta. According to their statements, they were willing to implement the cooperative learning in their English classroom. They further explained that cooperative learning was deemed necessary to create a two-ways communication, which encouraged students to actively involved in the classroom activities.

Regardless of having positive feedbacks from the 10 interviewees, there were negative perspectives given by 2 interviewees: T4 and TL1. During the interview, although T4 agreed that learning in group enhanced the understanding of a topic. However, due to the unfamiliarity

on the TPS learning strategy, T4 said that he faced difficulties in coping the pace in this learning strategy. Second reason was he preferred learning in traditional method, as this learning strategy helped in attaining his study goal. As compared to feedbacks given by TL1, both TL1 and T4 shared a similarity in practicing individualistic. According to a study by Marashi and Tabatabayi (2019), scholars noticed that part of the learners in language school practised individualistic. Based on the classroom observation, part of the learners did not show interest in working with other groupmates. Refer to the feedbacks given by 12 interviewees; they answer the second research question on the perspectives of UTAR undergraduates towards the implementation of cooperative learning strategies in the ESL classroom.

5.5 Conclusion

Throughout this research, both STAD and TPS showed the effectiveness in improving the academic performance of UTAR undergraduates. As illustrated in the findings of pre-test and post-test, STAD had the highest percentage for the change in average score, whereas TPS came second. This finding was similar with few past studies by Ugwu, 2019b; Sari et al., 2021 and Maonde et al., 2015. Based on researchers' observations, cooperative learning strategies had positive effects on improving the student academic performance in the classroom regardless on reading comprehension (Ugwu, 2019b), narrative text writing (Sari et al., 2021) and language mastery (Maonde et al., 2015). The scores obtained for both experimental groups are interrelated with the participation of samples throughout the 2-months online lessons. The average scores and participation of the 60 samples answered the first research question on how cooperative learning impacts the academic performance of UTAR undergraduates. The study conducted by Ibrahim and Adnan (2020) supported the statement above. Based on the study on 73 students in Malaysian government-funded national school in Semenyih, Ibrahim et al. (2020) observed that cooperative learning strategies is useful in improving student speaking performance when they were actively participating the classroom activities. Moving on, the

feedbacks given by 12 interviewees during the interview session, STAD and TPS cooperative learning strategies did benefit students in their learning process. Apart from that, these learning strategies also led students to interact actively in exchanging ideas, feeling motivated, think critically in solving problem and develop interpersonal skills. These benefits were supported by the interview conducted by Muamaroh (2016) with 8 English teachers. Current research transcription shared most of the similarities with those in the past study. The 8 English teachers and 12 interviewees said cooperative learning improved not only student academic achievement, but also their social skills when interacting in the classroom. With the rich data provided by the interviewees, it answered the second research question on what the perspectives of UTAR undergraduates towards the implementation of cooperative learning strategies in the ESL classroom are. Lastly, with both academic achievement and perspectives from the samples, the hypothesis of this research is accepted. In another word, cooperative learning has a significant impact on the academic performance of UTAR undergraduates.

5.6 Recommendations

Throughout the research, there are several recommendations for future study on cooperative learning. Firstly, researcher should incorporate interactive applications like, interactive slides and short quiz for both STAD and TPS cooperative learnings. The integration of interactive elements could boost up student interest as well as to check on students understanding on the lesson.

Secondly, researcher should also extend the research duration when exploring the factors of affecting the student participation in a classroom. Based on the observation from the recorded lecture, students tend to be shy in giving opinions on researcher's question. Moreover, researcher should participate during the group discussion. As teacher involvement is effective in monitoring student contribution in a group discussion.

Lastly, future researcher should adapt the lesson content based on students' level. As the lesson designed for this research is only applicable for undergraduates in English Education. Researchers should lower down the level of difficulties if they were to implement these cooperative learning strategies for secondary school students.

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Appendix A

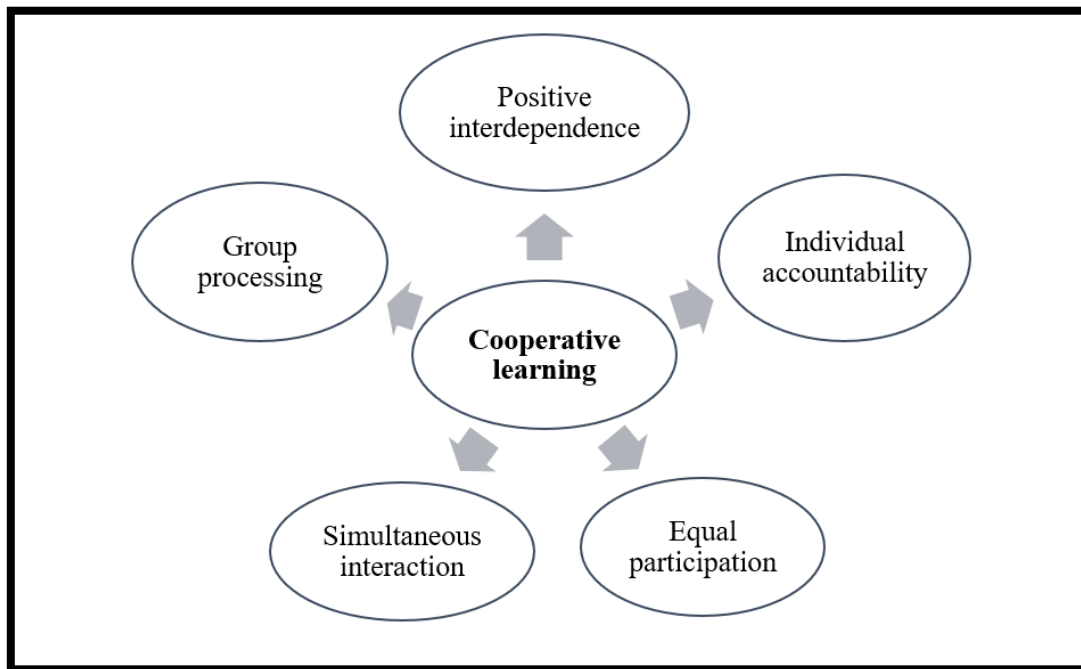


Figure 1. Theoretical framework of cooperative learning

Appendix B

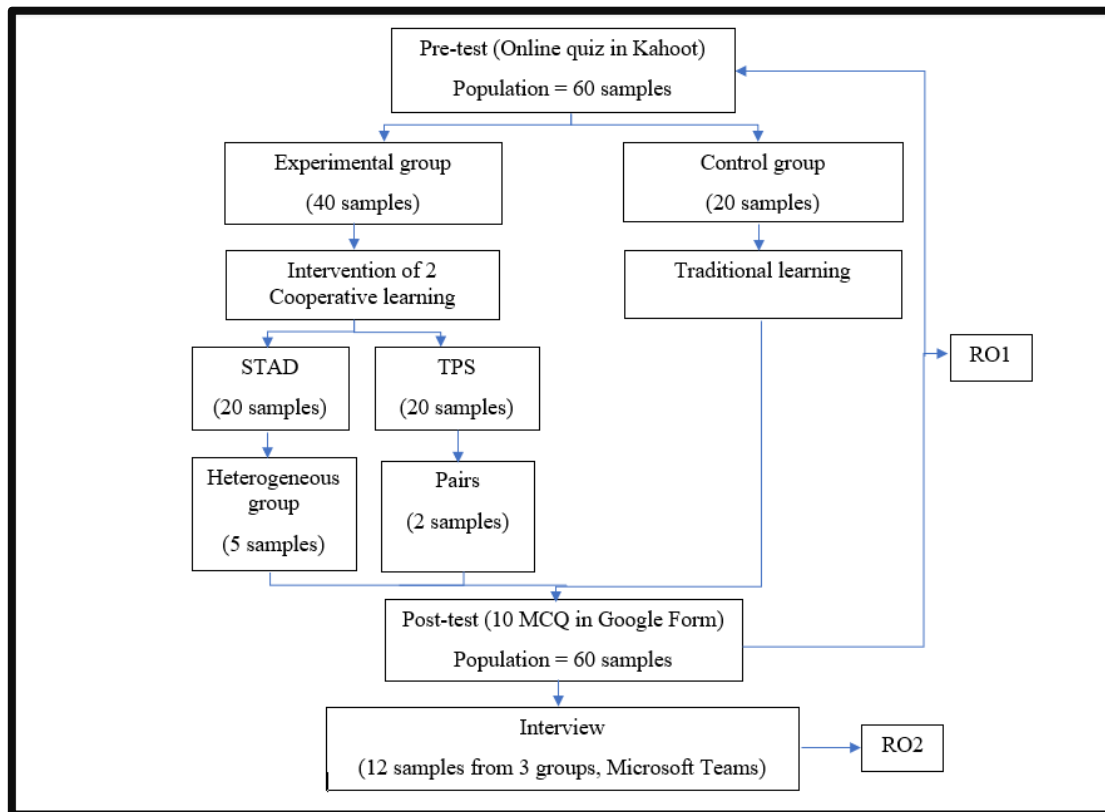


Figure 2. Conceptual framework of the intervention of cooperative learning in ESL classroom

Appendix C

1. Which teaching approach is mainly teacher-centered?

10 Kahoot! 64 Answers

<input type="radio"/> Communicative Language Teaching	<input checked="" type="radio"/> Task-based Teaching
<input type="radio"/> Cooperative Learning	<input type="radio"/> Grammar Translated Approach

2. Which characteristics is not belong to Grammar-Translation Method?

3 Kahoot! 69 Answers

<input type="radio"/> Focus on Reading and Writing	<input checked="" type="radio"/> Focus on fluency
<input type="radio"/> Grammar is taught deductively	<input type="radio"/> Much of the lesson is translated using native language

3. Audio-lingual Method emphasizes reading and writing before speaking and listening

20 Kahoot! 30 Answers

<input checked="" type="radio"/> True	<input type="radio"/> False
---------------------------------------	-----------------------------

4. Which principle is not belong to Audio-Lingual Method?

22 Kahoot! 23 Answers

<input type="radio"/> Encourage the use of mother tongue in the classroom.	<input checked="" type="radio"/> Use dialogues in presenting the language.
<input type="radio"/> Involve listening, speaking, reading and writing skills.	<input type="radio"/> Emphasize the repetition and substitution drill.

5. Which of the following is the aim of Grammar-Translation Method?

21 Kahoot! 26 Answers

<input type="radio"/> To create an interactive classroom.	<input checked="" type="radio"/> To teach using the target language.
<input type="radio"/> To help students read and appreciate language literature.	<input type="radio"/> To promote the learning through dialogues.

6. What is the objective of Structural-Situational Approach?

23 Kahoot! 24 Answers

<input type="radio"/> To teach English through drilling and repetition.	<input checked="" type="radio"/> Regards reading and writing is more important than speech.
<input type="radio"/> To relate teaching of vocabulary with reading lesson.	<input type="radio"/> To induce passive learning in the classroom.

7. Structural Approach put the importance on speech and pupil's activity.

16 Kahoot! 41 Answers

<input checked="" type="radio"/> True	<input type="radio"/> False
---------------------------------------	-----------------------------

8. Which of the following is not the characteristics of CLT?

23 Kahoot! 21 Answers

<input type="radio"/> Focus on communicative competence.	<input checked="" type="radio"/> Engage learners in meaningful communication.
<input type="radio"/> Engage learners in authentic language.	<input type="radio"/> Create a teacher-centered classroom.

9. Which technique belongs to Communicative Language Teaching?

23 20 Answers

Kahoot!

- ▲ Grammar is taught in isolation.
- ◆ Negotiation of meaning is less important.
- Content is related to students' lives and interests.
- The use of real life context is neglected.

10. Task-based learning emphasizes on learning process.

24 21 Answers

Kahoot!

- ◆ True
- ▲ False

11. The stages of Task-based learning are...

23 22 Answers

Kahoot!

- ▲ Pre-task, Task cycle, Language focus
- ◆ Pre-task, Task cycle, Post task
- Pre-task, Post-task.
- Pre-task, Language focus, Post-task

12. 4 language skills must be integrated in Language Teaching.

23 24 Answers

Kahoot!

- ◆ True
- ▲ False

13. Can the verbs learn, understand, comprehend use in writing the lesson objectives?

23 24 Answers

Kahoot!

- ◆ True
- ▲ False

14. Which taxonomy can be used in writing lesson objectives?

23 19 Answers

Kahoot!

- ▲ Bloom's taxonomy
- ◆ Barrett taxonomy
- Bloom's and Barrett taxonomy
- None of the above

15. The task difficulty in a lesson should be based on the student proficiency level.

23 21 Answers

Kahoot!

- ◆ True
- ▲ False

16. Which of the teaching materials need to be adapted before using it in a lesson?

23 25 Answers

Kahoot!

- ▲ Newspaper article
- ◆ Newspaper article, Radio broadcast, Textbook
- Workbook
- Video

17. Lesson plan consists of how many stages?

20 29 Answers

Kahoot!

- ▲ 3
- ◆ 5
- 4
- 6

18. The involvement of teachers only limited in presentation stage.

20 30 Answers


Kahoot!

- ◆ True
- ▲ False



Figure 3. 20 Multiple-choice questions in Pre-test

Appendix D



Invitation to the Online Classroom conduct by Final Year Project Student

Dear students from English Education Program,

Invitation to Participate in Online Classroom

I, Foong Joo Yee, student from Faculty of Arts and Social Science at UTAR Kampar campus, is conducting a research entitled "The Effectiveness of Cooperative Learning Strategies and its Impact Improving Academic Performance of UTAR Undergraduates".

This research requires 60 participants from English Education program for the success of the intervention of cooperative learning strategy. Participation in this research study is optional but I am hereby encourage yours participation in this research.

In participating this research, you are required to attend a 45 minutes classroom twice a week for 4 times during the semester break in 2020/10. In this research, you will go through Pre-test (Quiz) and Post-test (Creating a lesson plan) individually which relate to the English Language teaching approaches. The purpose of having pre-test and Post-test is to investigate the impact of cooperative learning on the academic performance of UTAR undergraduates. Apart from that, a 30 minutes interview will be conducted to analyse the perspectives of UTAR undergraduates towards the implementation of cooperative learning strategies in the ESL classroom.

Scores and interview data obtained are solely for final year project purposes. All the privacy data of samples will be kept as confidential and anonymous.

Your participation in this research are very much appreciated. If you have any doubt, kindly contact me via Teams chat (FOONG JOO YEE) or Whatsapp (016-515 3118).

Sincerely,

Foong Joo Yee
Final Year Project student from Faculty of Arts and Social Science

Your email address will be recorded when you submit this form.

Not jooyeefoong98@1utar.my? [Switch account](#)

*** Required**

Acknowledgement *

I hereby agree with the terms and conditions and willing to involve in this research.


I do not wish to participate and my personal data will not be involved in this research.

Next

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Invitation to the Online Classroom conduct by Final Year Project Student

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*** Required**

Demographic data

Name *

Your answer _____

UTAR Gmail address *

Your answer _____

Age *


18-22

22-26

26-30

Faculty *

FAS



Age *

18-22

22-26

26-30

Faculty *

FAS

Programme *

English Education

Year and Semester (E.g. Y1T3) *



Your answer _____


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* Required

Online Classroom Arrangement

This research consists 2 experimental and 1 control groups. This online teaching mainly expose the English Education students to use the proper methods in composing a lesson plan. Each lesson takes place for 1.5 hour, you are required to participate for 4 days of lesson only. Hence, kindly choose a time slot that you prefer.

The online lesson starts from Monday to Thursday (11/1-14/1). The time slot can be modified based on your available time. *

11.00am-12.30pm (Monday-Thursday)

A copy of your responses will be emailed to jooyeefoong98@1utar.my.

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Figure 4. Consent form

Appendix E

The figure displays 17 teaching slides for Lesson 1, arranged in a grid. The slides are numbered 1 through 17.

- Slide 1:** Student Teams Achievement Divisions (STAD). Inform consent.
- Slide 2:** What is STAD?
 - Heterogeneous grouping (Combination of High, Intermediate, Low achiever)
 - It involves 5 stages in a lesson.
 - Presentation
 - Teams (Every member MUST take turn in presentation)
 - Quiz
 - Score
 - Team Recognition
- Slide 3:** Lesson Objectives
 - Introduce task-based learning as a teaching approach to ED students.
 - Give a lesson to persuade the suitability of task-based learning in ESL classroom
- Slide 4:** Task-based learning (TBL)
- Slide 5:** Table of Content

01 Principles Main objectives	02 Stages Pre-task, Task cycle, Language focus
03 Team	04 Quiz
- Slide 6:** 01. Principles
 - Main focus
 - Learning language forms in the completion of meaningful task.
 - Task (to solve problem) is the main component in the lesson, not structure.
- Slide 7:** 02. Stages
 - 1st Pre-task: Introduction to topic and task
 - 2nd Task cycle: Task, Planning, Report
 - 3rd Language focus: Analysis, Practice
- Slide 8:** 1st stage Pre-task
 - Teacher introduces a topic.
 - Highlight useful words and phrases.
 - Teacher instructions and recording are prepared to assist student understanding.
 - Questioning and vocabulary checking.
- Slide 9:** 2nd stage Task cycle: Task
 - Students receive a task from teacher.
 - Students perform task in group and pairs.
 - Teacher monitor students in a distance.
- Slide 10:** 2nd stage Task cycle: Plan
 - Group discussion is carried out between the students on the task given.
 - Students plan the presentation of task.
 - How the task is presented?
 - What is their outcomes?
- Slide 11:** 2nd stage Task cycle: Report
 - Students report the task through...
 - Speaking
 - Writing
 - Compare notes with others
- Slide 12:** 3rd stage Language Focus
 - Students perform the language features.
 - Teacher provides feedbacks to the students if there is a mistake.
 - On-going discussion between teacher and students in studying the language features.
 - Eg. Grammar, Past tense vs Present tense
- Slide 13:** "Ways to Maintain a Healthy Body"
 - Pre-task: Teacher explains the context in a task, students grouping.
 - Task cycle:
 - Groups/pairs list out the ways to maintain a healthy body.
 - Planning: Students discuss and practice the ways.
 - Report: Students present their point verbally. Teacher take notes of student presentation.
 - Language Focus: Feedback is based on vocabulary, time expressions, syntax.
- Slide 14:** 03 Instructions:
 - Form a group of 5
 - Participate in the assigned group in teams.
 - Discuss how will you conduct a class using this method.
 - Present in less than 5 minute.
- Slide 15:** Discussion starts NOW!
- Slide 16:** Attend quiz using the link provided

https://kahoot.it/challenge/006852781?challenge-id=8e1144c2-6d29-4f6d-9481-2b73030c6e6_1610290021016

Group ID: 69292914
- Slide 17:** Thank you

Figure 5. Teaching slides for Lesson 1

Appendix F

Lesson Objectives

1. Introduce Communicative Language Teaching as a teaching approach to ED students.
2. Give a lesson to persuade the suitability of Communicative Language Teaching in ESL classroom

Communicative Language Teaching (CLT)

Table of Content

- 01 Principles
Main objectives
- 02 Characteristics
Main approach, teaching activity, teaching material
- 03 Instructions

01. Principles

Main focus:

- This teaching approach is based on **students proficiency level**.
- Meaning-focused** communicative tasks.
- Apply learnt **language in real context**.

02. Characteristics

- 1st Main approach
- 2nd Teaching activity
- 3rd Teaching Material

Characteristic: Main approach

- The **function of language** used by students.
- How the language learnt is effectively applied by the students in **real context**.
- Creates meaning** when language is used in a context.
- Teacher only **facilitate and guide** throughout the lesson.
- Students as the **active learners, group based**.

Characteristic: Teaching activity

- Applicable to **4 language skills**: Reading, Writing, Speaking & Listening.
- Students are to be work in **groups**.
- 5 stages** of teaching stage.
- Activities: Role-play, debate, simulation, solve puzzle, constructing poem.

Characteristic: Teaching Material

- Authentic materials**-related to **theme & topic**.
- News article, video, reading passage from textbook, voice recording, flash card, crossword-puzzle, board game, pictures.

"Sports"

Set-induction
Teacher grabs students attention by showing short clips.

