

ABSTRACT

This study is aimed to investigate how cooperative learning techniques facilitate students in learning critical reading and to find out the benefits and challenges during the implementation of cooperative learning in one vocational school in Cimahi. The study employs qualitative research design embracing the characteristics of a case study. The data are obtained from classroom observations, questionnaires, semi structured interview and students' written tests. The result shows that despite some limitations, the implementation of cooperative learning techniques facilitates students to develop their critical thinking dispositions in reading, namely be open-minded; consider other points of view than their own; take and change position when evidences are sufficient; present a position honestly and clearly take into account others' feelings and level of understanding and view situations from different perspectives. There are some features which contribute to the development of students' critical thinking in reading. Firstly, the implementation of the cooperative learning techniques encourages student-students interaction. Secondly, it provides group purposes that the students could work in their groups to achieve their common goals. Thirdly, it provides stimulus to the students' development of thought and ideas. The aforementioned features promote benefits which involve higher motivation and involvement, increased opportunity for language use, and developed interpersonal relationship. Nevertheless, these benefits are constrained by the availability of time, students' English proficiency, and students' contribution to the groupwork. It is recommended that further researchers conduct the similar study in a longer period to make sure that the key elements of cooperative learning are well-structured.

Keywords: *Cooperative Learning, Critical Thinking*