TEACHER'S STRATEGY
IN FACILITATING COGNITIVE PRESENCE
IN AN ENGLISH FOREIGN LANGUAGE (EFL) CLASS

THESIS

Submitted in partial fulfillment of the requirements for the Bachelor's degree of Education (S.Pd) in English Teaching

UIN SUNAN AMPEL
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Dengan ini saya menyatakan bahwa skripsi yang berjudul "Teacher's Strategy In Facilitating Cognitive Presence In An English Foreign Language (EFL) Class" Sepenuhnya hasil karya saya sendiri. Skripsi ini bukan merupakan hasil pengambilan, pengalihan, maupun peniruan tulisan atau pemikiran orang lain yang saya akui sebagai hasil tulisan saya. Demikian pernyataan ini saya buat dengan sebenar-benarnya. Apabila pernyataan tersebut tidak sesuai dengan fakta yang ada, di mana terbukti atau dapat dibuktikan bahwa skripsi saya hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

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ABSTRACT

Hidayat, D. E. (2026). TEACHER'S STRATEGY IN FACILITATING COGNITIVE PRESENCE IN AN ENGLISH FOREIGN LANGUAGE (EFL) CLASS. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisors: Drs. Muhtarom, M.Ed, Gred, Dip.Tesol, Afida Safriani, Ph.D

Keywords: Teacher's Strategies, Cognitive Presence (CP), English as a Foreign Language (EFL) Classroom, Analytical Skills.

Cognitive presence (CP) is essential for students in English Language Teaching (ELT) to develop their critical thinking, problem-solving skills, and mastery of the learning process. The main emphasis of learning is to encourage cognitive development and enhance knowledge. This study aims to identify the teacher's strategy in facilitating CP in the EFL class and analyze how the progression of CP develops junior high school students' analytical skills. Utilizing a qualitative case study, the data were collected through semi-structured interviews with the English teacher, observations of their classroom, and students' score rubrics. The results showed that the teacher successfully facilitated all four phases of CP, namely, triggering event, exploration, integration, and resolution, by dynamically shifting instructional roles. The teacher used different strategies in each phase of CP. Specifically, the teacher used various strategies, including giving simple questions to stimulate students' curiosity, giving collaborative task to explore ideas, guiding discussion to connect ideas, and becoming an assessor in resolution phase.In addition, this study found how CP's stages facilitate the student's analytical skills through two main activities, namely formulating questions and answering questions orally. In conclusion, all stages in CP not only facilitate English language learning but also develop students' analytical skills.

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ABSTRAK

Hidayat, D. E. (2026). TEACHER'S STRATEGY IN FACILITATING COGNITIVE PRESENCE IN AN ENGLISH FOREIGN LANGUAGE (EFL) CLASS. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisors: Drs. Muhtarom, M.Ed, Gred, Dip.Tesol, Afida Safriani, Ph.D

Kata Kunci : Strategi Guru, Kehadiran Cognitive (CP), Bahasa Inggris sebagai Bahasa Asing (EFL) di Kelas, Keterampilan Analitis

Kehadiran kognitif (CP) sangat penting bagi siswa dalam pengajaran Bahasa Inggris (ELT) untuk mengembangkan pemikiran kritis, keterampilan memecahkan masalah, dan penguasaan proses pembelajaran. Penekanan utama dari pembelajaran adalah untuk mendorong perkembangan kognitif dan meningkatkan pengetahuan. Studi ini bertujuan untuk mengidentifikasi strategi guru dalam memfasilitasi CP di kelas EFL dan menganalisis bagaimana perkembangan CP meningkatkan keterampilan analitis siswa sekolah menengah pertama. Menggunakan studi kasus kualitatif, data dikumpulkan melalui wawancara semi-terstruktur dengan guru bahasa Inggris, pengamatan kelas mereka, dan rubrik nilai siswa. Hasilnya menunjukkan bahwa guru berhasil memfasilitasi keempat fase CP yaitu, peristiwa pemicu, eksplorasi, integrasi, dan resolusi dengan secara dinamis menggeser peran instruksional. Guru menggunakan strategi yang berbeda di setiap fase CP. Selain itu, penelitian ini menemukan bagaimana tahap-tahap CP memfasilitasi keterampilan analitis siswa melalui dua kegiatan utama, yaitu merumuskan pertanyaan dan menjawab pertanyaan secara lisan. Kesimpulannya, semua tahap dalam CP tidak hanya memfasilitasi pembelajaran bahasa Inggris, tetapi juga mengembangkan keterampilan analitis siswa.

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LIST OF ABBREVIATIONS

CP : Cognitive Presence
ELT : English Language Teaching
EFL : English as a Foreign Language
CoI : Community of Inquiry
PIM : Practical Inquiry Model
JHS : Junior High School

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