Presentation
Teaching introduces the type of sports used in the lesson using flash cards and pictures.

Practice
Students divided into small groups to complete worksheet, teacher provide **feedbacks** after the discussions.

Production
Students present a **discussion** on a topic given "Suggestions on new sport in Olympics". Teacher provide **feedbacks**.

Closure
Teacher gives follow-up activity before the class ends.

EXAMPLE: Topic of Sports

03

Instructions:

1. Form a group of 5
2. Participate in the assigned group in teams.
3. Discuss how will you conduct a class using this method. (Teaching activity, teaching materials)
4. Present in less than 5 minute.

Discussion starts NOW!

Attend quiz using the link provided

https://kahoot.it/challenge/02431536?challenge-id=6e115642-5d2b-49b-9481-2b720388e6_1610200066561

Game PIN: 02431536

Figure 6. Teaching slides for Lesson 2

Appendix G

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

Figure 7. Teaching slides for Lesson 3

Appendix H

5 Stages in Lesson Plan and its Materials
Lesson Plan Part II

Lesson Objectives

1. Present the stages involved in a teaching lesson plan and the material used.
2. To enable students to give opinions on the implementation of 5 teaching stages in online learning.

TABLE OF CONTENTS

01 5 stages in lesson plan
Set Induction, Presentation, Practice, Production, Closure

02 Materials
Authentic material

03 Instructions

5 Stages in Lesson Plan

- From set-induction to Closure.
- Duration of 1 period of lesson +30 minutes
- Time allocation

No.	Stages	Duration
1.	Set Induction	4 min
2.	Presentation	10 min
3.	Practice	5 min
4.	Production	8 min
5.	Closure	3 min

Set-Induction

- Grab student attention and interest towards the lesson.
- Shortest duration (3-4 minutes).

Ways to carry out ...

- Ask question (greetings, personal experience, previous lesson).
- Use media
- Use picture/ video clip } Relate to current topic
- Lesson objectives

Presentation

- Consists most of the teacher involvement in presenting a topic.
- Lesson must assist with clear explanation and examples in real context (teaching material).
- Focus on the 4 language skills. (Reading, listening, speaking, writing)
- Logical duration

Note:

- Check on students understanding. e.g. Ask students questions (Meaning/ function of language)
- Grouping of students before move to next stage. (Practice)

Practice

- Student involvement in presenting a topic.
- Teacher provides activities to students.
- Students practice the language skills (referring to teaching material, language model)

Note:

- Highly recommend student to get in group/pair work.
- Always provide feedbacks after discussion.
- Teacher only assist throughout the lesson.

Eg. Activity

- MCQ, short answer, true/false, information transfer

Production

- Minimal guidance from teacher, mostly student involvement.
- The activity/exercise provided is complex than previous stage.
- Students must think critically and creatively to complete the task.

Note:

- Students get in group/pair work.
- Student should be able to achieve the lesson objective.
- Teacher provides feedbacks after discussion.

Eg. Activity

- Role-play, problem solving, information gap, (HOTS)

Closure

- Recall the lesson
- Review the lesson (Student)
- Follow-up activity

Note:

- Follow-up activity
- homework

Authentic Materials- give meaning

Material should...

- Align learner interest
- Reflect learner' background
- Good quality (Sound, graphics)
- Meet the lesson objectives (Language use)
- Applicable in activity

Types of materials...

- Realia: Objects
- Printed texts: Books, newspaper, magazines
- Images: Pictures, photographs, poster
- Multimedia: Audio, video, recording

Instructions:

With the practice of online learning, do you think teacher will still adhere the 5 stages & materials stated in this lesson? Why? Why not?

1. Get in a group of 5.
2. Discuss in assigned group.
3. Choose a volunteer to present your idea.
4. You are given 5 minutes to complete the task.

Discussion start now!

Attempt quiz using the link provided

Thank you

Figure 8. Teaching slides for Lesson 4

Appendix I

1. TEACHING OF LISTENING

2. LESSON OBJECTIVES

- Introduce the stages and types of activities in teaching of listening.
- Give practice in suggesting a proper activity in each stage of a topic given.

3. TABLE OF CONTENTS

01. GOAL
02. STAGE
03. ACTIVITY

4. 01. GOAL OF TEACHING LISTENING

Listen for comprehension & language learning

Purpose:

- To understand what was said.
- To identify the intention of speakers.
- To get information.

Types of listening skills:

- Listen for details
- Listen for gist
- Listen selectively
- Listen and make inferences
- Prediction before listening

5. 02. TEACHING OF LISTENING IN 3 STAGES: PRE-LISTENING

- Grab students' interest and attentions.
- Activities should be based on learner interest.
- Revision of listening skill.

Note: The listening process should be interactive to engage student participation.

Listening activity can be integrate with discussion.

- Pictures
- Video clip

6. 02. TEACHING OF LISTENING IN 3 STAGES: WHILE-LISTENING

Consists of teaching point, Student listen and practice, Students listen and do

- Distribute worksheet for students.
- Conduct listening to audio/recording (*Play twice)
- Grouping: Group/pairs/individual

Activities:

- Fill in missing information
- Transfer information to graphic

Flow chart, Graphic organizer, Table

7. 02. TEACHING OF LISTENING IN 3 STAGES: WHILE-LISTENING

- Production of listening skill.
- Extended activities from while-listening.
- Activity is difficult to evaluate student understanding.

Activity: Speaking skill

- Discussion in group
- Debate

8. ACTIVITIES: PRE-LISTENING STAGE

LISTEN & REPEAT (LOW PROFICIENCY STUDENT)

- Choral practice
- Pair practice

CONVERSATIONS (INTERMEDIATE STUDENT)

- Fill in the dialogue & read
- Take turn to provide information
- Structure dialogue in real context

9. ACTIVITIES: WHILE-LISTENING

STORY TELLING

- Retell story
- Use picture to tell story
- Expand note to tell story
- Round robin

INSTRUCTIONS

- Giving instructions
- Listen and do activity
- Flow chart

10. ACTIVITIES: POST-LISTENING

DESCRIPTION

- Use picture
- Comparing picture
- Information sharing

DISCUSSION

- Debate
- Information gap discussion
- Problem solving

11. INSTRUCTIONS:

- Get into a group of 5.
- LISTEN to the recording, and discuss activities for a listening lesson (30 minutes).
- You are given 10 minutes to discuss.

Form 1 Topic: Free time activities

Vocabularies: Dancing, playing football, cooking

12. YOUR DISCUSSION STARTS NOW

13. ATTEMPT THE QUIZ VIA THE LINK

14. THANK YOU

Figure 9. Teaching slides for Lesson 5

Appendix J

The figure displays 12 teaching slides for Lesson 6, arranged in two rows of six. The slides are numbered 1 through 12.

- Slide 1:** Title slide: TEACHING OF SPEAKING.
- Slide 2:** LESSON OBJECTIVES
 - Introduce the stages and types of activities in teaching of speaking.
 - Give practice in suggesting a proper activity in each stage of a topic given.
- Slide 3:** TABLE OF CONTENTS
 - D1. TEACHING SPEAKING SKILL
 - D2. STAGES
 - D3. ACTIVITY
- Slide 4:** D1. TEACHING SPEAKING SKILL
 - Teacher should:
 - Use resources that boost student interest.
 - Start from easy to difficult task.
 - Carry out speaking activity in classroom.
 - Provide information that is appropriate for learners.
 - When carrying out a speaking activity, teacher should:
 - Prepare the lesson well
 - Give clear instructions
 - Correct when necessary
- Slide 5:** D2. TEACHING OF SPEAKING IN STAGES: SET-INDUCTION
 - Listening viewing video clip
 - Recap previous lesson
 - Question & Answer
 - Share personal experience

Note:

 - Teacher can always ask students questions after clip, experience sharing session.
 - Q & A session is suitable for intermediate & advance student.
- Slide 6:** D2. TEACHING OF SPEAKING IN STAGES: PRESENTATION STAGE
 - Revise related grammar
 - Introduce new structure
 - Pre-teach the structure, words & pronunciation

Use dialogues to perform the language expression, such as:

 - Getting attention
 - Asking direction
 - Agreeing
 - Giving direction
 - Thinking
- Slide 7:** D2. TEACHING OF SPEAKING IN STAGES: PRACTICE STAGE
 - Practice among students
 - Provide sample dialogue
 - Conduct the teaching of structure verbally
 - Distribute worksheet for students.
 - Pick out some features from a table.
 - Fill in the blank verbally.

Activities:

 - Drill missing information
 - Speaking activity like requesting
 - Information gap activities
- Slide 8:** D2. TEACHING OF SPEAKING IN STAGES: PRODUCTION STAGE
 - Provide a situation
 - Improve fluency & accuracy
 - Provide context
 - Assign 1 title to every group.
 - Provide activity with no clue and difficult.

Activities:

 - Role-play

Note:

 - Teacher must make correction on the feature involved in speaking activity.
- Slide 9:** ACTIVITIES
 - Role play
 - Giving opinion
 - Describing
 - Problem solving
 - Information gap activity
 - Sharing information
 - Making short speech
- Slide 10:** INSTRUCTIONS:
 - Get into a group of 5.
 - Discuss activities for a speaking lesson (20 minutes).
 - You are given 10 minutes to discuss.

Form 1 Topic: Free time activities

Vocabularies: Dancing, playing, football, cooking
- Slide 11:** YOUR DISCUSSION STARTS NOW
- Slide 12:** ATTEMPT THE QUIZ VIA THE LINK

Figure 10. Teaching slides for Lesson 6

Appendix K

The figure displays 15 teaching slides for lesson 7, organized into three rows of three slides each. The slides are numbered 1 through 15.

- Slide 1:** Title slide: TEACHING OF WRITING
- Slide 2:** LESSON OBJECTIVES
 - Introduce the stages and types of activities in teaching of writing.
 - Give practice in suggesting a proper activity in each stage of a topic given.
- Slide 3:** TABLE OF CONTENTS
 - 01. TYPE OF WRITING
 - 02. PRODUCT APPROACH
 - 03. PROCESS APPROACH
 - 04. MATERIAL
- Slide 4:** 01. TYPE OF WRITING

Narrative writing	Stories, songs
Descriptive writing	People, places, objects
Expository writing	Factual, explanations
Persuasive writing	Advertisement, brochures
Argumentative writing	Discussions, opinions
- Slide 5:** 02. PRODUCT APPROACH
 - Traditional approach
 - Teacher provides model (Grammar)
 - Teacher prepare vocabulary, grammar.
 - Teacher uses pictures, skeletal note.

Stage 1: Familiarization, Stage 2: Controlled writing, Stage 3: Guided writing, Stage 4: Free writing
- Slide 6:** STAGE 1: FAMILIARIZATION
 - Introduce model text and feature. E.g. Formal paragraph letter.
 - Play close attention to techniques. E.g. Narration, descriptive writing.
- Slide 7:** STAGE 2: CONTROLLED WRITING
 - Students practice highlighted features on isolation. E.g. Write past tense.
 - Focus on particular techniques used. E.g. FR in the third sentence construction.
- Slide 8:** 03. PROCESS APPROACH
 - How to write by writing
 - Focus on quality content and learning the genre of writing
 - 5 writing process

Stage 1: Pre-writing, Stage 2: Drafting, Revising, Editing, Stage 3: Post-writing
- Slide 9:** STAGE 1: PRE-WRITING
 - Student work in group to write down idea.
 - Select relevant ideas.

Activity: Group brainstorming, questioning, discussion, mapping/clustering, outlining, writing dialogue.

Material: Graphic organizer
- Slide 10:** STAGE 2: WHILE-WRITING
 - STAFFING:
 - Students work in group (pair)
 - Organize idea, the main idea, supporting idea, elaboration.
 - REVISION, EDITING:
 - Proof-reading, peer reading
 - Self-revision. E.g. leaving error, grammatical error.
 - RE-EDITING:
 - Teacher give feedback, students revise.
- Slide 11:** 04. MATERIAL

LANGUAGE ELEMENTS	STUDYING OBJECT
Structure, sentence structure, tense	Genre, subject (Detailed)
SKILLS	ASSESSMENT
Ability to brainstorm, write, edit, proof-reading	Public
- Slide 12:** INSTRUCTIONS
 - Get into a group of 5.
 - Discuss activities for a speaking lesson (20 minutes).
 - You are given 10 minutes to discuss.

Form 2 Topic: Good luck, bad luck

Write an email
- Slide 13:** YOUR DISCUSSION STARTS NOW
- Slide 14:** ATTEMPT THE QUIZ VIA THE LINK
- Slide 15:** THANK YOU

Figure 11. Teaching slides for lesson 7

Appendix L

The figure displays 12 teaching slides for Lesson 8, arranged in a 3x4 grid. The slides are numbered 1 through 12.

- Slide 1:** Titled "TEACHING OF READING".
- Slide 2:** Titled "LESSON OBJECTIVES". Objectives include: "Introduce the stages and types of activities in teaching of reading." and "Give practice in suggesting a proper activity in each stage of a topic given."
- Slide 3:** Titled "TABLE OF CONTENTS". It lists three parts: "01. READING SKILLS", "02. TYPES OF READING", and "03. TEXTS".
- Slide 4:** Titled "01. READING SKILLS". It includes a table with four columns: "Recognizing topic", "Predicting", "General understanding", and "Look for specific information". Below the table are icons for "Look for detailed information", "Interpreting text", "Analyse text", and "Make judgment".
- Slide 5:** Titled "02. TYPES OF READING". It shows a flowchart with four boxes: "Skimming", "Scanning", "Intensive reading", and "Extensive reading". Below these are sub-categories: "Reading aloud", "Silent reading", and "Critical reading".
- Slide 6:** Divided into "PRE-READING" and "ACTIVITIES". Pre-reading activities include: "Develop students' interest", "Develop purpose of reading", "Review topic", "Provide background knowledge", and "Reflect previous knowledge". Activities include: "Picture, cover page", "Introduction", "Chapter title", "Headings", "Match title to pictures", "Skimming for gist", and "Scanning for information".
- Slide 7:** Divided into "WHOLE-READING" and "ACTIVITIES". Whole-reading activities include: "Language & content", "Function of the text (give information, direction, instruction, to persuade)", and "Organization of text". Activities include: "Retelling/rephrasing", "Distinguish main idea & supporting details", "Describe character & setting", "Summarise/languageing", "Transfer information", and "Compare & contrast".
- Slide 8:** Divided into "POST-READING" and "ACTIVITIES". Post-reading activities include: "Apply what was read", "Gain overall understanding", "Analyse text", and "Check on effectiveness of writing". Activities include: "Recognising implication", "Drawing inference", "Moral judgement", "Reinterpretation on personal level", "Discuss personal truth", "Summarise overall event", and "Analyse characters' interaction".
- Slide 9:** Features a text titled "CYBERBULLYING AND HOW TO DEAL WITH IT" with numbered steps (1-5) and a photo of a person looking at a laptop. To the right are "INSTRUCTIONS" for a group discussion.
- Slide 10:** A blue box with the text "YOUR DISCUSSION STARTS NOW".
- Slide 11:** A blue box with the text "ATTEMPT THE QUIZ VIA THE LINK".
- Slide 12:** A blue box with the text "THANK YOU".

Figure 12. Teaching slides for Lesson 8

Appendix M

The figure displays five screenshots of Kahoot! quiz questions. Each screenshot shows a question, the Kahoot! logo, the number of answers, and two response buttons: 'True' (blue) and 'False' (red). The questions are as follows:

- Question 7:** "Task-based learning focus students' communication in classroom." (41 Answers)
- Question 14:** "Task is highly emphasized in task-based learning." (20 Answers)
- Question 14:** "Students perform task mostly in individual basis." (22 Answers)
- Question 11:** "Teacher focuses the language features in Language Focus" (30 Answers)
- Question 13:** "There are 2 stages in Task cycle." (25 Answers)

Figure 13. Short quiz for STAD samples in Lesson 1

Appendix N

The figure displays five Kahoot! quiz slides, each with a question, a 'True' button (blue), and a 'False' button (red). The number of answers for each question is shown in the top right corner.

Question Number	Question Text	Number of Answers
11	CLT mainly focuses on student competence in grammar.	24
14	Lesson carried out mostly relates to real-life context.	19
7	Students serve as the agent of meaning exchange.	36
12	Teacher can directly use the original source in classroom.	28
10	Translation is highly encouraged in the CLT classroom.	34

Figure 14. Short quiz for STAD samples in Lesson 2

Appendix O

The figure displays five Kahoot! quiz screens, each with a question, a Kahoot! logo, and two answer buttons: 'True' (blue) and 'False' (red). The number of answers is shown in the top right corner of each screen.

- Screen 1 (Top Left):** Question: "Lesson objectives should be written freely based on teacher's preference". 21 Answers.
- Screen 2 (Top Right):** Question: "Learning outcomes is guided with two types of taxonomies.". 18 Answers.
- Screen 3 (Middle Left):** Question: "Scheme of Work is a resourceful reference for teacher to prepare the lesson". 21 Answers.
- Screen 4 (Middle Right):** Question: "'Understand' & 'Comprehend' is the lowest level of Bloom's taxonomy". 22 Answers.
- Screen 5 (Bottom Left):** Question: "Barrett taxonomy and Bloom's taxonomy share equal levels.". 24 Answers.

Figure 15. Short quiz for STAD samples in Lesson 3

Appendix P

The figure displays five Kahoot! quiz slides, each with a question, a Kahoot! logo, a question number, the number of answers, and two response buttons: 'True' (blue) and 'False' (red).

- Slide 1 (Top Left):** Question: "It is suggested to ignore 1 of the 5 teaching stages in preparing a lesson." Number: 12. Answers: 24.
- Slide 2 (Top Right):** Question: "It is appropriate to play a 5 minute clip in the beginning of a lesson." Number: 5. Answers: 50.
- Slide 3 (Middle Left):** Question: "Presentation stage involves mostly student talk." Number: 14. Answers: 20.
- Slide 4 (Middle Right):** Question: "Teacher is advised to dominate the whole lesson." Number: 13. Answers: 18.
- Slide 5 (Bottom Left):** Question: "The teacher could perform the closure all by themselves." Number: 14. Answers: 19.

Figure 16. Short quiz for STAD samples in Lesson 4

Appendix Q

The figure displays five Kahoot! quiz screens, each with a question, the Kahoot! logo, the number of answers, and two answer options: True (blue) and False (red).

- Screen 1 (Top Left):** Question: "Drilling is the best method in the Teaching of Listening." 23 Answers. Question number: 12.
- Screen 2 (Top Right):** Question: "Adaptation is necessary when preparing an audio clip." 17 Answers. Question number: 14.
- Screen 3 (Middle Left):** Question: "Teaching of listening can integrate other skills in production stage." 25 Answers. Question number: 11.
- Screen 4 (Middle Right):** Question: "The use of foreign slang in a recording engages the participation of students in a classroom." 21 Answers. Question number: 12.
- Screen 5 (Bottom Left):** Question: "News broadcast can be used as a teaching material without any adaptation." 17 Answers. Question number: 15.

Figure 17. Short quiz for STAD samples in Lesson 5

Appendix R

The figure displays five screenshots of Kahoot! quiz questions. Each screenshot shows a question, the Kahoot! logo, the number of answers, and two response buttons: 'True' (blue) and 'False' (red). The questions are as follows:

- Question 9:** "Teacher can correct students mistake whenever they wish to." (34 Answers)
- Question 14:** "The teacher can assist students with a new structure and grammar in teaching of speaking." (19 Answers)
- Question 14:** "Activity of speaking can be practiced in a silent mode." (19 Answers)
- Question 11:** "Teaching of speaking can be best integrated with listening skills." (27 Answers)
- Question 14:** "Debate session can apply to students from all levels." (20 Answers)

Figure 18. Short quiz for STAD samples in Lesson 6

Appendix S

The figure displays five Kahoot! quiz screens, each with a question, a Kahoot! logo, a question number, the number of answers, and two answer buttons: 'True' (blue) and 'False' (red).

