THE EFFECTIVENESS OF A COOPERATIVE LEARNING TECHNIQUE IN INFLUENCING STUDENTS’ ACHIEVEMENT IN THE ENGLISH LANGUAGE SUBJECT

SUGASSNI A/P RAMACHANDARAM

UNIVERSITI UTARA MALAYSIA
2011
THE EFFECTIVENESS OF A COOPERATIVE LEARNING TECHNIQUE IN INFLUENCING STUDENTS' ACHIEVEMENT IN THE ENGLISH LANGUAGE SUBJECT

SUGASSNI A/P RAMACHANDARAM

A masters dissertation submitted to the Dean of Awang Had Salleh Graduate School of Arts and Sciences, UUM College of Arts and Sciences in partial fulfillment of the requirement for the degree of Master of Education (Curriculum and Instruction) Universiti Utara Malaysia

UNIVERSITI UTARA MALAYSIA
2011
Saya yang bertandatangan di bawah, memperakukan bahawa
(l, the undersigned, certify that)

SUGASSNI A/P RAMACHANDARAM (NO. MATRIK : 805238)

Calon untuk Ijazah Sarjana Pendidikan (Kurikulum & Pengajaran)
(candidate for the degree of)
telah mengemukakan kertas projek yang bertajuk
(has presented his/her project paper of the following title)

THE EFFECTIVENESS OF A COOPERATIVE LEARNING TECHNIQUE IN
INFLUENCING STUDENTS’ ACHIEVEMENT IN THE ENGLISH LANGUAGE

SUBJECT.

seperti yang tercatat di muka surat tajuk dan kulit kertas projek boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan.
(as it appears on the title page and front cover of project paper is acceptable in form and content and that a satisfactory knowledge of the field is covered by the project paper)

Nama Penyelia
(Name of Supervisor) : Prof. Madya Dr. Mohd. Izam Ghazali

Tandatangan
(Signature) :

Tarikh
(Date) : 30 April 2011
DECLARATION

I hereby declare that the work in this assignment is my own except for the quotations and summaries which have been duly acknowledged.

30 MARCH 2011

SUGASSNI AT RAMACHANDAR AM
MATRIC NO: 805238
PERMISSION TO USE

While presenting this thesis as part of the requirements for the award of Master of Education degree in Curriculum and Instruction of Universiti Utara Malaysia, I agree that the University Library may make available for inspection. I also agree to the permission for copying if thus project in any manner, in whole or in part, for scholarly purposes may be granted by my supervisor or in his absence, by the Dean of Awang Had Salleh Graduate School of Arts and Sciences. It is understood that any copying or publication or use of this thesis thereof for financial gain shall not be allowed without any written permission. It is also agreed that due recognition should be given to me and to Universiti Utara Malaysia for any scholarly use which may be made of any material from this project report.

Request for permission to copy or make other use of materials in this project, in whole or in part, should be addressed to:

Dean of Awang Had Salleh Graduate School of Arts and Sciences,

UUM CAS,

Universiti Utara Malaysia,

06010 Sintok,

Kedah Darul Aman
ACKNOWLEDGEMENT

There are so many people that I am indebted to, in the process of completing this work. First of all, thank you God for enabling me to complete my thesis and for surrounding me with such kind people.

My utmost gratitude goes to my supervisor, Associate Professor Dr. Mohd. Izam Ghazali for the constructive comments and suggestions and for making things that were muddy so easy and clear.

My coursemate and best friend, Muhammad Noor who has relentlessly taught me what research and dissertation is all about. I am truly indebted to you for everything you have done for me Matno. May God bless you always.

Kak Haliza Mohd. Dun for your constant help and support. My course mates Nazatul Shima Zawawi and Chuah Joon Ming for your on-going support. We have made it!

My headmistress, Pn. Dayang Hj. Suadi and colleagues especially, Pn. Sylvia Lawrence and Miss Norhayati Abd. Wahab, thank you so much for all your encouragement, advice and help.

My parents, Mr. P. Ramachandaram and Mdm. M. Thanapaigam, sister R. Tussna who were my shoulder to cry on and my pillar of strength with their advice, prayers and confidence in me. To my father-in-law and my mother-in-law for being so understanding and supportive. I am truly blessed.

Last but not least, my dearest husband, words cannot express my gratitude for your love, support, advice and care. Thank you so much for bearing with my unpredictable antics throughout this journey. This wouldn’t have been a reality without you.