- Screen 1 (Top Left):** Question: "Teaching of Writing consists of 1 approach." Number: 12. Answers: 27. Logo: Purple.
- Screen 2 (Top Right):** Question: "Product approach focuses on the genre of writing." Number: 14. Answers: 17. Logo: Teal.
- Screen 3 (Middle Left):** Question: "Process approach consists of drafting, revising, editing." Number: 14. Answers: 19. Logo: Purple.
- Screen 4 (Middle Right):** Question: "It is not necessary to engage student interest in a writing activity." Number: 13. Answers: 24. Logo: Teal.
- Screen 5 (Bottom):** Question: "Language elements must be emphasized in when teaching writing skills." Number: 13. Answers: 20. Logo: Teal.

Figure 19. Short quiz for STAD samples in Lesson 7


Appendix T

The figure displays five screenshots of Kahoot! quiz questions. Each screenshot shows a question, the Kahoot! logo, the number of answers, and two response buttons: 'True' (blue) and 'False' (red).

Question Number	Question Text	Number of Answers
13	Critical reading is applicable for students from low-level.	20
14	Teacher can start a lesson by showing a book cover.	16
14	Language and content are less important in the Teaching of Reading.	19
12	Activity in while-reading can be repeated in post-reading	29
12	Integration of ICT and graphic organizer are highly encouraged.	24

Figure 20. Short quiz for STAD samples in Lesson 8

Appendix U



Post-test

* Required

Read the questions carefully and select the correct answer.

The questions are based on the criteria of writing a Reading lesson plan. The topic of water pollution will be covered in this reading lesson.

1. Which content standard is suitable for a reading lesson? *

- Communicate intelligibly through print and digital media on familiar topics.
- Understand a variety of texts by using a range of appropriate reading strategies to construct meaning.
- Communicate information, ideas, opinions and feelings intelligibly on familiar topics.
- Understand meaning in a variety of familiar contexts.

2. Which learning standard is suitable for a reading lesson? *

- Explain own point of view
- Understand specific details and information in longer texts on an increased range of familiar topics.
- Explain simple content from what they have read or heard.
- Understand independently specific information and details in longer texts on an increased range of familiar topics.

3. Choose any language skills that you wish to involve in this reading lesson. *

*Please take note that the skills chosen are related to Question 4 and Question 5 .

- Reading and Writing skills
- Reading and Listening skills
- Reading and Speaking skills
- Reading skill only

4. Choose an appropriate lesson objective for a reading lesson. *

- Enable students to write the ways to prevent water pollution.
- Enable students to identify the factors of causing water pollution.
- Enable students to have a debate on the cause and effect of water pollution.
- Enable student to identify the main points of a reading text.

5. Identify the appropriate verb when writing lesson outcomes for your reading lesson plan. *

- Identify, Organize, Write
- Match, Link, Plan
- Retrieve, Categorize, Produce
- Define, Mind-mapping, Construct

6. Identify the most appropriate set-induction activity for a reading lesson. *

- Teacher plays a one minute video clip of water pollution before the lesson.
- Teacher shows a news article about the water pollution happen in Selangor.
- Teacher introduces the some vocabulary to the students.
- Teacher separate students into groups and assign group activity.

7. Identify the most appropriate presentation activity for a reading lesson. *

- Teacher asks students to guess the title of the news article.
- Teacher asks students to list out the consequences of water pollution
- Teacher probes students to identify the main idea of water pollution.
- Teacher asks students to produce an essay.

8. Identify the most appropriate practice activity for a reading lesson. *

- Teacher asks students to categorize the cause and effect of water pollution in a worksheet.
- Teacher asks students to mind-map the consequences of water pollution
- Teacher asks students to identify the title of the news article.
- Teacher asks students to match the sentence to the picture.

9. Identify the most appropriate production activity for a reading lesson. *

- Teacher asks students to compose an essay of ways to prevent water pollution.
- Teacher asks students to debate on the responsible parties of handling water pollution.
- Teacher asks students to rearrange the sequence of passage in a news article.
- Teacher asks students to classify the main idea of the news article.

10. Identify the most appropriate closure for a reading lesson. *

- Teacher recaps today's lesson.
- Teacher asks students to recaps today's lesson.
- Teacher asks students to submit their homework.
- Teacher ends the lesson right after the production stage.

Back Submit

Never submit passwords through Google Forms.

Figure 21. 10 Multiple-choice questions in Post-test

Appendix V

Interview questions

1. How do you feel when the teacher uses a different method to teach? Why?
2. Which learning strategy do you prefer to learn in a classroom? Traditional mode or new method? Why?
3. Do you think that learning in group benefits your study?
4. Do you think you can learn more in groups compare to study individually? Why?
5. Do you think that this learning strategy is useful for today's classroom? Why?
6. If you are given a chance to implement the strategy in class, will you apply it to your classroom? Why?
7. Do you think this teaching strategy improves your knowledge in a certain subject?
8. Do you feel motivated when learning in a group?
9. Do you think learning in a group gives you more ideas about a topic?

Appendix W

Sample	Pre-Test	Sample	Pre-Test	Sample	Pre-Test
S1	55	T1	35	L1	20
S2	65	T2	45	L2	70
S3	55	T3	55	L3	25
S4	65	T4	25	L4	55
S5	85	T5	70	L5	60
S6	65	T6	30	L6	45
S7	60	T7	5	L7	55
S8	50	T8	40	L8	25
S9	75	T9	45	L9	65
S10	65	T10	55	L10	60
S11	50	T11	45	L11	15
S12	70	T12	45	L12	10
S13	65	T13	50	L13	60
S14	60	T14	45	L14	50
S15	55	T15	45	L15	55
S16	45	T16	60	L16	0
S17	65	T17	65	L17	50
S18	65	T18	65	L18	50
S19	60	T19	65	L19	50
S20	45	T20	65	L20	65

Table 13. Results in Pre-test of STAD, TPS, and TL

Appendix X

Sample	Post-Test	Sample	Post-Test	Sample	Post-Test
S1	70	T1	80	L1	70
S2	100	T2	50	L2	70
S3	90	T3	100	L3	85
S4	80	T4	70	L4	60
S5	80	T5	0	L5	50
S6	70	T6	0	L6	50
S7	60	T7	80	L7	60
S8	70	T8	80	L8	50
S9	90	T9	60	L9	50
S10	70	T10	60	L10	70
S11	80	T11	80	L11	55
S12	60	T12	70	L12	60
S13	100	T13	80	L13	70
S14	80	T14	50	L14	55
S15	60	T15	80	L15	55
S16	70	T16	50	L16	40
S17	90	T17	80	L17	80
S18	55	T18	90	L18	55
S19	70	T19	70	L19	70
S20	50	T20	70	L20	70

Table 14. Results in Post-test of STAD, TPS, and TL

Appendix Y

Interview Transcription

Interviewer: Foong Joo Yee

Interviewee: S1, English Education student

Interview setting: Interview conducted through voice call in Microsoft Teams. Interview was conducted at 10.00 AM on Friday (19/02/2021) morning.

Interviewer: Can you hear me?

Interviewee: Yah, can.

Interviewer: So, basically before the interview start, I would like to inform a consent to you. So, let me introduce myself again. I am Joo Yee, Final Year Project student. You are hereby joining a interview session of my research, entitled “The Effectiveness of Cooperative Learning Strategies and Its’ Impact on Improving Academic Performance of UTAR Undergraduates”. This interview aims to analyse the perspectives of yours towards the implementation of cooperative learning strategies in ESL classroom. So, the data collected are mainly for research purposes. I will keep the data collection private and confidential. This interview session will only last for maximum half an hour. So, later you are required to give your opinion based on the nine questions. So, are you ready?

Interviewee: Yah, I’m ready.

Interviewer: Alright, so... After you have attended the online lesson about the STAD cooperative learning, how do you feel when the teacher uses a different method to teach?

Interviewee: Erm, you mean for the course you conducted or after the lecturer taking the class, I’m not sure.

Interviewer: The course that I conducted. Remember the course?

Interviewee: Yah, yah, yah.

Interviewer: I use a different method, which is called STAD. Whereby all of you are grouped in a different group based on your scores in Kahoot. And you undergo some of the lesson and the quiz throughout the lesson. So how do you feel about this?

Interviewee: For that particular course, I felt it was interesting. But then, at some point, I felt competitive to learn with my classmates. Because it was based on scoring procedure for, I mean like score for every student right. So, I felt competitive among my classmates itself to learn. And also I remember whenever I did the Kahoot quiz, I wanted to get high score. So that, you know, I would be at higher marks.

Interviewer: So, means that, you are very competitive in getting a high score to boost up your confidence right.

Interviewee: Yah.

Interviewer: Okay, understood. Is it really because of the students from the same class, even the junior, that's why you are very nervous, and you are urge to get a very high score in it? Or is there any other reason?

Interviewee: Actually, both also. Among my classmate, I wanted to be good enough and also for the junior. I wanted to really like a good senior.

Interviewer: Okay, understood, proceed. So, which learning strategy do you prefer to learn in a classroom? Is it a traditional mode or the new method that I use or any other method that you prefer in a classroom?

Interviewee: Okay, uhm, I prefer the traditional mode. Because I feel that was uhm, less pressure maybe. Less pressure in answering the questions and all. For STAD, I found its

interesting. But, u know, that was like set questions to answer and you have to put more effort all the time.

Interviewer: After you have participated this kind of online lesson, do you think that the participation of your friends or even yourselves have changed in any other way?

Interviewee: Yes, I guess. Because uhm, you know, usually, you know, someone is conducting a meeting, we won't give much focus. But erm, for your class, I was giving my whole focus because I know that after each session, I will have to answer certain question. So, I was giving much focus, so that I can do well on the questions.

Interviewer: Okay, so...do you think that this learning in group benefits your study?

Interviewee: Yes, of course, it benefits for my study because I was able to share more information to my groupmates. When we discuss, the work became easier as well as erm, you know, more knowledgeable. Because most of us shared our knowledge, so rather than just one person doing it. I tried to, you know, really different doing with many people, because there is more content we shared.

Interviewer: Alright, so, when you work in group, do you realise that any difficulties or even any hardship when you are having your discussion in the lesson?

Interviewee: Erm, what hardship, especially in online class is the groupmates feedbacks. Like erm, only certain people give feedbacks. And then when we give opinion, some I don't think so whether they are listening or not, they don't respond and all. Yah, I felt that kind of discussion was a bit difficult in online class. If let's say it is a virtual class, oops, sorry, physical class, it would be much easier. Because you know, we are facing then face to face, they will give better responses, I guess. Cause I remember when we are doing, my group will like only two or three of us were talking and the other will like, they are just in the meeting room, yah.

Interviewer: Alright, now I know what you are doing in the discussion now. So, after you undergo this kind of online lesson, so, do you think you can learn more in a group or you can learn more by studying on your own?

Interviewee: Erm, actually I am a person who is studying by my own. But then, after working in groups, I felt that, you know, working in group is better also. Because if your groupmates are good enough, they will make your work to be easier. And erm, because you can, you know, share the work among each other and you can share knowledge and all. Rather than just one person searching for everything. If there is more people, you have more knowledge and less work.

Interviewer: Yah, choosing a good member making your life a bit more easier right.

Interviewee: Yah, yes, very true.

Interviewer: Okay, so... Do you think this kind of STAD learning strategy is useful for today's classroom?

Interviewee: Yes, I think it makes students to be more responsible, more attentive in the class especially. And I felt that is competitive, I think that this competition is a good and healthy competition. You want to excel good grades mean that is the good thing right, so, I think STAD is a good way of learning.

Interviewer: Alright, thank you. If you are given a chance to implement this strategy in the classroom, will you apply it into your classroom?

Interviewee: Yes, of course. We being a teacher, I would apply it on and off, but not maybe for all the time. Because you know, students might feel that erm, it is very competitive everyday.

Interviewee: But on and off if we apply this, sure we can see our students showing some differences on their level of concentration and the level of involvement in the class.

Interviewer: Alright, so, if you were to apply it, what kind of changes you wish to change in the process of STAD?

Interviewee: Erm, maybe for the group activities. Erm, I would erm, if it is an online class, I will make sure that all the students have a better interaction. Maybe, I will ask them to on their cameras, because if you on your camera, you will have a better interaction. And check them time to time, whether they are communicating or not. Because I feel very pity for those who, you know, only some students contribute, and some students are not.

Interviewer: Do you think this teaching strategy improves your knowledge only in this certain subject, like English subject only, or any other subject?

Interviewee: No, I think if it is implementing to other subjects also, it will definitely improve the knowledge. Yah, because I think, in all the subjects, they can share everything together and work together. And especially in Mathematics lesson, you can work with your groupmates to solve the problem. So, it definitely works with other subjects.

Interviewer: Okay, alright, so...Do you feel motivated when learning in a group or learning using this STAD?

Interviewee: Yes, I feel motivated. Because I feel responsible also, because erm...I feel that I should contribute which gives me the motivation to learn. Rather than, if I am just sitting alone, I will just listen and I have that situation I have to talk to somebody else. You know, work together, I will have high motivation.

Interviewer: Alright, so when you are group in a group where it consists of a student with low proficiency. So, according to your group, when you realise that there are juniors that are not knowledgeable as you are. Do you think you will help them and to assist their learning?

Interviewee: If being a senior, if I have a low proficiency junior, I will definitely help them. If they are interactive, enough. You know, they should also ask. If they don't ask, I won't know they know or they don't care or what. If they ask me, I will definitely help them, you know, teach them, erm... as much as possible.

Interviewer: Alright, so, just now you mentioned that if they ask, then only you will help them. So, let's say if they are being silent and remain passive throughout the discussion, what will you do?

Interviewee: I think I will try to get their, explain first, of course I will ask them what kind of opinion you all have. And then I will make them to speak, where I will ask them, if they have any suggestions on the particular work or not. If they are still unresponsive, I don't think I can do anything.

Interviewer: Alright, thank you. So, one last question, do you think learning in group gives you more idea about a topic?

Interviewee: Yes, definitely. We will have one perception about a topic. When other share their perceptions, and we will, you know, we will get a connection on that perception which makes the knowledge of the topic become wider. So, rather than just having our opinion on the topic, if we share the opinion with others, and they also give opinion. It will give a better view.

Interviewer: Alright, thank you. So, I have finished my questions about this research. So, what I will ask you, just one question about my own teaching. Can you give me some of the feedbacks? Because it will be useful for my future teaching.

Interviewee: Ah, seriously I felt your teaching was very good, because it was interactive as well. And your slides and your delivering of the content was clear enough. I was able to understand everything. Yah, that was good.

Interviewer: Your actual feedback.

Interviewee: I feel like a actual teacher, really, really. I feel like a actual teacher teaching for UTAR students.

Interviewer: Okay, so I will stop the recording first.

Interviewer: Foong Joo Yee

Interviewee: S2, English Education student

Interview setting: Interview conducted through voice call in Microsoft Teams. Interview was conducted at 11.30 AM on Friday (19/02/2021) morning.

Interviewer: Hi, can you hear me?

Interviewee: Yes, yes, I can.

Interviewer: Alright, so before I start the interview, let me introduce myself first and also inform you about the consent of this interview session. I am Joo Yee, Final Year Project student and now you are hereby informed that you are joining an interview session for my research. Which is the title of “The Effectiveness of Cooperative Learning Strategies and Its’ Impact on Improving Academic Performance of UTAR Undergraduates”. So, in this interview, it aims to analyse the perspectives of yours towards the implementation of cooperative learning strategies in the ESL classroom. The data collected later will remain only for research purposes as well as to kept private and confidential. So, for your information, the interview session will only last for half an hour and you are only required to give your opinion based on the nine questions that I will ask you later. So, are you ready?

Interviewee: Yes.

Interviewer: Alright, first question, how do you feel when the teacher uses a different method to teach during the online lesson?

Interviewee: Uh, for me, I think is interesting because we get to learn a lot of things especially when it comes to, uh... like receiving the task and then we discuss with our groupmates on how to erm ... achieve that particular task for example, yah.

Interviewer: Okay, so when you are working with your groupmate right, do you find any strength or hardship during the discussion in group?

Interviewee: For strength I think is because when we get to discuss together on how to resolve the issue and then we give our opinion. But then, the drawback of it, I would say not all of the teammates will contribute. Only maybe one or two, they don't really give their opinion. But then, but overall, I think uh... for my teammates, all of us did contribute something to contribute the task.

Interviewer: Alright, as you mentioned just now, some of them might like, less participation, right?

Interviewee: Yah.

Interviewer: So, as a member of a team, so how would you encourage them to join in the discussion?

Interviewee: Basically, I remember the first meeting, I did notice like one, a particular one member didn't attend. So, what I did is, I try to invite her by clicking the invite button to ask the participant to join. Uh, but then the participant, uh, I mean my groupmate, erm... I think didn't manage to join the meeting. Maybe of like their, they have something on like that.

Interviewer: Alright, so do you feel competitive when you are joining in a group when it consists of your classmates as well as your junior in this online lesson?

Interviewee: I would say, competitiveness, not really. It's just that sometimes, when... like when I want to share my opinion, uh... some of them would not accept. So, is some how demotivate my motivation, but then, still, I think I'm still being open minded in receiving their opinion and what expect to improve... So that we can work together on the same goal. So, yah,

I think even though some...certain point they didn't accept, but I still go with it. Because I think their ideas are good as well.

Interviewer: Does this situation like the disagreement continues throughout the online lesson or it is just for a while, may I know?

Interviewee: Uh... I think only once or twice, not all of the time. Means throughout the period.

Interviewer: Alright, so thank you. Which learning strategy do you prefer to learn in a classroom? Do you prefer traditional mode or the new method, STAD or another method that you prefer?

Interviewee: Uh... I would say, I would say is STAD is the task-based right? Erm... am I right?

Interviewer: STAD is the cooperative learning, one kind of cooperative learning. Whereby you are group in one group with different proficiency level of students and you undergo some of the discussion and the quiz in the classroom.

Interviewee: Oh, yah. I like the STAD method, STAD classroom environment. Because I get to really err, receive a lot of input from other of my groupmates as well when we are discussing erm... the questions. And then we get to know how are they thinking about that, so, at the same time, we also can give our opinion. And then lastly, we will try to agree which point is more stronger. And then, we will go with that point. So I think is a, I think is a teamwork because all of us are discussing on same goal. So that not anyone of us will be left out like that. I think I prefer like, I really enjoy STAD rather than traditional classroom.

Interviewer: So, as in compare with the traditional one, just now you said that you enjoy STAD, so can you tell me a bit more on the traditional mode where...Why do you think that it is not enjoyable for traditional mode to be carried out in this current classroom?

Interviewee: Uh... as you know that now we are entering another era like everything is different during this pandemic. Because traditional mode in those days, is still work, but then, right now...All of us are in this trending environment. I think is more towards how each of us can express our own opinion. Rather than just listening to the lesson, and then not doing and just follow what the teacher requires. So, I think, is better that each of us can receive the input at the same time. And then, but then, also we can express our thoughts towards any of the questions...probing session from the teacher like that, yah.

Interviewer: Alright, in your own words, so do you think that learning in groups benefit in your study?

Interviewee: I would say, to be honest...It changes my opinion last time, I used to think like, okay work alone is better, but then when it comes to group work, I really learn a lot. Because finally I can, not just express my thoughts. But then, also I get to receive a lot of input from my classmates when it comes to group work. So, I really enjoy, because we are not living alone in this island. So, we have to help each other, and then, at the same time, we can accept what other people think without judging them, yah.

Interviewer: Alright, do you think that this learning strategy is useful for today classroom?

Interviewee: I would say yes. Erm... but then, one thing I'm concern is like for the shy students. Even though they can mix around with those who are talkative within a same group, but sometimes, they still don't really open up what they think. So, yah. [Sounds of Water boiling] Eh, hold on yah...Okay, I'm so sorry about that. I forgot what was the question again, sorry, the water boiled, I forgot already what it is.

Interviewer: Yah, I will ask you again, is okay. My question is, do you think that this learning strategy is useful for today's classroom? Just now you mentioned about shy students.

Interviewee: Oh yah, shy students. Sometimes they don't really express their thoughts. So, it's better that, those... how do I say. Like if they are group right, so maybe the teacher really needs to encourage those who are shy. They can ask those who are talkative support those who are shy. And then, ask them to open up what are their thoughts, what are their opinion when they want to solve a problem.

Interviewer: Alright, so if you are asked to implement this strategy in your classroom. So, what are the ways that you will use to encourage the participation of shy students or even your shy groupmates?

Interviewee: Uh, firstly, what I will do is I will try to know. Let's say I'm standing the pre-service teacher role right, I will try to have this repo with my students where I know what are their personalities, what they like, what they don't like. And then, also I will try to see their communication with their classmates in that class. I would know like which one can really communicate with each other. And then, may be at the beginning, I will let those who can really communicate in one group first. But then, slowly, when they try to exchange their ideas. Maybe, after a few weeks later, I will try to let those who are talkative join with shy students. So that, it smoothen the shy students feelings, because they are not straight away join those who are talkative. They can try to relax with their situation first and then they can open up with those who are talkative classmates, I think.

Interviewer: Alright, so...If you are given a chance to implement this strategy in the classroom, will you apply it to your classroom?

Interviewee: Yes, definitely, I will. Cause I think is very useful. Because they don't want just listen to what the teacher said. But of course, during the presentation, I mean the lesson beginning, they will need to listen what is the instructions from the teacher first, if not, it would be a tortuous because they will just do it without knowing the purpose of doing it. So, yeah. I

would say I will definitely apply in the classroom because it is quite authentic as well. When it come to the task. And also help the students to think critically at the same time, with their opinion or thought. So, I will, I will apply, yah.

Interviewer: So, when you apply it, do you wish to change any of the stages in STAD?

Interviewee: I wouldn't say change first. Because I yet to really know how to conduct. Of course, I know the process, but then, I haven't really practically use STAD method. So, I would say I would follow what are the other people, like STAD method to apply. I try to observe first, and it comes to my first-time teaching, I will do the same thing. Then, slowly, slowly, as time goes by, only I will know what is my changes to be amended after I have discovered from my students reaction.

Interviewer: Do you think that this teaching method improves your knowledge in only English subject, or it can be applied to any other subject as well?

Interviewee: I would say not just improve my language when it comes to like maybe English language. But then, I would also say...it also helps me personally. I mean in terms of the personal development aspects, where we can communicate with others and then we can also think critically. Basically, I think these two aspects are actually included in the twentieth first century skills that is required. So, yah, I would say critically, it helps me to think critically and also to improve interpersonal communication skills.

Interviewer: So, why do you think these two aspects are quite important for this time around?

Interviewee: Because we are living in the world of judgment, as we all know. We do not know what is right or wrong. Like people would say, oh...this is the perfect way to do. But, I understand, people would criticise like, no...So, critical thinking is crucial because you have to stand neutral at first, you cannot judge, oh... you are wrong because other people say you are wrong or right. I mean we need to do our research first. We don't get other people influences

of their thoughts or beliefs. We need to really study first. When it comes to like communication, if we can't communicate well, even though we have extrovert or introvert. But then, erm...How do I say...they are still human being though. They can communicate with each other. It doesn't matter if they are extrovert or introvert.

Interviewer: Alright, do you feel motivated when learning in a group during the online lesson?

Interviewee: Yes, definitely, but then, it also depends on my groupmates la...I mean if I don't know them, then I don't dare to voice up. Of course, I will voice up certain point to accomplish the task. But then, if the groupmates I familiar with, then I will share my ideas and I will also receive a lot of knowledge from them. So, I think is enjoyable and also I learn a lot from my groupmates.

Interviewer: Alright, when talking about the familiarity right, just now you mentioned that you are feeling motivated when only with your classmates. So, if let's say, even in your online lesson, in your discussion. You are joining with students like, your junior or someone you are not familiar with. So, will you help them, or do you feel like there is a barrier between you and your members itself during the discussion.

Interviewee: I won't deny that is no barrier la. Because junior, senior, there would be a lot of gap there. So, I would say if, if, erm...let's say when the junior, they need our help. As a senior, we gave, we supported them. If they don't react or they don't want to receive the support. Then, I can't help la...But then, if they are able to receive or being open minded on what we suggested. Then...I would say, I will definitely help them because we are in a group. We cannot say, oh...you are junior, I'm senior, I am better than you. So, we need to help one another to talk with each other. So that the work, we can produce the quality work like that.

Interviewer: Alright, regardless of your groupmates or either someone you are not familiar with. So, you also feel motivated. In your opinion, you also feel like you have to pretend a bit because I am dealing with different groupmates.

Interviewee: Ha ha, okay.

Interviewer: Alright, for the very last question, do you think learning in a group gave you more idea about a topic?

Interviewee: Erm... I would say yes. Because I think of, when we want to solve the issue, I will think for my perspectives first. Then, only I receive other perspectives. So, when I want to solve this issue, I think on how the issue can be done, step A, step B, step C. But then, when I receive advice or suggestions from my teammates. Then, when we try to understand it, it also workable... So I say yah, your idea was good. So, it is not my perspectives is better than yours. Your perspective is also good. I would say we are cooperating well with each other.

Interviewer: Before I end the interview session, there is one question, that is out of the research that I wish to ask you. Do you have any feedbacks to give me about my teaching during this online lesson?

Interviewee: Uh... for me, I think overall is very good. Because the information we listen or the instructions given is very clear and concise. Uh, but what thing that I would like to give feedback is during the teaching, the teacher can maybe teacher can probe student questions. So that, the students will not just, they will... sometimes they will get distracted and then they will not listen. So, in order to really catch up those who didn't listen. Maybe, you can probe us question like. When you talk about halfway, you... during the teaching, you probe the students "What do you think about it?" or "Why do you think about this?". So that, the students will participate and then they will not get distracted during this online learning session like that. But, overall is very informative and we get to learn a lot as well, yah.

Interviewer: So apart from the probe question, anything you wish me to improve for the future teaching?

Interviewee: I think that's all, because other like the...teacher also got facilitated each group. So, I think is good, so that if we faced any problem. As a teacher, you would help us. So, other than that, is good. Just the probing problem can improve, that's all.

Interviewer: Alright, thank you.

Interviewee: Okay, thanks.

Interviewer: Foong Joo Yee

Interviewee: S3, English Education student

Interview setting: Interview conducted through voice call in Microsoft Teams. Interview was conducted at 3.00 PM on Friday (19/02/2021) afternoon.

Interviewer: Can you hear me?

Interviewee: Yes.

Interviewer: Alright, before I start my interview session, I will briefly introduce myself as well as to inform the consent to you about this interview session. I am Joo Yee, Final Year Project student, and you are hereby informed joining this interview session of my research. Entitled “The Effectiveness of Cooperative Learning Strategies and Its’ Impact on Improving Academic Performance of UTAR Undergraduates”. So, this interview aims to analyse your perspectives towards the implementation of cooperative learning strategies in ESL classroom. So the data collected later are mainly for research purposes, and the data collection also will be kept private and confidential. For your information, this interview session only last for maximum 30 minutes. So, you are only required to give your opinions based on the 9 questions. So, shall we start?

Interviewee: Sure.

Interviewer: Alright, so Jia Huey. How do you feel when the teacher uses a different method to teach? This question is related to my online lesson, the STAD method that I used in the classroom. How do you feel about it?

Interviewee: I feel that it is quite interesting.

Interviewer: In which way do you find it interesting?

Interviewee: Because we have used different teaching methods to teach ma, so that I feel that each method has its own uniqueness.

Interviewer: How about...what kind of uniqueness can you find in this classroom that is not exist in another online lesson?

Interviewee: I think is the groupwork part. I think is the groupwork part, because we are asked to like...go into our own groups and then discuss about the lesson plan. Yah, and then we are going to give uh...presentation on what we have discussed. So, I think this can give us the opportunity to like voice out our own opinion in a group. And them we have also have the chance to speak.

Interviewer: Alright, so, do you mean that the usual online lesson, they have less opportunity for students to voice out or even have their own presentation on their thoughts?

Interviewee: You mean like our normal class?

Interviewer: Yes.

Interviewee: Yah, usually...usually we just need to do the worksheet online and then... not collaborative work.

Interviewer: Okay, so...Which learning strategy do you prefer to learn in a classroom? Is it a traditional mode or any new method that I taught you before or any other method that you prefer?

Interviewee: Uh...I think...I think the method that you used to teach us is quite good. Because like...we can also have the chance to like know each other in the class. Because like usually we do not know other people in a class. Then, if we got this opportunity, we can like, our relationship will be more good, yah.

Interviewer: Alright, so...throughout this online lesson or even the group discussion you had, do you feel like any pressure or any competitive situation when you are discussing with the groupmates from a different batch or even a senior or junior?

Interviewee: Uh... at first right, we will... I will feel a bit pressure, but just a bit la. Because I do not know most of them in my group. But after that okay. Is like very normal discussion, yah, they are very nice.

Interviewer: Alright, do you notice that throughout the discussion, any changes on the groupmate participation or even, you yourselves compared to the usual online lesson?

Interviewee: Uh... sorry?

Interviewer: Yup, alright. I will repeat again, so, throughout this online lesson or even group discussion, do you realise that there are any changes in terms of participation among yourselves or even other groupmates?

Interviewee: I think yes. Because like in this group discussion right, we don't have teacher or lecturer inside a group. So, like we can just voice out what we feel like what we think in the group very freely.

Interviewer: Alright, so, if let's say if I were to go into your group as a teacher, what is your feeling on it?

Interviewee: It think if you are a teacher, maybe we will like be more aware of our speaking, like, the word we say...yah.

Interviewer: Alright, so you are restricted when the teaching is participating your group discussion right? You are mostly aware like, feel like very uncomfortable when the teacher is interrupting your discussion is it?

Interviewee: Yah... I think mostly depends on the teacher personality la...If the teacher is very friendly then I think is okay for us.

Interviewer: Alright, do you think learning in group benefits your study?

Interviewee: Yes, because like sometimes when we are alone right...We don't have the motivation to start the work. And then when we have an online discussion, then we can like use the time to search for the information, all those things. And then discuss together, and then, after around an hour, then we will get a result like, we know what exactly we need to do already. So, we can have a very clear direction on the task.

Interviewer: Alright, in another way, do you mean that teacher's feedbacks also very important to the students throughout the learning?

Interviewee: Yes. Cause like sometimes when we are doing something like assignment or what. We do not know that whether our direction is correct or not. And then, whether does it suitable or match with the marking scheme or not. So, like, I think like for every assignment or task right, teacher should give feedback. So that, we know that we are on the right track.

Interviewer: Okay, alright, understood. So, do you think you can learn more in groups compared to study individually?

Interviewee: If it is study, right...I can study alone...and also in groups. But usually, I will study in groups la. Like previously, before MCO. But then now, I, mostly I will study alone.

Interviewer: Okay, alright. How about the environment when the online lesson conducted? So, do you feel like study or having a discussion in group is more effective compare to the ...when you refer it by yourselves?

Interviewee: You mean like online learning?

Interviewer: Yes.

Interviewee: Uhm... Actually, online learning is also suitable for me. Because like, I am the person who often late to school, to the class. Online learning makes it really convenient and I seldom late to the online class.

Interviewer: Okay, so, during this online lesson, I mean the online lesson that I conducted, when you are having a discussion, do you find any hardship, or do you realise that there is any benefits of using a group discussion?

Interviewee: I think there is benefit. Because uhm...we have more brains, then we can have more ideas. And then the process of learning also not boring because we can have person to interact.

Interviewer: How about the weaknesses or any hardship that you face in the online lesson?

Interviewee: Let me think a...

Interviewer: You can take the example where you are having a group discussion of my question in the classroom.

Interviewee: I think is, is in a group discussion. Maybe some of the people are inactive, and then like they don't reply, or they don't voice out. Sometimes we will face some of the situation like this. So, we will a bit frustrated, like "Where are you?".

Interviewer: So, what would you do when you are facing this situation or maybe do you have any intention to approach that student to encourage them to join in the discussion, or what would you do in this situation?

Interviewee: I will just call their names in the...If it is the online learning, and then I will just call their names. Then, if it is in a Whatsapp group, then I will like tag them up.

Interviewer: So, how about in your group discussion, the channel where I open only for your group member right, what have you done before when people is not responding?

Interviewee: All of our members are responding.

Interviewer: Oh...so, you don't have this issue, okay, very good. Do you think that this learning strategy, STAD is useful for today's classroom?

Interviewee: Yes.

Interviewer: How do you think... or in what way they are useful in the classroom?

Interviewee: Because in Communicative learning and teaching right, we can like, we can learn like how to conduct a teaching in the real context. And then, also involves active learners, so, means that the students can have more interaction, more opportunity to voice out.

Interviewer: Okay...alright. So...if you are given a chance to use this strategy in class, will you apply it to your classroom?

Interviewee: Yes.

Interviewer: And... what would you do like any improvement or any amendment you wish to apply when you are using this STAD method to your student?

Interviewee: Maybe I will give them more like a different website for them to like explore...Like for example, they can, not only present, they can also write their answers in the Padlet or any other tools.

Interviewer: Alright, okay. Any other improvement that you wish to add?

Interviewee: I think, no.

Interviewer: Yup, alright, is okay. So, do you think this teaching strategy improves your knowledge only in English subject, or it can be applied in any other subject also?

Interviewee: I think it can be applied in any other subject. Because like, this is only a method ma, then if we think that this method is useful. Then, we can apply it in other language also.

Interviewer: Alright. How do you feel, do you feel motivated when learning in this kind of setting, learning in a group?

Interviewee: Yes. Because like, when we are in individual right... Sometimes that we are shy to ask questions to our teachers. Yah, and then, when we in a group, we can ask our groupmate like "What's going on?" or something like that.

Interviewer: Hmm... alright. Do you feel any pressure when your groupmates are having some of the argument or disagreement on your opinion in certain task?

Interviewee: Actually, no. Because sometimes they might have disagreement. But what they do is also for the benefits of our task. So, I think that is good for them to have different opinion. So that, we can manage to find out the best solution to the task.

Interviewer: Alright. Last question, do you think learning in a group gives you more ideas about a topic or even a task?

Interviewee: Yes. Because uhm... sometimes our groupmates have a lot of better ideas. So, yah... The more brain, the better the task, I think.

Interviewer: Can you give me an example that you have faced before? For example, the group discussion in my online lesson. Do they really like helping, like the knowledgeable students, like senior, they help you in coming out a lesson plan and they gives you some sort of ideas when you are discussing?

Interviewee: Yah, I think we help each other. Like, for example, like sometimes we do not know what to include in a lesson plan, like for the CLT method a. And then, one of the seniors, they would like give her ideas on "Oh, what can we do in this stage."

Interviewer: Uhm... okay. Alright, so in your opinion, how do you help the weak students?

Interviewee: Uhm...I think if it is online group discussion, maybe the one that didn't voice out often. Maybe she does not have ideas...So, we will like to call her name and then like ask her whether she is clear with what we are doing. And then, if she is clear then, she can learn something from what we had discussed.

Interviewer: So, when you are helping her right, doesn't matter if it a junior or senior. Do you feel like you are frustrated or uncomfortable when being grouped in a group where you do not know anyone?

Interviewee: If I'm in a group where I do not know anyone, I think it is normal for me. Because like in a group discussion that you assigned to us last time, I also do not know anyone. So, I think that is okay for me.

Interviewer: What is the way that you overcome the feelings of it during the group discussion? How do you get over this kind of feeling?

Interviewee: Uhm...I just make it very normal like I just uh...contribute my ideas in a group. And then, like see what they say lo...

Interviewer: Okay, okay, so you just compromised like, what together like what they say. Exchange some of the opinion during the discussion, right?

Interviewee: I will say out my opinions one.

Interviewer: Okay, so...in the very very last part. This is only for the recommendation. So, I would like to get your feedback on my teaching during the online lesson.

Interviewee: Actually...what you teach us right, is quite interesting. Is like in terms of the slide, is also very clear and not lengthy. Yah, so that...and then after that, uh...after the lecture, and then we will go into the group discussion. And we have the task to do. So, I think that, uh...this

is very good for us to brainstorm. Not only receiving the information that you teach us. We can also like come out with something. Like produce what we have learnt in the class.

Interviewer: Okay, do you have any suggestions or any improvement that you wish me to change during my teaching? You can voice out freely, is okay. Is just a feedback for me.

Interviewee: I think your voice is very clear. I like your voice. But maybe like, maybe like your facial expression can be more lively. Because like you are open the camera ma, so we can see your face like... "Oh...Is this teacher happy or not...", like...like that.

Interviewer: Ah... okay.

Interviewee: Yah.

Interviewer: Thank you for your feedbacks, as well as your opinions throughout this session. So, I will stop the recording first.

Interviewer: Foong Joo Yee

Interviewee: S4, English Education student

Interview setting: Interview conducted through voice call in Microsoft Teams. Interview was conducted at 8.00 PM on Friday (19/02/2021) night.

Interviewer: Hi, before I start my interview session today. Let me briefly introduce myself as well as to inform consent of this interview. I am Joo Yee, Final Year Project student. So, you are hereby informed that you are joining this interview session of my research. Entitled “The Effectiveness of Cooperative Learning Strategies and Its’ Impacts on Improving Academic Performance of UTAR Undergraduates”. This interview aims to analyse the perspectives of UTAR Undergraduate, which is your perspectives towards the implementation of cooperative learning strategies in the ESL classroom. The data collected are mainly for research purposes and the data also will be kept private and confidential. For your information, the interview session only lasts for maximum 30 minutes. You are required to give your own opinion based on nine questions. So, are you ready?

Interviewee: Yes.

Interviewer: Alright, first question. How do you feel when the teacher uses a different method to teach? The different method I mean here would be the way I teach in the online lesson during the semester break. So, what do you think about this method?

Interviewee: I think is good because you actually. Erm...I think you explain very detail and then you also give sufficient examples for us to know deeply about what are we going to conduct. As well as I want to say that your instructions is also very clear. So that, we know that what are the tasks we are going to do. And then, one of the main thing is that. Because the task

you present is in group form, so I think that's real for everyone to brainstorm about how to complete the task, yah.

Interviewer: Alright, so, which learning strategies do you prefer to learn in a classroom? Is it a traditional mode or any other new mode like my learning strategy or any other CLT, Task-based that you prefer?

Interviewee: Uhm...Actually, I prefer both. Because I think for the traditional classroom, you mean that, is it using the blackboard and then teacher teach and then student just absorb the information. But then for that kind of traditional mode of teaching, I think that should be a bit boring. But, in your CLT, I think is like more in two ways of interaction, but then it also some kind of teacher centred and with student centred. Teacher is main like a guidance to guide us, to present our task. And then, meanwhile, everything is very clear and very good to state out in your CLT classroom. But then, if I want to relate to traditional classroom, maybe teacher won't be so focus on the student. And then one of the differences is like our experience before, is because our participant is not that much. But then, for the traditional classroom, might be more than thirty students. So, teacher unable to handle the students.

Interviewer: Alright, thank you. So, for your information, the cooperative learning strategy that I have used for the online lesson is called STAD, not CLT.

Interviewee: Oh, yah...

Interviewer: Is okay, because I think some of you, is quite a long time, like few weeks ago. So this STAD is mostly on the grouping of the students based on high proficiency, low proficiency as well as the intermediate as a group. And throughout the online lesson, the students are going to have a group discussion as well as to attempt the quiz. So, this is about STAD. In case you forget, I just remind you. So, alright, proceed to the third question, do you think that learning in group benefits your study?

Interviewee: Erm...I think yes, because each of every group member can exchange their opinion and then the same time, for example, if I face difficulties in solving this problem. Maybe I can ask my groupmates to help us or give me some idea. So that I can be clear about What I am going to do about the next step. And then we can, I think for one of the effective, one of the good thing is that we can exchange our opinion. And then, if I am clear about this part. Maybe my groupmate will know more than me about this part. And then I can know more about their part like that. So can help each other in group work, yah.

Interviewer: Alright, so, during this online lesson, in the group discussion, do you feel competitive when you are dealing with some of the students who are actually your senior or even junior like. Do you feel any tension or feel like I have to do better than our groupmates or else, do you have any feelings like that?

Interviewee: Uhm...No, because I think that, for that groupwork is for everyone. I just have to do my own work well. But then, actually one of the thing that I face during your online teaching is that, uhm...I meet a few groupmate that is not that involve in the discussion. So, I have to carry the task and then, like an active learner to ask them like "What do we need to do next?", and then something like that. Because this is one of the challenges that I faced in your online teaching. And then, I won't feel competitive, cause I think that task is for everyone. And then, I just have to like, anyone need my help. Then, I will help. But then, if I don't know anything, I will ask. But then, in your online teaching, my group member is not that active. So, is a burden for me to discuss with them. So, nearly actually, every task is complete by me, and then some of their discussion. Yah, because no one is volunteer to voice out.

Interviewer: Alright, alright, so, can you tell me in deep like how was their participation throughout the online lesson? Like the group discussion you mentioned just now. You can talk

to me freely because is very important also, for me to collect this part of information about their participation.

Interviewee: Okay. I remember, if not mistaken, I got three members, right. And then, every time, I remember you assigned us into groups. But then, I remember that ever time I on the meeting, is me, is I on. Because I got like erm... I wait for few minutes. Let's see that, will they or anyone volunteer to on the meeting. But, no, okay, never mind, I on the meeting. And then, we join the discussion. And then, sure my group member join in. But then, no one on mic to talk. And then for the first day, no one talk for around five minutes, something like that. And I finally realised that. Erm, maybe our time need to reach for the discussion already and need to back to the main channel. So that, I automatically on my mic and then discuss like "Guys, in this session, what do we need to do". And then, when I asked, no one gives me respond. I don't know why, and then, and then got one person; I remember is who. He or she typed in the chat box like what do we need to do. And then, is also like uh...not many participations inside. And then, as well, throughout the discussion, two members only one mic for one or two times. Yah, is mostly like I talk and I actively just present my opinion and I ask them "What's your opinion about that?". But then, no one respond. So, uhm...so it's hard for me to conduct, to complete this task actually. And then, another thing is that, uh...Another thing is that, they did not join the discussion. Is like not active. So, which means that, in this situation, our task actually cannot be completed if there is no active person like I automatically do something. Yah, I think that is the problem.

Interviewer: Alright, so when you are facing these difficulties, I know is pretty hard for you and I noticed that throughout the online lesson. But, what are the ways, can you tell me the ways that you undergo this kind of hardship? What would you do while you are facing this situation?

Interviewee: I only can on mic to let them to talk like asking questions like “What are your opinion” and then “How do we going to do for the next step”. Oh, yah...and I remembered one thing is that because we need to present lesson plan. So that, in case, rather than I just like asking “What do we need to do in this stage?”, I just directly like, I divide the work. Like I asked Koon Ying to do this part, and then Jonathan do that part, something like that. So, is more efficiency for me to divide the work earlier. Rather than I just asking them like “What do we need to, What activity do we need to include in set-induction?”.

Interviewer: Alright, after considering this kind of situation, so do you think that you can learn more in groups compare to study individually?

Interviewee: You mean your STAD?

Interviewer: Is in your own opinion, do you think that study in group, you can learn more, or you can learn more when you are studying alone?

Interviewee: You mean based on what situation? I mean is like for the normal situation or like during this online teaching of yours?

Interviewer: During the online lesson.

Interviewee: Uhm...I think is better to for group discussion. Because is again like I don't have t think everything myself. Because like divide work like. For example, let's take about the research part, is like introduction can be one person in charge. And then, for methodology, can be one person in charge. So that, it can relieve my, everyone burden. Like not I need to care, not everything I need to do. I just need to focus on my own part. Then meanwhile if I like. I'm lack some idea about that, then I can ask my groupmate. So, that's a good thing for me, I think it's in group discussion, rather than individual.

Interviewer: Alright, so, do you think that this learning strategy is useful for today classroom?

Interviewee: Uh...you mean what learning strategy, you mean?

Interviewer: The STAD.

Interviewee: Erm...I think yes. Because it is like group-based discussion as well as it is like a teacher, more in student centred, I think. I think is half, half. Teacher also conveys the information, meanwhile students discuss after teacher instructed the task. So, I think that is suitable to apply in this situation.

Interviewer: Alright, since you have experienced this kind of STAD teaching, so, could you like possibly lists down some of the strengths that you realised in the online lesson?

Interviewee: STAD, I think one is group based, and then, one is that teacher convey message is very clear. So that, is like step by step actually, and then guide students. And then, for another thing erm...I think these two things only la. I just realised these two things only, sorry.

Interviewer: Alright, is okay. Alright, next question would be...if you are given a chance to implement this STAD learning strategy in a classroom, so will you apply it into your classroom?

Interviewee: Erm, I will apply, because actually, teacher cannot just produce output. And then students just input. But then, students also need to have erm... have chance to present themselves. Teacher is just like a guidance to guide them in their way, true or false, correct or not. So, I think is useful.

Interviewer: Alright, so when you are. So, just now I have asked you, you are given a chance to implement it, right? So, how about if you are going to implement it, what kind of process you wish to change within this STAD?

Interviewee: Uhm...process is like is...based on yours?

Interviewer: Yah, the STAD, like after I teach, I will give you some of the instructions, then you will be in a group, discuss it in your own discussion. Afterwards, you have to present your

work. And at the end of the class, I give you a quiz. So, these are kind of like a repetitive activity for a daily teaching. So, if you were to teach using the STAD, so what kind of activities, I mean, any forms of activities you can amend...you wish to amend in this STAD?

Interviewee: Erm...I think actually, nothing need to amend. But then, for the group discussion is that, I just want maybe teacher can realise that not only one person present but, every students need to have a chance to present themselves. And then, because if like this, only one person to present. That's mean teacher doesn't really pay attention about the student situation. Is that student did the thing all by him or her, or they actually involved in the discussion, but then, just only the person present. Yah, I think that is the think I want to amend. And then, for the proficiency task, I think should not be a big problem, because so far, for now, I think is fine.

Interviewer: Alright, so for the feedback just now. You wish to have teacher involvement throughout the student discussion, right?

Interviewee: Um.

Interviewer: Yup, okay. So, for the, that is kind of like very fresh opinion for me because so far, for the previous interviewees, they didn't even mention this point. So, it is kind of fresh. So, in your preference, you wish teacher to be involved in student discussion in what form? To what extent the teacher involvement is involved within the student discussion?

Interviewee: Uhm...is like...For my opinion, is like I think that is we are the students, and you are the teacher, we have a spread room, if teacher is not at there, mainly like. Is just the situation that I mentioned like not many, no one is going to on their mic and speak. But then, if teachers are there, maybe the existence of teacher may force them to like. If I was the active learner to ask questions like "What are you guys opinion about this?", no one respond. Unless, unless, at least teacher is at there. So that, teacher, their existence might force the students to speak out and involve in the discussion. I think that is good.

Interviewer: Alright, so do you think that this STAD learning strategy improves your knowledge in only English subject or it can maybe apply to any other subject that is suitable for the classroom?

Interviewee: I think it is applicable for nearly every subject. But, from your STAD, I just learned new knowledge about that. I can clearly know that how is lesson plan going to conduct. But then, if like you say that can be apply to the other subject or not...I think yes. Because as you mentioned that, it is like a repetitive task. Is like teacher teach and then instruct students to do work, discussions and then quiz. So that, students will know that there is a sequence already, so I need to prepare for that. Every subject is applicable for that, because it involves teaching, students' learning. And then group discussion, after that, they recall what they have learnt for the day and quiz.

Interviewer: Alright, so...do you feel motivated when you are involved in the group discussion or throughout the learning in a group?

Interviewee: Sorry, can you mention again?

Interviewer: Alright, is okay. Do you feel motivated when learning in a group during the online lesson?

Interviewee: Erm...no. Because is hard for us to have a physical, face to face communication. Is like only typing. Is hard to express what is my opinion. But then, if like in the physical one, I can directly find out that "This one need to amend, this one need to change". When we meet again, we will discuss. Online is really hard in terms of our communication already. Since we, although we are in the same class, is hard for me to find you in that class. So, I think that is not motivate for me to learn in this OTL. Communication, I think.

Interviewer: Alright, so...let's say, have you ever due with a student or groupmate in your group discussion, that they are having a very low proficiency or kind of weak in composing a lesson plan?

Interviewee: Uh...yes.

Interviewer: So, what will you do in helping them to complete the task?

Interviewee: I will assist her, I faced someone, like they don't know how to handle the APA reference, as well as for...and now the thing that I face is actually, is to compose, is to create a paragraph something like that. Like according to something something...I would like assist her, like screenshot, like this sentence, you need to change like this. I will not change for her, but, I will let her to change it herself. So that, I think that it will help her to, it will remind her next time.

Interviewer: Alright, very good approach for you. I think you can also apply it when you are teaching in the future. In the very last question, do you think learning in group gives you more ideas about a topic?

Interviewee: Yes, because everyone got different ideas. Maybe the information that I searched for is different from the others. So that, we can exchange our idea as well. Even though in a same journal, not everyone opinion is the same, like I comprehend this meaning, but my other group members comprehend another meaning. So, I think that groupwork can help me produce more idea.

Interviewer: Alright, I have finished all my questions now, so the very last thing I need to get from you is...can I have some of the feedback from you about my teaching during the online lesson. You can tell anything that you feel very satisfy or that is not satisfy or something you think I might have to improve on, for my future lesson.

Interviewee: For my feedback is that my satisfaction towards your online teaching is that I can clearly know what your instruction is and then your arrangement towards the lesson is very clear. Like is step by step actually, that's why I'm very, I need to admire you, And then for one of the satisfactory is that you can handle the lesson well although we are nearly the same age. But then, one of the thing I realised is that involvement of the student in classroom. I think we face the same challenge in the future. That student won't involve or to volunteer and not very active. And then, the only dissatisfaction is that, the teacher do not really realise that there is only one student present, and maybe the other groupmate is not participate in the discussion. Teacher need to be clear on the student progress, and teacher need to be involved inside. The satisfaction is when the lesson, the sequence and instructions are very clear.

Interview: Alright, thank you. That is the end of our interview session. I will stop recording now.

Interviewer: Foong Joo Yee

Interviewee: T1, English Education student

Interview setting: Interview conducted through voice call in Microsoft Teams. Interview was conducted at 11.20 AM on Sunday (21/02/2021) morning.

Interviewer: Hi.

Interviewee: Hi.

Interviewer: Alright, so before I start my interview session for today, I would like to briefly introduce myself as well as to inform some of the consent about this interview session. So, I am Joo Yee, Final Year project student. You are hereby informed joining this interview session of my research entitled, “The Effectiveness of Cooperative Learning Strategies and its’ Impact on Improving the Academic Performance of UTAR Undergraduates”. So, this interview aims to analyse your perspectives towards the implementation of cooperative learning strategies in ESL classroom. The data collected are mainly for research purposes and the data also will be kept private and confidential. For your information, this interview session only last for maximum 30 minutes. So, you are only required to give your opinion based on the nine questions later. So, are you ready?

Interviewee: Uh...yes.

Interviewer: Okay, first question. How do you feel when the teacher, which is me uses a different method to teach? So, the different method here I mean is the TPS method. So, do you still remember about the TPS method?

Interviewee: Uhm...not really.

Interviewer: Alright, so I will just briefly explain to you what is TPS again. So, TPS in full for, it is called as “Think Pair Share”. During the online lesson, the teacher will teach, and afterwards, teacher will give you some instructions. After you receive the task, you will have to think in Pair. After you think in Pair, you have to discuss with another pair to exchange your idea, which is like a share stage where you receive another opinion from your groupmates. After you get the opinion or exchange your idea, you end up presenting your point in the classroom. So, it is all about think pair share. That is the rough idea of it.

Interviewee: Yeah, I get it.

Interviewer: So, how do you think when I use this method to teach in the online classroom?

Interviewee: I think it can provide us more ideas about the knowledge we learnt about... like the way, share our experience with other members. Maybe we can know that other sources and other ideas on that. Is more...how to say...I think is quite... sorry, I don't know. I mean is quite uh...knowledgeable and quite exchangeable and we can know different things.

Interviewer: Alright, alright. Understood. So, don't be nervous. If you really cannot speak the word in English, you can tell me in Chinese. I can translate it for you.

Interviewee: Okay.

Interviewer: So, for next question. Which learning strategy do you prefer to learn in a classroom?

So, do you prefer a traditional way of learning or using a new method in learning in a classroom?

Interviewee: Uhm, sorry. Could you provide me some options for the... you called new method?

Interviewer: The new method could be like the TPS I used, or even the CLT, or any other task based.

Interviewee: For me, I, maybe I, I think I like the new method.

Interviewer: Alright, so why do you like the method more? So, can you tell me more about it?

Interviewee: Okay, so if we just talk about the traditional learning, is quite boring. And everybody just get through many years, like if we can learn the knowledge from new method, I think it's quite interesting and we will not be so bored about it.

Interviewer: Alright, so...do you think learning in group benefits your study?

Interviewee: Yes, I think it is. Because if we just do every task individually...uhm...maybe we just talk about the "Think Pair Share", right? So, is not individual task. We can know different things. Uhm...if we, is group task, we can work together, can provide us the chance to develop our cooperative skills. I mean...teamwork, teach us how to do the teamwork. Yah, I think that's all.

Interviewer: Alright, so when you are learning in a group, or having group discussion with your partner or even your groupmate. So, do you have a sense of like very competitive when you aware of your friends or groupmates are from different batch or even they are your classmates?

Interviewee: Uh, sorry, the internet is unstable. Could you repeat the question?

Interviewer: Okay, sure. When you learn in a group, when you are aware of your groupmate or even your partner are really your classmates, or they are your senior or junior. So, do you feel competitive?

Interviewee: Yes, I...I feel is competitive. Because...let's say someone is better than me or someone is not so good as...I would say, as a member, I will feel competitive.

Interviewer: Alright. So, in the sense of competitive, what kind of action that you really did in the group discussion that is like not in your own way, when you feel competitive?

Interviewee: You mean a way that I feel so not competitive?

Interviewer: Erm...I mean like when just now you mentioned that you feel really competitive when you are trying to do the best among the groupmates.

Interviewee: Yah.

Interviewer: What kind of action that you really put effort on in the group discussion? For example, can you provide me some of the example?

Interviewee: Uh, you mean what did I do for...erm, make it not so competitive?

Interviewer: Yah, I mean like what action did you put effort in to prove that you are really feeling competitive in the group discussion?

Interviewee: Erm...for me. Maybe is like group task. I will ask as much questions that I can. Cause there are some people that are better than me. Maybe I will ask them questions that I don't know about. And maybe I will try to...uhm...to...to ask anyone I can ask.

Interviewer: Alright, so you are like keep on absorbing all the knowledge from everyone right. So, next question. For the participation in the group discussion, that I have conducted online last few weeks. Do you aware that the participation of other member have any changes compare to the usual classroom?

Interviewee: The participation of other members, you mean the changes?

Interviewer: Yes, like the participation of their group discussion. So, do you notice any changes in it?

Interviewee: Oh...I didn't aware of that, and any changes about that.

Interviewer: So, do you aware that some of the participation, they are really contribute or some of them are really have less participation in your group discussion? You can talk about it more.

Interviewee: Oh...for that, yes. Since the last time, only me and another members. Only two of us are really do the things. But the other members, they are just keep silent and don't even join the meeting. Only two of us.

Interviewer: So, when you encounter this kind of difficulties, so, what are the ways that you have tried to overcome this situation?

Interviewee: Okay, maybe I think in group. We must have a leader. Leader can do his or her responsibilities to engage their members. To engage them, to teach them what they will do about a task. So, the leader is the most important one. And about the other members, they should be, they should be responsible. Because is very difficult to say everyone can do it...like what I said just now. Is very hard. So, the leader is the most important one to do it.

Interviewer: Alright, so you are telling that leader is really important to engage all of the members' participation.

Interviewee: Yah.

Interviewer: In terms of the communication. Alright, okay, understood. So, proceed to the next question. So, do you think that you can learn more in a group compare to study individually?

Interviewee: For me, yes. Because group work...For group work compare to individual work, we can improve many aspects of our skills. For example, like the teamwork and the speaking skills. Because we have to communicate with each other about the task. And we have to, some other skills like...Uhm...we have to know how to distribute the task.

Interviewer: Alright, so in your opinion, distribution of task really important.

Interviewee: Yes.

Interviewer: So, why do you think distribution of task is kind of like, play a major role in the group discussion? Could you like elaborate more about this?

Interviewee: Distribution of the task, sorry, let me think about it...

Interviewer: Yeah, you can use your time, is okay.

Interviewee: Distribution of a task.

Interviewer: It is like you divide your work into section by section to each of the members.

Interviewee: Okay, so...let me explain about it. So, for the distribution of a task, like we divide the whole task into different sections. And one person takes one section, it will become more targetive, and what did I mean for the targetive. Is like the person, he or she in charge of this section, only one section. He or she will be more focus on it. And this section would be more complete when make it individual task, or how to say, he or she will be more focus on it.

Interviewer: It is like more engaging when other members are sharing their own opinion towards the same task, right?

Interviewee: Yes, it is more engaging, yes.

Interviewer: Alright, so, do you think that this TPS learning strategy is useful for today's classroom?

Interviewee: Yes, I think it is. It will be useful for today's classroom.

Interviewer: So, how do they like, kind of useful in today's classroom. Like, in what way they are useful? Can you describe a bit more?

Interviewee: In what way, erm...so maybe in the classroom, teacher assign them a task. For...especially for, it will be useful the students that is not... with the low proficiency. If it is like TPS method, like one student is good and another student is not so proficient. Maybe the good one can help the maybe, the bad one.

Interviewer: Alright, so, when you...just now mentioned that the good proficiency will help out the weak proficiency. Have you encounter some of the situation, when your members are having high proficiency or some members are having low proficiency when you are having a group discussion?

Interviewee: Sorry, could you repeat it again?

Interviewer: Yup, my question is have you encounter any of the weak student from even, or else they are like a very good proficiency student in your group discussion?

Interviewee: Yes, I will. Because their proficiency are either, right? First of all, I will...if I am a teacher, I will observe them and determine what proficiency they are. And I will do a more scientific and more, uh...more appropriate distribution in how to make the groups.

Interviewer: Alright, just now, based on the statement right, you are saying that breaking into pairs is really important for students to learn. But, in the same time, students have to know these student proficiency as well, right?

Interviewee: Yes.

Interviewer: Okay, have you ever dealt with the weak student in your group discussion? I mean like the group discussion of my online lesson. So, how will you help the weak student?

Interviewee: How to help the weak students, right?

Interviewer: Yes.

Interviewee: Okay. First of all, I will introduce them the task very clearly. To make sure that they are really understand what we will do. And then, uh...I will tell them "You are free to ask any question from us", "You can get any help that you want". Then, maybe we will try to help, in charge of the more difficult task for, compare to theirs. To compare to what they get. Maybe we can assign them the easier task. The easier section I mean.

Interviewee: Alright, so when you are given a chance to implement this TPS strategy in classroom, will you apply it to your classroom?

Interviewer: I mean yes. I will apply it. They are useful like what I just said.

Interviewer: Alright, if you were to implement it to your classroom. So, in what process or what stages do you wish to change in TPS strategy? Any kind of activities or any kind of procedures in TPS you wish to change when you apply to your classroom?

Interviewee: Do you mean any part I want to change?

Interviewer: Yes.

Interviewee: Could you tell me, I mean, I mean there are how many stages in the TPS?

Interviewer: Alright, so basically TPS starts from teacher presentation, and next, teacher will give instructions of task. And proceed, would be the “T”, “T” would be like we give some time for students to “Think”. After they think, they will have to “Pair” with their partner to exchange idea. So, after they exchange the idea with the partner, the pair will have to discuss with another pair to “Share” their own opinion about the task. So, end up, together with the opinion gathered by the partners or groups, they will have to present it in the classroom.

Interviewee: Oh...okay. If I really want to change one part, maybe...it would be the discussion part. When the pair, they are discussing, maybe they will do other things that we don't know. Maybe what I want to change is, as a teacher in the classroom, I would walk around and observe them. What they are really discussing about. And... if is like an online teaching, they are discussing in own meeting right, maybe I will just join them whenever I want. So, it is better for me to understand them, and to know what they are really talking about.

Interviewer: Alright, so you are telling that teacher involvement in the classroom is like very important aspect in a group discussion.

Interviewee: Yes.

Interviewer: Why do you think teacher involvement is very important in a group? So, does it mean that teacher existence might have some of the purpose in this group discussion? Can you talk more about it?

Interviewee: Okay, so, teacher can monitor them very well. So, that's why I say like that. On the other hand, teacher can provide them assistance. Like, this is why the teacher involvement is very important. Monitor, monitor and assistance.

Interviewer: Alright, do you think teacher involvement could also boost up student participation involved in the group discussion?

Interviewee: You mean the teacher involvement affects the student participation?

Interviewer: Yes.

Interviewee: To some extent, yes. I think, because especially for the students that with poor proficiency. Uhm...at first, they are the poor students. And they are very rely on the teacher...

Interviewer: They rely on the high proficiency students?

Interviewee: Yah, high proficiency students. But, if teacher do not involve them, then the weak student may really, they like to keep silent and they don't really talk about the task. They don't want to get involve in this discussion. Maybe just sit there and do nothing.

Interviewer: Alright, understood. So, proceed to the next question. Do you think this TPS strategy improves your knowledge in only English subject or it can apply to any other subject that is suitable to be applied?

Interviewee: Other subject, yes. Not only just the English subject, maybe the Math subject. Or the other subject that we can really talk about the, can really discuss about one topic. Like in a

history class, the teacher assigns students with the, one topic about the history. And the “Think Pair Share” will be used for them to discuss. I mean discussion part is very very important in teaching and learning.

Interviewer: Could you explain more, why do discussion important in a learning process?

Interviewee: First of all, discussion can provide students a chance to exchange their ideas. To share their ideas, to express what they really want to say regarding this issue. We can get different perspectives regarding one topic. And it can improve them how to communicate within each other. And...let me think about it...other aspect like. Yes, I think that's all, sorry.

Interviewee: Okay, is okay, never mind. Do you feel motivated when learning in a group?

Interviewee: Motivate when learning in a group...yes. Because you just talked about the competitive. If it is competitive, then, I would be motivated.

Interviewer: In which way, you find yourselves motivated when learning in a group or participate in a group discussion?

Interviewee: Uhm...in which way I will be motivated ...especially when I feel someone else with the high proficiency, that they are very good, then...Maybe as a weak proficiency student, maybe I will want to be like that. Because everyone wants to get good grades right...Especially when we work with them, with the students that with the high proficiency. Maybe you learn from them, that's all. That's the way I feel motivated.

Interviewer: Alright, so you are talking in the sense that you had dealt with the high proficiency students. So, you have the urge for you to learn more and in the same time you feel motivated and feel competitive with your groupmates, right?

Interviewee: Yes.

Interviewer: Okay, got it. Alright. For the next question, do you think learning in a group gives you more idea about a topic?

Interviewee: Learning in a group, yes. It does give me more ideas. As we are consistently exchange our ideas from different person, and everybody has their own idea regarding one same thing. So, sure it will generate different ideas.

Interviewer: Alright, could you possibly like list out some of the benefits when you undergo this TPS strategy in the group discussion?

Interviewee: Okay, for the first one, can improves student communicative skills, since we are keep talking and exchanging ideas. The second one, ah...is generate different ideas and third one, they can provide students the chance to help each other. I mean...especially for the low proficiency students. And the fourth one, students can improve their...can I say social skills? It can provide them a chance to socialising.

Interviewer: Okay, got it. So, before I end this discussion, I have finished asking all the questions about this research. So, can I have your feedback on my teaching during the online lesson? You can provide any feedback that you wish me to improve or you notice that some of my weaknesses or even of my strengths. You can talk about it to me now.

Interviewee: Okay...maybe I think everything goes well, but, if you can add more activities in your teaching, that would be more fun. Because you are just teaching us the knowledge, right? But with no interaction, because there are no activities. I mean the activities is more like in presentation stage, like a small game or the stage in set-induction...Maybe can provide us some video or poster. That would be more interesting, I think.

Interviewer: Alright, so, apart from it, do you wish to like have some of the remedial activities. So the activities I mean here, remedial is like after you have attended a lesson, or during your lesson, do you wish to have some of the short quiz for your understanding?

Interviewee: Yes, I would be very happy to do that. If there is some like Kahoot or Quizlet, that would be very interesting. And I will be able to know what I missed about the knowledge. What I have to improve.

Interviewer: Alright, so basically this Kahoot quiz, it did exist in cooperative learning. But, it is not in your TPS, but is in a previous group called STAD. Okay, I think that's all, do you think you have anything to tell me about my teaching?

Interviewee: I think that's all.

Interviewer: Alright, thank you. So that's the end of our recording of this interview session. So do you have anything to tell me before I end the session?

Interviewee: Uh...nope.

Interviewer: Alright, thank you.

Interviewee: Thank you.

Interviewer: Foong Joo Yee

Interviewee: T2, English Education student

Interview setting: Interview conducted through voice call in Microsoft Teams. Interview was conducted at 2.15 PM on Sunday (21/02/2021) afternoon.

Interviewer: Okay, before I start my interview session, I will just briefly introduce myself and as well as to inform some of the consent about this interview session to you.

Interviewee: Okay.

Interviewer: I am Joo Yee, Final Year Project student. You are hereby joining an interview session of my research, entitled “The Effectiveness of Cooperative Learning Strategies and its’ Impact on Improving the Academic Performance of UTAR Undergraduates”. So, this interview aims to analyse your perspectives towards the implementation of cooperative learning strategies in ESL classroom. The data collected later is mainly for research purposes, and the data also will be kept private and confidential. So, the interview session for your information will only lasts for maximum 30 minutes. So, you are required to give your own opinion based on the 9 questions. So, are you ready?

Interviewee: Yah, I’m ready.

Interviewer: For the first question, how do you feel when teacher uses a different method to teach? So, the different method here, means that, the method that I use to teach all of you in the online lesson.

Interviewee: Okay, ah...method, ah...Actually, I feel learning in online. I feel is like not effective as we learn in ah...face to face class. But then, is still fine. But, uh...but is still fine.

Because I still can cope up, can cope up and I still can follow the teacher's instructions and all that. That's it.

Interviewer: Alright, so in which way do you feel not effective?

Interviewee: First of all, because I feel like when we learn through face to face, we are more engaging with the lecturer and the teachers, compared to online learning. Sometime, because sometimes we might have connection problems and all that and the situation at the home, and sometimes it will be noisy, all that, a kind of disturbing. That's it.

Interviewer: Alright, so you prefer physical learning among teachers and friends compared to the online learning, right?

Interviewee: Yah.

Interviewer: Erm...Rhandhiniy, sorry. Can you give me some time? Because I think that my connection is not that good by the time. Can I call you later in one or two minutes?

Interviewee: Okay...sure, no problem.

Interviewer: Okay, I will end the call first.

Interviewee: Okay.

[Interview starts again due to poor internet connection]

Interviewer: How do you feel when the teacher uses different method to teach? So, the different method here is the method that I used, which is TPS method to teach all of you in the online lesson. So, how do you feel?

Interviewee: Okay, uh...actually, the way you teach is really effective and is understandable. But I prefer to learn in face to face more than learning it in online. But then, the way you teach are really understand it and is really good.

Interviewer: So, why do you prefer to learn in face-to-face setting?

Interviewee: Because, because of the...sometimes we might have connection problem. And then, the surrounding at my home, that one, all that, might be sometime distractive. That's it...that's the reason.

Interviewer: Alright, so which learning strategy do you prefer in the classroom? Do you prefer the traditional method or the method that I taught you in the online lesson?

Interviewee: Erm...the method you taught.

Interviewer: So, can you talk more about it?

Interviewee: Okay. Because I feel like the method you taught is more effective than the traditional method. And I feel like is really easy to understand. And I find that...is interesting to learn in a...the method you taught us.

Interviewer: Coming back to traditional mode, so why do you feel like you are not prefer to learn in that mode?

Interviewee: Uhm...not to say I'm not prefer that traditional method, but, I feel the method you taught is more good than the traditional method. I have nothing to tell bad about the traditional method. It's still good. But then, I prefer the method you taught, that's it.

Interviewer: Do you think that learning in a group benefits your study?

Interviewee: Uh, yah, of course. The reason is because when we learn in group, uh...we have more, uh...we can share our experience, we can share our knowledge. For example, last time, when we work in group, we had one senior in our group. And he tends to share his experience and his knowledge to us. And then, we...I also learn a lot from him. So, it's quite ah...not to say quite, but it's very effective to learn in group.

Interviewer: Alright, so, when you learn with your senior, like you mentioned just now, do you feel like there is a feeling of competitive? So, like you tend to do work better or put more effort in the group discussion.

Interviewee: Yah, really. Because... there is a competitive. Because some of the thing I don't know and then he taught us how to do. Then, we had the feelings like, we have to do more better next time. So, I had like, go for it. I have to work. I have the thought that next time, I have to do better and I have to do everything quietly, all that.

Interviewer: Alright, in terms of participation in the group discussion. Do you feel, find any difficulties or do you noticed there is any member, who has less participation or any member that tend to have very active participation during the discussion?

Interviewee: Not to say less participation, but I have members that are active in the participation. Which is both my groupmates, they both was really active. Even if I don't know anything, they taught me and it was really helpful.

Interviewer: Alright, so next question, do you think you can learn more in group compare to study individually?

Interviewee: Ah, yeah. I prefer learning in group, and I feel like I can learn more when I in group, rather than learning alone.

Interviewer: Okay, so, when you are learning in group, do you find any difficulties or even in the group discussion itself, do you find any hardship in group discussion?

Interviewee: Erm, I don't think so. Because my group members were really good. So, I didn't face any difficulties in my group discussions.

Interviewer: Alright, do you think that this TPS learning strategy is useful for today's classroom?

Interviewee: Yah. It was really helpful.

Interviewer: In what way can it be useful. Can you elaborate it more?

Interviewee: Okay, so, first of all, when we use the TPS method, is like more to...if we don't know anything, when we are with the partner or member, they can teach us. And then, we won't have the feeling like "we don't know", all that. Because there is someone or the group to teach us. It was really helpful. Then, the second reason is, we can share our knowledge and experience...uh...that's all.

Interviewer: Okay, let's say, have you ever experienced like, deal with some of the weak member or they have poor knowledge in term of composing a lesson plan? In the group discussion.

Interviewee: No, because this sem is my first sem doing lesson plan. So, I haven't face all that problem yet.

Interviewer: Okay, so, if let's say, you have the weak students, who are really like not proficiency in using English. How do you help him or her when you are doing a group work?

Interviewee: First of all, I will help them to, like how to do step by step. I will prefer like how they understand it. I will go for that way. If let's say they don't understand, I will teach them, again and again until they understood it.

Interviewer: Alright, thank you, next question...So if you are given a chance to implement this TPS strategy in the classroom, will you apply to your classroom?

Interviewee: Yah, of course.

Interviewer: So, in what way will you apply this strategy? So, let's say, if you are to implement this strategy, do you wish to change any of the steps or stages in this TPS?

Interviewee: No, I don't think so. I will just follow like this. Think pair share, we have to work in partner, then we have to share the information with another group. I don't think so there is anything to change.

Interviewer: So, do you think this strategy can be used only for English subject, or it can apply in any other subject as well?

Interviewee: No, it can be applied in any other subject as well.

Interviewer: So, do you have any example of other subject that it can be applied?

Interviewee: Okay, for example, okay, Malay language. If let's say we want to learn, we want to teach student about "Kata Nama Am" or "Kata Nama Khas". First, we can ask them to work in pair, like two pairs will be discussing on what is "Kata Nama Am" and they list out the example of "Kata Nama Am". And then, the another two pairs also will do the same thing. Then, the four of them will exchange their ideas.

Interviewer: Okay, so, do you feel motivated when learning in a group?

Interviewee: Yeah.

Interviewer: So, in what way, or in what kind of situation do you feel motivated?

Interviewee: Motivated because when some ...Because this is the first time, I learn how to do lesson plan. Most of the thing, I don't know. And then, my groupmate, they taught me like how to do. They taught me clearly on how to do a lesson plan. And all that make me motivated to learn more about the lesson plan and everything.

Interviewer: So, in your opinion, do you think that having a senior or even a more knowledgeable one in your group is really helpful for your group discussion?

Interviewee: Yah, yah, true.

Interviewer: Okay, so, last question. Do you think learning in a group gives your more ideas about a topic?

Interviewee: Yes.

Interviewer: Okay, can you give me some of the example that you have experienced throughout the group discussion as well as the online lesson?

Interviewee: Okay, so when we do the lesson plan, I don't know how to do the pre-reading and everything. And then, the group, my groupmates, they taught me like how to do the pre-reading and everything. I already learn from what you taught, but then, I'm still like ah...have one or two doubts about that. And then, they helped me to clear all my doubt, regarding the pre-reading steps. So, I learn more ideas from it.

Interviewer: Alright, thank you. Before I end the session, I would like to get your feedback on my teaching. So, throughout the online lesson, I mean from what you observe from me, so, do you have any comment on my teaching or any aspect that you wish me to improve in for the future teaching? You can tell me freely, is for the recommendation and my future teaching.

Interviewee: I don't feel any improvement, is really...The way you taught us was really efficient and it was really understandable. But then, only some time I feel like I cannot hear like, the sound is not clear, that's it. But the way you taught us was really good and I really like the way you taught us. That's it.

Interviewer: Alright, so, any improvement like what I did wrong or I did very terrible?

Interviewee: No, no, nothing like that.

Interviewer: Okay, so that's the end of our interview session, thank you.

Interviewee: Thank you, good luck for your future.

Interviewer: Alright, thank you very much. I will stop the recording now.

Interviewer: Foong Joo Yee

Interviewee: T3, English Education student

Interview setting: Interview conducted through voice call in Microsoft Teams. Interview was conducted at 5.00pm on Wednesday (24/02/2021) evening.

Interviewer: Hi, before I start my interview session for today, I would like to briefly introduce myself as well as to inform some of the consent for this interview to you. So, basically, I am Joo Yee, final year project student. You are hereby joining the interview of my research, entitled “The Effectiveness of Cooperative Learning Strategies and Its Impact on Improving Academic Performance of UTAR Undergraduates”. This interview aims to analyse your perspectives towards the implementation of cooperative learning strategy in ESL classroom. The data collected are mainly for research purposes and the data collection will also be kept private and confidential. For your information, this interview session only lasts for maximum thirty minutes. You are required to give your opinion based on nine questions. So, are you ready?

Interviewee: Ah, yes.

Interviewer: Okay, first question. How do you feel when a teacher uses a different method to teach during the online lesson?

Interviewee: I feel that it is like something new that I never experience before. But I think overall is great because I can learn something from it.

Interviewer: Alright, so what do you mean by something new? Can you explain it more?

Interviewee: Because we have never been taught like this kind of teaching method, like need to collaborate with each other and then we need to like do things together and also exchange opinion with each other. So, is really like something quite new to me.

Interviewer: Okay, so when you are collaborate or share you point with your groupmates right, do you feel competitive?

Interviewee: Not really. But maybe a little.

Interviewer: Alright, so can you tell me about the participation in your group when you are having the group discussion?

Interviewee: Basically, we will like discuss with each other and then we will give exchange our own opinion. And then we will like do it together, help each other to complete the work.

Interviewer: During the participation of your group, do you realize any difficulties or any hardship when conducting a group discussion?

Interviewee: Maybe everyone of us will have our own opinion. So we need to listen to each other and then to refer, and then we need to like come out with something that everyone agree, something that is better. And everyone has the same opinion on it, so that we can use that particular thing.

Interviewer: Alright, can you briefly tell me about the participation of your groupmate during the group discussion?

Interviewee: Can you repeat?

Interviewer: Can you tell me about your groupmate participation when you are starting your group discussion during the online lesson?

Interviewee: I think my groupmate is also very active. She also has her own opinion and thinking. So, she basically like will give some suggestion and then I will discuss with her together, and we work on it together.

Interviewer: Alright, so which learning strategy do you prefer learning in a classroom? Is it a traditional one or a new method?

Interviewee: Maybe I prefer the new one. Because traditional we have been like learning it for quite some time. So, maybe we can learn something new and then try to adapt to it and maybe it would be like beneficial to our future.

Interviewer: Alright, so the new method that you mentioned, so in which form do you wish this method to be carry out in the classroom?

Interviewee: Which new method?

Interviewer: Is like, just now you mentioned you prefer to apply new method in the classroom, right? So, you prefer it to be applied in group discussion or not like the traditional mode. Maybe you can briefly explain about how the new method will be applied in the classroom. Means like the teacher activity or the student activity, you can talk about that.

Interviewee: Is like the online teaching that we are learning, so, we can conduct things online and then the group discussion everything also can be conducted online with the new technology and new application. That would be much more interesting and less boring.

Interviewer: Alright, so how about the grouping of students in term of it?

Interviewee: Grouping...maybe we can use different apps to group the students. Maybe we can like group them on our own or maybe ask students to group themselves using various apps that are available online; that can be used in teaching.

Interviewer: Okay, so do you think that learning in group benefits your study?

Interviewee: Yes, because we can exchange our thinking and opinion when we are learning in group. Because if we learn alone, then sometimes when we have difficulties or maybe struggle, we cannot like asks others. But, group discussion, we can ask our friends and then we can help each other and improve together.

Interviewer: So, do you think you can learn more in groups compared to study individually?

Interviewee: I would say yes, because learning in group would be like...how to say ah...in group, because like just now I mentioned. We can get help from our friend if we have difficulties. But, if we are alone, then no one will help us like we can maybe search online to get the answer. But sometimes we still not that sure. But friends we can ask the for the correct answers and ask them why is it this answer. Why, is it this way and so on.

Interviewer: Alright, so when you are learning in group, right...Have you ever deal with the students where your groupmate is kind of like having a weak proficiency in composing a lesson plan?

Interviewee: So far, no.

Interviewer: Alright, so let's say if you have a weak student or a weak groupmate. How would you like to help him or her?

Interviewee: Maybe, can talk more to the person, talk more to her and help her to improve. So that when we have discussion, and then, encourage her to talk more. Despite, maybe is very difficult, encourage her to talk more and then help her to explain what the person is going to say.

Interviewer: Okay, so do you think this learning strategy, the learning strategy I mean here is TPS I used "Think Pair Share" is useful for today's classroom?

Interviewee: I can say that is quite useful but, if is conducted online, is like quite difficult. But, maybe in the traditional classroom, if we use this method, then it would be much more easier.

Interviewer: Alright, so just now you mentioned that it is quite difficult to conduct online. So, in which way or from what you experienced, can you explain to me why is it difficult to conduct it online?

Interviewee: Because like sometimes we might get lost contact with our friends. And then, they are just like gone, suddenly and then or maybe sometime, they are like quite shy to share their answers, to talk to, on their mic and then talk. Maybe is in classroom, then it will be like face to face. So, everyone would have the opportunity to talk.

Interviewer: Alright. So just now you mentioned that you face difficulties when you lost contact with your group mate. So, how do you actually overcome this kind of problem?

Interviewee: Maybe if I can't talk to my groupmate, and then I will find like another groupmate. Because I need to find another solution for it, not just like keep waiting for it.

Interviewer: Okay, so, if you are given a chance to implement this TPS strategy in the classroom, will you apply to your classroom?

Interviewee: Maybe I will try.

Interviewer: Okay, so when you apply to the classroom right, what kind of content or stages that you wish to improve when you apply it?

Interviewee: Maybe is the presentation stage. Because I think the stage can be conducted in different way like, can be more interesting, so that it kind like attract the students to like to further...another stage like, practice, production, closure, they will be more motivated.

Interviewer: So, how would you improve this presentation stage? Like what kind of assistance or teaching material that you would like to involve in this stage?

Interviewee: If it is conducted online, then maybe I will use like different kind of apps and then make the content more interesting. And then maybe include some games inside.

Interviewer: Okay, so...Do you think this teaching strategy, TPS improves your knowledge in certain subject like English language or it can be applied in any other subject as well?

Interviewee: I think that it can actually improve because in terms of like, if we are collaborating, and we are virtually speaking, talking and exchanging ideas, we are actually learning something, getting knowledge from our friends and also from each other. So, it actually will help to improve our language proficiency.

Interviewer: Alright, so do you think this strategy is useful for another subject, out of English language? Does it applicable for other subject as well?

Interviewee: Depends what kind of subject because some subject doesn't really require this.

Interviewer: Alright, so do you feel motivated when learning in group?

Interviewee: A little bit.

Interviewer: Why do you say is a little bit?

Interviewee: Because sometimes, I prefer to study or I need to learn on my own. And maybe sometimes I prefer to do it in group. Because sometimes in group, everyone will have their own opinion...is very hard to like, to have like same things in common.

Interviewer: Okay, can you describe when you are having group discussion in my online lesson? So, do you feel the same as well? Do you feel like unmotivated or kind of like motivated when you work with any other junior or senior that you are not familiar with?

Interviewee: If the person is not that familiar, then, erm...Actually in this TPS, my groupmate somewhat, who is like younger than me and I also not familiar with her. But, I think that overall

is great. Because she will also like contribute to the discussion, is not like she keeps quiet or maybe I will just do it on my own. She actually contributes. So, I think it depends on the person. If the person, is like willing to collaborate, then I think I will feel motivated.

Interviewer: Alright, means that you will feel motivated when your groupmates are willing to join or have themselves participate in the discussion, right?

Interviewee: Yah. Bu if the people don't talk or anything and then I will also feel like not that motivated.

Interviewer: Okay, so, last question. Do you think learning in group gives you more ideas about a topic?

Interviewee: Yes.

Interviewer: In which way or in what way?

Interviewee: Because everyone will actually contribute like their own thinking. Everyone will have different ideas or different things. So, when everyone contributes their ideas. Then, actually, we can absorb that thing, we can, everyone actually learn from it like exchange our own thoughts. So, in this way, we can actually learn something from it.

Interviewer: Alright, so, in your opinion, just now you said that the participation of a student is kind of like important. So, let's say, if you were to choose, do you prefer to have a student or groupmate who have a high proficiency that could help you or you prefer to have them join in the discussion?

Interviewee: Erm...I don't really like mind if the person proficiency is that...how to say, I prefer like someone who has maybe average or maybe high. But, not that low, because if it's that low, then maybe we have to like make many changes. We have to like correct their part, like we have to like do more thing.

Interviewer: Okay, so do you feel any burden when assisting the weak student or groupmate?

Interviewee: Not really a burden, because so far I didn't experience it.

Interviewer: Okay. Before I end my interview, I would like to get your feedback on my teaching. So, throughout the online lesson, if you have realized about some of my mistakes or some of the thing I did wrong, you can talk to me now, it is ok. Because it is also for my research purposes, where I can include it for the recommendation for future teaching.

Interviewee: I think that is actually, is actually erm...how to say ah...I think is okay. Because I'm actually learning also and I think your teaching method are is actually like relaxing, not making me stress or what. And the way you talk, I can understand and everything you talk, I can get it actually.

Interviewer: Alright, so do you find any improvement that is needed throughout the online lesson?

Interviewee: In terms of improvement, maybe when you are presenting, you can like include games, to make us more motivated instead of letting us like keep listening, keep listening the whole lesson.

Interviewer: Okay, so...Do you have anything to add on before I end this session?

Interviewee: Uh...no, that's all.

Interviewer: Alright, thank you. I will stop recording now.

Interviewer: Foong Joo Yee

Interviewee: T4, English Education student

Interview setting: Interview conducted through voice call in Microsoft Teams. Interview was conducted at 12.00pm on Friday (26/02/2021) noon.

Interviewer: First of all, before I start my interview, I will just briefly introduce myself as well as to inform you some of the consent about this interview. I am Joo Yee, final year project student. You are hereby joining the interview session of my research, entitled “The Effectiveness of Cooperative Learning Strategies and Its’ Impact on Improving Academic Performance of UTAR Undergraduates”. So, this interview aims to analyse your perspectives as an undergraduate towards the implementation of cooperative learning strategy in ESL classroom. So, the data collected later will only use for research purposes, as well as, it will be kept private and confidential. So, this interview session only will last for maximum 30 minutes. So, later you are only required to give your opinion based on the 9 questions. So, are you ready?

Interviewee: Yup.

Interviewer: Okay, first question, how do you feel when teacher uses a different method to teach? So, the different method I mean, is the method that I used, the TPS method to teach all of you during the online lesson. So, how do you feel?

Interviewee: I think is a bit unusual, because no one ever taught me using that method before. Usually, is just standard teaching method. This is, is a new experience because it is a very fast pace. So, you have to be able to cope with it. Like, that’s one downside, because if you are unable to cope the speed of it. For example, because I’m new to this topic, like, not learn

anything about it. So, somehow is completely fresh on it. So, it's difficult for me to cope with what's going on.

Interviewer: Alright, so can you explain briefly to me what is mean by the unusual throughout the online lesson?

Interviewee: Oh...for example like how we are separate into groups...We separate into pairs first, and the pairs have to come together to discuss about it. I feel like that is not been done before, from my past experience as a student.

Interviewer: Alright, so do you think that separate into pairs and then they will have to join a group, is it a kind of like... very inconvenience for you or do you think it is fine, when it uses in the online lesson?

Interviewee: Is not particularly inconvenience, but I think it will actually, probably work better if you have just 4 people there. Instead of having two and two, I think.

Interviewer: Alright, so second question, which learning strategy do you prefer learning in a classroom? Do you prefer the traditional mode or the new method that I taught or any other method from lecture?

Interviewee: I think maybe because I'm very used to the traditional mode. So I would probably prefer the traditional mode.

Interviewer: Alright, so can you tell me about the traditional or why you prefer that?

Interviewee: Because like usually, okay. For example, usually, what I mean by the traditional mode is the teacher just, she gives you the lesson, she teaches you this and that and so on. And then, she gives you a homework to do later on. Which you will do and then you go and discuss, so on. So, you have time, usually. She doesn't give you like a homework directly right...So

you still have time to process what is going on. Whereas, here, everything is very fast pace. So, is a bit hard to keep up.

Interviewer: Alright, so...do you think that learning in group benefits your study?

Interviewee: Me, personally, I'm more personal. I have never been benefited when study in groups. So, I don't think so.

Interviewer: Okay, so...when talking about group in the online lesson, right. When you are having a group discussion, do you find any of the...How do I say...When you are engaged in a group discussion, do you find it easy to finish your work assigned by your teacher during the lesson?

Interviewee: It was, it was, yes. It was definitely easier to assign. Because we work as a group, so we were able to complete it faster, I think so.

Interviewer: Alright, so when you work with your members who are actually your senior or junior, do you feel competitive among them?

Interviewee: No actually. I was, I just felt like I was learning a lot because one of them was my senior and the other one was like in the same semester as me. So, I was just...I was very lucky to learn.

Interviewer: Alright, so, do you find any changes in participation when you are engaged in a group discussion?

Interviewee: What do you mean like changes in participation?

Interviewer: Alright, so when you compare this to your usual classroom, so do you find the student participation in the online lesson would be better or ...

Interviewee: Yah, I think the online participation is definitely better, allow people participate more.

Interviewer: Alright, do you think you can learn more in group compared to study individually or in another way round?

Interviewee: I think I would learn more study individually, but that just me personally.

Interviewer: Alright, why do you like study personally? Can you tell me?

Interviewee: Cause usually I have time to keep my own pace, and I can set goals for myself, and then it is just me, because I don't depend on other people. Because I'm always been pretty good being at somewhat understanding. And that is how I feel I learn the best.

Interviewer: Alright, so when you are participating in the group discussion, so do you find any difficulties in engaging your groupmate to the group discussion or any other difficulty that you face throughout the online lesson?

Interviewee: Not necessarily, that was one of them was the same year and semester with me. So, she was not engaging quite as much, but I tried to engage as much as possible. Yah, but it was quiet engaging for the most I would say.

Interviewer: Alright, throughout the online lesson and group discussion as well. So, do you find any weak student or they have low or less participation like you mentioned just now...So, how do you help them?

Interviewee: I would probably encourage them to talk more in the group. For example, just ask for their opinion or call them up, ask for what they think and so on.

Interviewer: Alright, so do you think this TPS strategy is useful for today's classroom?

Interviewee: I'm not entirely sure, it depends. For certain people, it might work better. For certain people, maybe not.

Interviewer: Can you explain more about the certain people?

Interviewee: For example, if they are able to cope with the speed of a lesson, and how fast the discussion and the lesson itself just go through. I think that they will be able to learn for it. But, I feel like most people will struggle to cope.

Interviewer: Alright, if you are given a chance to implement this TPS strategy in a classroom, will you apply it to your classroom?

Interviewee: I will, but I might, sort out make some few changes like sort of lengthen the lesson. Before making them discuss, maybe I will give them a few examples or activities. So that, they understand what is being taught first before separating them into the groups.

Interviewer: Alright, can you tell me more about the activities that you wish to give them before they move into the discussion?

Interviewee: It will depend on what I am teaching, whatever I am teaching. Based on that, I will give them a few like, erm... let's say. Maybe not activity...give them a short note or something just read through. So that, they can understand. So, I just give them some time, so that they understand what's going in before I separate them into groups.

Interviewer: Alright, so in terms of the duration as well as the activity. Apart from that, do you wish to improve any of the stages in the strategy when you use in a classroom?

Interviewee: Probably, honestly. I feel like the only problem is probably the duration. Apart from that, is pretty good learning strategy I think.

Interviewer: Okay, so do you think this teaching learning strategy improves your knowledge in only English subject that I taught you or it could be applied in any other subject?

Interviewee: It can definitely be applied to other subject. I can see it can apply to other subject as well.

Interviewer: Alright, can you give me some of the example of which subject that can be applied?

Interviewee: For the most part, like subject, maybe it will be relating to facts or so on. So, like let's say...like Science and so on, I think it could work.

Interviewer: Alright, so do you feel motivated when learning in a group, throughout the online lesson or even group discussion?

Interviewee: It is definitely more fun and engaging, so yes. It somewhat motivating, I would say.

Interviewer: Alright, just now, I remember your senior did help you in terms of the lesson plan, right? So, can you explain to me, how he guides all of you throughout the activities?

Interviewee: He will...usually he will explain again whatever was taught during the lesson previously. So that I can get the picture. He explains briefly and then if I don't understand, then he will draw it out and show me how it supposed to be done. And then, I would be like, oh...I understand. And sometimes, I will give suggestion just that maybe we can do this instead of that if we suggest something else which I think can be improved on.

Interviewer: Alright, so do you think, do you think that in your opinion, your group of students or your groupmate having more knowledge than you in a group is a good thing?

Interviewee: I think it can be a good thing, it can be a bad thing. Because in this scenario, because I did not understand the lesson so...it was a very good thing. Because he helps me out a lot. But let's say if I do understand the lesson, and I want to implement my own skill. Then, it might be a problem if they give their opinion a bit too much and I don't give mine.

Interviewer: Alright, got it. So, moving on to the last question. Do you think learning in a group give you more ideas about a topic?

Interviewee: Yes, yes, it does. Because I get to see different ideas from different perspectives. Because I feel like a lot, different people, they can come out with a lot of different ideas which I may not be able to see myself.

Interviewer: Alright, so before I end this session, I would like you to give some of the feedbacks on my teaching during the online lesson. You can talk whatever you like or don't like to me.

Interviewee: My only problem in it was the lesson itself is a bit fast pace. So, is a bit hard to keep up what is going on and like after we have the lesson, there usually no time for us to process what we have just learnt right...Before we get into groups. And understand what's going on... So, that's it.

Interviewer: So, in terms of my teaching, do you find anything that distract you or you don't like? You can mention to me as well.

Interviewee: No, no, is all fine.

Interviewer: Alright, before I end the interview, do you have anything to add on?

Interviewee: No, I think that's all, actually.

Interviewer: Alright, so thank you for participating in my interview session and I will stop the recording now.

Interviewee: Alright.

Interviewer: Foong Joo Yee

Interviewee: TL1, English Education student

Interview setting: Interview conducted through voice call in Microsoft Teams. Interview was conducted at 4.00 PM on Saturday (06/03/2021) afternoon.

Interviewer: Alright, so before I start my interview for today. So basically, I will briefly introduce myself. I'm Joo Yee, final year project 2 student. You are hereby informed to join an interview session for my research, entitled "The Effectiveness of Cooperative Learning Strategies and Its' Impact on Improving Academic Performance of UTAR Undergraduates". This interview aims to analyse your perspectives as an UTAR undergraduate towards the implementation of cooperative learning strategies in ESL classroom. So, the data collected later are mainly for research purposes. So, the data collection will also be kept private and confidential. For your information, the interview session only will last for half an hour, about 30 minutes. So, you are required to give your opinion based on the 9 questions. So, are you ready?

Interviewee: Yes.

Interviewer: Alright, first question, how do you feel when the teacher uses a different method to teach in a classroom? So, the different method here means by...it is not a traditional method, but the teacher tries to use a new teaching method in your classroom. So, how do you feel?

Interviewee: Depend on which subject. Typically, I would prefer the traditional method where teacher teaches, and teacher centred. I am not a fan of student-centred, I think basically, so, yah.

Interviewer: So, can you explain to me why you prefer traditional method more?

Interviewee: I prefer teacher input than actually trying to learn things myself. I rather just take teachers', learning it and interpret myself. Rather than thinking on how to answer it myself and how to... As a student-centred, I need to do a lot of work and those kinds of things. I prefer just basic traditional, whereby everything teacher-centred and then she teaches and then we learn.

Interviewer: So, once again, I will ask you, which learning method that you prefer to learn in a classroom. Is it a traditional one or a new one, the new method? Hello, can you hear me?

Interviewee: I prefer traditional one.

Interviewer: Alright, so like what you mentioned just now, you prefer teacher input rather than you are being grouped in a group, right?

Interviewee: Yah.

Interviewer: So, basically...can you explain to me, why do you have those kind of feeling where you prefer teacher input and do not prefer the group work?

Interviewee: Erm, I guess this actually depends on personality. Some people can do well in group work, some people are more individualistic. I lean towards individualistic, so I can't really, not really a fan of grouping as it needs to have cooperation. So, I prefer when teacher is just traditionally teaching and we get our information and then, that's all. We are done.

Interviewer: So, if, let's say you are required to be in a group where you have to work cooperatively with your members. So, do you have the feeling like you are dislike or maybe you will follow what teacher arrange to the group?

Interviewee: I don't see that I will dislike. Usually, the people I group with is okay la. But, just that, in assignment setting is a different thing. But, in a teaching setting, whereby we are learning a lecture, and they are giving a group work, they are a different thing. And I don't like

that part of it. Maybe if group me with a random people that I'm not familiar, that will be the hard part for me.

Interviewer: Alright...you may continue, sorry.

Interviewee: If it is a friend that I know, I don't mind. If it is a stranger, or not so positive. Then, will be very difficult to me.

Interviewer: Alright, so when you are work with the one that you are familiar with, let's say your friends or even some of the stranger. Do you feel like a sense of competitive among them, in a group activity?

Interviewee: It depends on what activity. If is a game based, then I am very competitive. But if is a normal then I don't feel anything.

Interviewer: So, you are talking about, let's say it is for learning purpose, it will be like...you don't have a sense of competitive. But, if is a game, you will be like, you have to win that, right?

Interviewee: Yes.

Interviewer: Okay. So, do you think learning in group benefits your study?

Interviewee: Nope.

Interviewer: Why do you think that is a nope?

Interviewee: Like I said before, I don't really like to study in a group or work in a group. So, it will be difficult for me to actually obtain something. But it depends also la, some time I can work in a group. Some time, I can learn in group. But, most of the time, I prefer on my own. But, I think all of this comes off personality wise. So, yeah.

Interviewer: Alright. You can learn more in group compared to study individually?

Interviewee: It depends, but for myself, I learn more.

Interviewer: So, you study less in a group, but you study on your own, you learn more, right?

Interviewee: Yes.

Interviewer: Your idea is quite fresh to me. It could be included for my research, so, can you briefly why do you think that learning individually will learn more? You can briefly explain to me like how do you study daily for any of the lectures, you can talk about that.

Interviewee: My study based on the recording? Because when I study, I will get whatever information from the lecturer. I will study from the lecture, using whatever materials they give you, and you memorise it. That's for you do it. Because I think, in social part, I will feel very tired. Instead of learning something, I will be even more tired after that. And I can't concentrate on the study, and I don't socialise, I just do on my own. And when I study for long, I don't feel tired much. Compared, when you have a group study.

Interviewer: Alright, so...do you think the traditional learning is useful for today's classroom?

Interviewee: You mean like online?

Interviewer: Yeah.

Interviewee: For me, yes. It is. But maybe, sometimes, a bit of like game. Additional games would be helpful la, maybe it will make it more interesting. But most of the time, traditional will do.

Interviewer: Haha, okay, okay. So, if you are given a chance to use the traditional learning method or teaching in the classroom, so, as a teacher, will you apply it to your classroom?

Interviewee: As a teacher I won't apply it.

Interviewer: Why?

Interviewee: Because is twentieth-first century, and I wouldn't apply to my student. But, the personality of me as a student, I want the traditional learning. But in labour term, I will not want the traditional one. Maybe, at the same time, I will need to ask my future students, so in which way they will like the approach, because everyone is different. But I think no. It is no longer work for the traditional one, maybe a bit of changes.

Interviewer: Okay, so what are the changes do you mean... Like what are the changes do you need to apply in the classroom? If you were to implement this traditional teaching?

Interviewee: No changes. Traditional is good as it is la. No changes.

Interviewer: So, do you think this traditional learning or teaching improves your knowledge in a certain subject?

Interviewee: Yeah, I think so.

Interviewer: Can you elaborate more about how it helps you to improve your knowledge?

Interviewee: Because whatever, is teacher's input. So, whatever information they give you, you understand it, means you gain a lot of knowledge of knowing the subject more.

Interviewer: Alright. If your teacher is implementing this traditional learning. In a group, u are assigned to have a weak groupmate. So, will you help them in solving some kind of group activities in the group?

Interviewee: Yes, I will. I will try la.

Interviewer: Do you feel like having a burden if there are someone who are very weak in the group activity?

Interviewee: Yes.

Interviewer: What kind of feeling will you feel. Like, you say yes, right? Can you describe to me?

Interviewee: Maybe because there is certain expectation that I would like to meet on my work. So, if I can't get the vision, I will change the person work entirely. So, it is very hard for me to cope with other people, if they are quite weak and they can't accept if I want to change something. But at the same time, I wish they could learn. So, it's very hard for me to debate within my own side.

Interviewer: Okay. So, will you teach them, if they were to ask you some questions about their group activities or any problem they face in the lecture, will you help them?

Interviewee: Yes, I will help them.

Interviewer: Alright, so do you feel motivated when learning in group?

Interviewee: No.

Interviewer: Okay, so why? You can explain to me in short, in a simple word.

Interviewee: Because is hard for me to go on to corporate with someone, you know, so it's hard for me. I mean I don't feel motivated as much, and at the same time, I will feel stressful because I am not very good in like, communicating and socialising. So, I am not able to, and is very hard for me and it adds the stress, extra burden and all that. So, work individually, I will just do whatever I want.

Interviewer: Alright, so last question. Do you think learning in group gives you more ideas for a topic?

Interviewee: Yes, this definitely, yes.

Interviewer: Why?

Interviewee: Cause, can see your opinion, and then others can share their opinions. In this way, you can create a good, some interesting ideas that come out from people.

Interviewer: Alright, from what I noticed just now...you feel not comfortable when you were to group with those students that you are not familiar with. When you need to work with them, you feel like uncomfortable. But, when I ask you the question where learning in group gives you more idea, you say that yes, it did. So, why do you think so?

Interviewee: It only did if with the group of people that I know, yeah, I'm familiar with.

Interviewer: Oh, alright. So, the idea of you having said that learning a group gives you more ideas...Is only for the one you are familiar with.

Interviewee: Ah, yes.

Interviewer: Okay, so that's the end of the interview. Thank you, and I will stop the recording now.

Interviewer: Foong Joo Yee

Interviewee: TL2, English Education student

Interview setting: Interview conducted through voice call in Microsoft Teams. Interview was conducted at 11.00 AM on Sunday (07/03/2021) morning.

Interviewer: Alright, so before I start my interview for today. I would like to briefly introduce myself as well as the...to inform you some of the consent about this research. I'm Joo Yee, final year project 2 student. You are hereby informed to join an interview session for my research, entitled "The Effectiveness of Cooperative Learning Strategies and Its' Impact on Improving Academic Performance of UTAR Undergraduates". So, this interview aims to analyse your perspectives as an UTAR undergraduate towards the implementation of cooperative learning strategies in ESL classroom. So, the data collected later are mainly for research purposes, and it will be kept private and confidential. For your information, the interview session will only last for maximum 30 minutes, and you are required to give your opinion based on the 9 questions later. So, are you ready?

Interviewee: Yes, sure.

Interviewer: Okay...How do you feel when your teacher uses a different method to teach? So, the different method here is basically... Usually, our teacher will use a traditional method to teach us right? So, if let's say the teacher is using a different method to teach you in a classroom, so, how do you feel?

Interviewee: Well, I will feel...unfamiliar with the method. But, somewhat, I still feel that is kind of fresh, because is a new method. So yeah, that's how I would feel.

Interviewer: Alright, let's say your teacher were to group you into group during her classroom activity, so, will you participate in the activity?

Interviewee: Yes, sure.

Interviewer: So, when you are participating the activity, do you have a sense of competitive among your classmates when completing the group task?

Interviewee: I think it depends on my peers. If they are friendly, then, of course, I will be friendly also. I won't think there is a competition.

Interviewer: Alright, okay. Which learning strategies do you prefer learning in a classroom? Is it a traditional mode, or a new method?

Interviewee: Well, it depends on what kind of approach is in the traditional or on the new method. Because I personally I prefer student-centred approach.

Interviewer: Alright, can you explain more about this student-centred approach?

Interviewee: Because if it is student-centred approach right, I will feel more motivated, because I feel like I'm in control of my own learning. As it has maximal autonomy, I would say. I don't feel like being controlled by teacher.

Interviewer: Okay. So, do you think learning in group benefits your study?

Interviewee: Yes, I think so. Because my fellow students can help me, and I can help them. So, we just help each other. Yeah, so...

Interviewer: Okay, so...Let's say in your group, you happened to have friends who are kind of weak in a certain subject. So, how will you help them? Or...will you help them to overcome their difficulty?

Interviewee: Yes, I would.

Interviewer: Like how will you help them? Can you explain further?

Interviewee: Oh, sure. I think the best way to help your fellow students is through a friendly conversation. But, at the same time, you have to be honest. Have to be honest and polite. So, you just simply point out their weaknesses to them. But, not in an aggressive manner.

Interviewer: Alright, so next question...Do you think you can learn more in group compared to study individually?

Interviewee: Well, I think personally. For me, I think I prefer to study individually. Because I think is more effective. Mostly due to my personality. Yeah, that's it.

Interviewer: Oh, okay. So, you prefer individually, but at the same time, you think that learning in groups benefits your learning process, right?

Interviewee: Yeah, yeah. I think they both kind of work, in some way.

Interviewer: Do you think that traditional learning is still useful for today's classroom?

Interviewee: Yes, it is still useful. It depends of what kind of activity the teacher want to carry out in the classroom, yeah.

Interviewer: So, can you explain to me like how is it useful for today's classroom? You can use some of the example that you have experienced in your classroom.

Interviewee: Sure. So, for example, when the teacher is running out of time and the best way to...and the most...I think I would say the most suitable method is...use the way to save time. Like...drill, or any kind of activity that doesn't require too many engagement and work for the students. Yeah, it depends, it all depends on the activities. If the teacher wants to save time, then, traditional method is the best, yeah.

Interviewer: Alright, so if you are given a chance to use this traditional teaching in your classroom, will you apply it to your students?

Interviewee: Yes, I will.

Interviewer: Okay, so, when you are applying it, like...What kind of improvement do you wish to apply in this traditional teaching?

Interviewee: Well, I'm not sure how to...

Interviewer: Like, maybe in traditional learning, we are always drilled by the teacher. So, let's so, if you were to implement it yourself, what changes do you wish to change in terms of the students' activity and teacher activity?

Interviewee: Oh, okay. For drilling activities, I think I will be more direct to the student, maybe. Because is faster, save time. Yeah, I think that is the only improvement.

Interviewer: Do you think the traditional teaching improves your knowledge in only certain subject, like language subject?

Interviewee: Yeah, it does work in some way. Because it still about...It still depends on the activities and the classroom management, things like that. Yeah, it still works.

Interviewer: Can you talk about the classroom management and activities that you mentioned just now? How is it depend in improving the language subject?

Interviewee: Because, for example, the classroom management. Usually, the teacher will waste a lot of time on unimportant activities or the teacher doesn't know the students' needs. And they don't know when can they improve. So, that's how I define as a bad classroom management. So, if the classroom management is bad, and I don't think the student will get from the teacher, yeah, that's all.

Interviewer: Alright, thank you. So, do you feel motivated when learning in a group?

Interviewee: Yes, I will.

Interviewer: So, how do you feel motivated? What are the reasons that make you feel motivated to work in a group?

Interviewee: Yeah but, it still depends on who I am working. If I am working with my friends. Then, I will feel motivated. Because it is more fun, it is more exciting, yeah. But, if it is other people, I'm not sure, it still depends on the people.

Interviewer: Let's say if you were to group with some of the students you unfamiliar with. So, what are the ways you will use to overcome the awkwardness and the sense of like unmotivated?

Interviewee: I think I will just go with the flow. I will just do whatever they do. I won't do anything about it.

Interviewer: Alright, last question. Do you think learning in group gives you more idea on a topic?

Interviewee: Yeah, because when you are working in group, you are working with people that have different perspectives, and opinions than yours. So, it is a new experience that you can expose yourselves to...In order to learn more about a topic and become a better version of a self, I would say.

Interviewer: Alright, so that's the end of my interview, thank you for participating and I will stop the recording now.

Interviewee: Okay, sure, thank you.

Interviewer: Foong Joo Yee

Interviewee: TL3, English Education student

Interview setting: Interview conducted through voice call in Microsoft Teams. Interview was conducted at 8.00 PM on Monday (08/03/2021) afternoon.

Interviewer: Alright, so before I start my interview. I would like to briefly introduce myself. I'm Joo Yee, final year project student. You are hereby informed joining an interview session for my research, entitled "The Effectiveness of Cooperative Learning Strategies and Its' Impact on Improving Academic Performance of UTAR Undergraduates". This interview aims to analyse your perspectives as an UTAR undergraduate towards the implementation of cooperative learning strategies in ESL classroom. So, the data collected later are mainly for research purposes. And it will keep private and confidential. For your information, this interview session only will last for maximum 30 minutes. So, you are required to give your opinion based on 9 questions. So, are you ready?

Interviewee: Yeah, sure.

Interviewer: Alright, first question. How do you feel when teacher uses a different method to teach? So, the different method here means like, basically teacher will use a traditional method to teach, right...So, how do you feel when the teacher tries to use a new method to teach all of you?

Interviewee: I think it will be more interesting and...like fresh idea. Instead of always using a same method which can be boring.

Interviewer: Alright, so in which way do you feel that the traditional method are boring to you?

Interviewee: Maybe it will, is like very repetitive, the method. And then, as a student, may get very tiring...to always use the same thing. And always do the same over and over again.

Interviewer: Alright, can you briefly give me some of the explanation or example that you have experienced in the online lesson, where the teachers are using the traditional teaching to teach all of you?

Interviewee: I would say, like, during group discussion, like just giving a task, and then, asking students to discuss on their own and then...erm...Yeah...like basically just on their own, like that. Without any guidance, so, if is done repetitively, it doesn't really achieve learning.

Interviewer: Alright, moving on, do you think...sorry. Which learning strategy do you prefer to learn in a classroom? Is it a traditional one or you wish your teacher to have some of the fresh ideas or method in teaching all of you?

Interviewee: I think they need to be a balance because repetitive method is more towards drilling and fresh ideas is to get students' interest and motivation for them to learn. Yeah, ad also depends on their proficiency.

Interviewer: Alright, let's say just now you mention about the fresh idea, repetitive as well as the students' proficiency. So, how will those method apply based on those proficiencies. Can you explain to me?

Interviewee: So, proficiency meaning...if the students are already good at the basic rules of the topic or...Let's say a grammar course, maybe. And they, if they use a repetitive method, they would feel like they are not learning anything new. Because repetitive is more towards drilling. If you give them fresh idea, they might learn new things...new information, I would say.

Interviewer: Alright, so...In your opinion, do you think that learning in a group benefits your study?

Interviewee: Learning in a group does benefit, because there is always room for hearing other people insights. And also contributing our own opinions and to hear the judgement of other people whether is right or wrong. Yeah.

Interviewer: Alright, so apart from getting ideas, do you find any sense of competitive if you are grouped by your teacher in the group, where you don't have your friends that you always work with and you are grouped with the people that you are not familiar with. So, how do you feel? Do you feel competitive?

Interviewee: I don't think is competitive, because there is always a good learning experience to hear from other people.

Interviewer: Alright, so how will you deal with those awkwardness when working with those strangers?

Interviewee: Try to...try to makes small talk, I guess...or get to know each other a bit more, and to lighten up the wood.

Interviewer: Alright, so let's say in your group, you notice that there are some of the weak students. So, will you help them completing the group task?

Interviewee: Yes.

Interviewer: Alright, so, let's say...if you have tried all the best you could to help the students, the weak students. But, at the end, they still be like, they couldn't participate or contribute in a group activity. So, what will you do?

Interviewee: If after trying, they still don't contribute, then I don't think anything can be forced. Because all these depend on their willingness to learn. If help, motivation and friendliness is already given...It doesn't move them to learn then...there is nothing much...external forces can do. Because is depends on them.

Interviewer: Alright, in your own opinion, do you think that having a leader in a group is important to guide a group activity?

Interviewee: Yes, because a leader can help to make a decision on things when everyone has different opinions.

Interviewer: Alright, so in your opinion...Do you think you can learn more in groups compared to study individually?

Interviewee: Yes, I think group learning is very effective. Because it also gives more motivation.

Interviewer: Alright, can you briefly give me some of the example like how your friends or groupmates actually motivate you throughout the activity?

Interviewee: One thing is to get clarification when we are really unsure about something. We can get clarifications from our groupmates. And then, groupmates can also help to brainstorm form the basic idea we have and extend it into very deeper level thing.

Interviewer: Alright, do you think this traditional teaching is useful for today's classroom?

Interviewee: I would say to a certain level, it still useful. Because it reminds students on the basic rules, yeah.

Interviewer: So, the idea of yours would be traditional teaching would be effective for the instructional use, right?

Interviewee: Yeah, correct.

Interviewer: So, how about in term of teaching? Do you wish any changes and improvements from a teacher when they are teaching?

Interviewee: You mean as of now, right?

Interviewer: Yes.

Interviewee: I think so far is quite okay la.

Interviewer: Alright. So, the quite okay la means by what? Like how the teacher and lecturer will actually teach you during the online lesson?

Interviewee: Online lesson...when they teach, they...do interact with students. Is not that silence...there will still a bit of lesson going on... Lecturers being a bit more considerate towards students situations like maybe internet connection or what not. I think is still consider useful.

Interviewer: Okay, understood. So, if you are given a chance to implement this traditional teaching in the classroom, so will you apply it in your classroom?

Interviewee: Yes, I will still apply it.

Interviewer: So, in which way will you apply it?

Interviewee: Which way...

Interviewer: Like how do you apply it your teacher activity or student activity?

Interviewee: I think giving them a good foundation is needed so...traditional can achieve that. Then, I will like...let's say some a writing class. Then, the basic rules must be taught to them first like using fresh idea or modern method. Where like they go and search for online or anything like that...

Interviewer: Alright, so...do you think traditional method improves your knowledge in certain subject, like the language subject, teaching subject you are learning?

Interviewee: Yes, definitely.

Interviewer: Alright, so how will these methods improve your knowledge?

Interviewee: Traditional method always refer to books and all that. So...books, all that...will like valid information. So, is always a good guide to go back to.

Interviewer: Alright...so do you feel motivated when learning in group?

Interviewee: Yes.

Interviewer: Okay, I think you have answered my answers just now, previously. So, I will go to the last question. Do you think learning in a group gives you more ideas about a topic?

Interviewee: Yes, of course. Because different people have different point of view.

Interviewer: Alright, so that's the end of my interview.

Interviewee: Okay, thank you very much.

Interviewer: So sorry for the inconvenience.

Interviewee: Is okay, I am very sorry for the late reply.

Interviewer: Is okay, is okay. I know you are quite busy.

Interviewee: Thank you very much.

Interviewer: Alright.

Interviewer: Foong Joo Yee

Interviewee: TL4, English Education student

Interview setting: Interview conducted through voice call in Microsoft Teams. Interview was conducted at 11.20 PM on Friday (12/03/2021) afternoon.

Interviewer: Okay, before I start my interview, I would like to introduce myself as well as to brief you some of the consent about this interview. I'm Joo Yee, final year project student. You are hereby informed joining an interview session of my research, entitled "The Effectiveness of Cooperative Learning Strategies and Its' Impact on Improving Academic Performance of UTAR Undergraduates". This interview aims to analyse your perspectives as an UTAR undergraduate towards the implementation of cooperative learning strategies in ESL classroom. So, the data collected are mainly for research purposes, and they will be kept private and confidential. So, this interview session will last for only maximum 30 minutes. So, you are required to give your opinion based on the 9 questions. Are you ready?

Interviewee: Yes.

Interviewer: Okay, first question. How do you feel when a teacher uses different method to teach? So, the different method I mean here is apart from traditional method, they try to use a new method to teach all of you. So, how do you feel?

Interviewee: Do you mean I need to speak from student perspectives?

Interviewer: Yes.

Interviewee: I think when the teacher tries to implement different kind of teaching, the students will, they are more slightly to feel motivated la...to learn in the classroom.

Interviewer: Alright, why does it make you feel motivated in the classroom when the teacher is using a new method?

Interviewee: Erm because we are so you to the traditional method way of teaching and learning. So, when the teacher, they use different kind of teaching, it will spark the students' interest like "Oh~, this is something special". Yeah, so they will have the intention to stay focus and to pay attention to the content of the lesson.

Interviewer: Alright, got it. So, next question. Which learning strategy do you prefer to learn in a classroom? Is it the traditional mode or the new method teacher use in the classroom?

Interviewee: I think it would be the new method.

Interviewer: Alright, so why do you prefer learning in such, in a new method?

Interviewee: Because the traditional way of teaching and learning is more to one way communication, which is very boring, and the students get...The students will tend to ...like ignore the lesson and...They will tend to ignore the lesson and immerse to their own thinking, like that. Yeah, so I think the new method will, they will at least try to encourage the students to cooperation...At least they will need the students to voice out their opinion or to participate in some kind of activities, like that.

Interviewer: Alright, so you prefer more on group activity or less teacher input right in the classroom?

Interviewee: Yah.

Interviewer: Okay, so do you think learning in group benefits your study?

Interviewee: Yes, because...

Interviewer: Like how it is..

Interviewee: Because you can like give different kind of opinion, and different different people have their own viewpoint, right? So, example of when we are in a group study, we can learn from the other also or they way of understanding certain topic maybe easier for us to understand. Yeah, so we can learn a little bit from one and other la. It is easier for us to understand if we study in a group, yeah. I think.

Interviewer: Alright, do you usually study in group in this online learning?

Interviewee: Erm...Not really, but I have a group chat with my friends where we will discuss some difficulties that we face like certain problem that we face, and we are not sure about. And then, we can try to address it and listen to their opinion on “How do you think we should solve this?”, “How do you think we should answer this question?”. Yeah, so I think, that’s my personal experience la.

Interviewer: Alright, so do you think you can learn more in groups compared to study individually?

Interviewee: Because as I said before, you can like learn from the others. Maybe the others have something that you do not know, and then, you can try to learn from them, from your discussion.

Interviewer: Alright, so do you think that when you are learning in group or within your friends. So, do you feel any sense of competitive amongst all of you?

Interviewee: Uhm...no. Our discussion is really kind of peaceful. Yeah, we did not compete with one another. We just share whatever that we know.

Interviewer: So, when you are being grouped with erm...Let’s say your teacher group you in a group where you have to deal with the people that you are not familiar with. So, how will you feel, or how will you deal with this kind of difficulty?

Interviewee: I do experience that before. What I did was I tried to initiate the discussion.

Interviewer: Alright, so how will you initiate the discussion, can you tell me some of the examples that you used previously?

Interviewee: Maybe when I enter the group discussion, I will try to greet everyone first. And then, I will start the discussion by saying what are the topic and what are the questions that we should be analysing in this discussion. And then, I will try to invite some of my group mates to voice out their opinion. And then, we can discuss with one and other la.

Interviewer: Alright, so do think having a leader in a group is very important in solving a problem that teacher gave you during the classroom?

Interviewee: I think it depends. In my opinion, I think it is not really important to have a leader. Because within my group also, we didn't really have a leader for each assignment. Everything we try to address it and try to solve it together.

Interviewer: So, you are very used to work cooperatively with your members, right? When having some of the assignment and group activity...is it?

Interviewee: Yah.

Interviewer: Okay, so do you think traditional learning is still useful for today's classroom?

Interviewee: Erm...if useful...I don't think is useful la. Because the lesson will be very boring if we use the traditional way of teaching. Yah, as I said, the students will only sit there without paying attention. So, I think some changes must be done for that.

Interviewer: Okay, so, now... if you are given a chance to use the traditional learning in the classroom, will you apply it?

Interviewee: I think for, maybe for some aspect of teaching, we can still implement the traditional way. And then for some other aspects like, the students are not really familiar with or those topics that require some hands-on activity...Then, I will try to avoid using the traditional method.

Interviewer: So, just now I heard that you say maybe you can improve some of the aspects or there is other aspect that you should avoid. Like...can you explain to me if you were to teach an English language lesson to a group of students, how will you adopt this traditional teaching?

Interviewee: Okay, okay.

Interviewee: Maybe when we are required to teach them somethings that is fixed. For examples, some tenses in English. Yeah, those those kind of topics that require more memorization of the students. So, I think for that, I will use the traditional method where I will introduce the lesson and will ask my students to try to memorise, yah.

Interviewer: Okay, so do you think this traditional learning strategy improves your knowledge in only English subject?

Interviewee: I think for other subjects as well, it will help to improve a little.

Interviewer: Can you give me some of the example of other subjects, like what are the subject that can implement the traditional learning?

Interviewee: For example, the subject of history or some subjects that are very theoretical base, it requires more explanation from the teacher. So that, the students are able to understand and to get more information about the theories thing introduced.

Interviewer: Do you feel motivated when you are learning in a group?

Interviewee: Yes, I do.

Interviewer: Like...how it motivates you when working in group?

Interviewee: Erm, when you are working in group, right, you will feel like there is somebody else who are also working together with you. And you feel like, you are not alone. Wherever you have any problems. You can share with groupmates and they will encourage you and motivates you like we are all here to help each other out. So, you do not have to be worry, you just have to keep working with one another and try to voice out what is your problem. For my group, we will try to help each other out throughout the group work.

Interviewer: Alright, so coming to the very last question...Do you think learning in group gives you more ideas about a topic?

Interviewee: Yes.

Interviewer: Like how will it happens, like how your friends or you yourselves engage in a group to discuss a topic?

Interviewee: For example, can I talk about my group discussion about the subject of research?

Interviewer: Sure, sure, sure. You can.

Interviewee: So, in this semester, I'm taking Research Methodology. During discussion, we have this assignment, we have this individual assignment...I'm sorry. So, each one of us are required to come out with one research topic title. If we discuss in group, what my groupmate can help me is that they will try to look into my work and then they will tell me what are the things that you will need to improve. So that you can work on your weaknesses based on what your friends have pointed out.

Interviewer: Alright, thank you. There is the end of my interview session. Do you have anything to add on before I end my interview?

Interviewee: I think that's all.

Interviewer: Alright, I will stop recording now, thank you for joining.