Thank you again God. Finally, I can see the light at the end of the tunnel.
ABSTRAK

This quantitative study aims to discuss the effectiveness of a cooperative learning (CL) technique in influencing students’ achievement in the English Language classroom. The study explores the use of Jigsaw II learning method in the classroom. Sixty primary school children from Year 5 in a rural school in Sabah were the participants of this study. Data were collected by giving them pre-test before teaching using Jigsaw II and post-test at the end of the study. The findings from the study suggest that the students benefited from the implementation of CL in their classroom. The results of this study revealed that using CL to teach students English Language is beneficial and effective in helping to improve their achievement. Besides that, it was also found from this study that the female students obtained better results in the CL classroom compared to their male classmates. The value of this study is to suggest the use of cooperative learning in the classroom, particularly in English language teaching and learning.
TABLE OF CONTENT

DECLARATION.................................................................................................i
PERMISSION TO USE....................................................................................ii
ACKNOWLEDGEMENT....................................................................................iii
ABSTRAK.......................................................................................................iv
ABSTRACT.....................................................................................................v
TABLE OF CONTENT....................................................................................vi
LIST OF TABLES............................................................................................ix
LIST OF FIGURES..........................................................................................x
CHAPTER 1 ......................................................................................................1

INTRODUCTION ..............................................................................................1

1.1 Introduction............................................................................................1

1.2 Problem Statement.................................................................................5

1.3 Research Objectives..............................................................................10

1.4 Research Questions................................................................................10

1.5 Significance of study..............................................................................10

1.6 Limitation of Study..............................................................................12

1.7 Definition of terms...............................................................................13

1.8 Conceptual Framework.........................................................................15

1.9 Conclusion.............................................................................................16

CHAPTER 2 ....................................................................................................17

LITERATURE REVIEW ...................................................................................17

2.1 Introduction............................................................................................17
2.2 What Is Cooperative Learning ...................................................... 17
2.3 Cooperative Learning Methods .................................................. 22
2.4 Principles of Cooperative Learning ............................................. 33
2.5 Definition of Variables .............................................................. 43
2.6 Related Studies ................................................................. 44
2.7 Conclusion .......................................................... 47

CHAPTER 3 ......................................................................................... 48
METHODOLOGY .................................................................................. 48
3.1 Introduction .................................................................................. 48
3.2 Research Design ........................................................................ 48
3.3 Research Procedure ................................................................. 52
3.4 Population and Sampling .......................................................... 53
3.5 Research Instruments ................................................................ 54
3.6 Reliability and Validity ............................................................. 55
3.7 Pilot Study .................................................................................. 56
3.8 Data Collection Procedure ....................................................... 57
3.9 Analysis of Data ........................................................................ 57
3.10 Breakdown of Test Items ......................................................... 58
3.11 Conclusion ................................................................................. 61

CHAPTER 4 ......................................................................................... 62
ANALYSIS AND RESULT ................................................................. 62
### LIST OF TABLES

<table>
<thead>
<tr>
<th>Table No.</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>The Johnson &amp; Johnson Model of Cooperative Learning</td>
<td>21</td>
</tr>
<tr>
<td>2.2</td>
<td>The Six Key Concepts of Cooperative Learning as Identified by Kagan</td>
<td>22</td>
</tr>
<tr>
<td>2.3</td>
<td>Kagan Principles of Cooperative Learning</td>
<td>34</td>
</tr>
<tr>
<td>4.1</td>
<td>The Division of the Respondents' Gender</td>
<td>63</td>
</tr>
<tr>
<td>4.2</td>
<td>Mean Score and Standard Deviation of Respondents</td>
<td>64</td>
</tr>
<tr>
<td>4.3</td>
<td>Reliability Coefficients for Test Paper</td>
<td>65</td>
</tr>
<tr>
<td>4.4</td>
<td>The Scores of Pre-Test &amp; Post-Test in CL classroom</td>
<td>67</td>
</tr>
<tr>
<td>4.5</td>
<td>The Results of Pearson Correlation on Test between CL Technique and Student Achievement</td>
<td>69</td>
</tr>
<tr>
<td>4.6</td>
<td>The Scores of Pre-Test &amp; Post-Test in TL classroom</td>
<td>70</td>
</tr>
<tr>
<td>4.7</td>
<td>The Results of Pearson Correlation on Test between TL Technique and Student Achievement</td>
<td>72</td>
</tr>
<tr>
<td>4.8</td>
<td>The scores of Male Students in Pre-Test</td>
<td>74</td>
</tr>
<tr>
<td>4.9</td>
<td>The scores of Female Students in Pre-Test</td>
<td>74</td>
</tr>
<tr>
<td>4.10</td>
<td>The results of independent T-Test between respondents' gender and achievement in pre-test for CL technique</td>
<td>75</td>
</tr>
<tr>
<td>4.11</td>
<td>The scores of Male Students in Post-Test</td>
<td>77</td>
</tr>
<tr>
<td>4.12</td>
<td>The scores of Female Students in Post-Test</td>
<td>77</td>
</tr>
<tr>
<td>4.13</td>
<td>The results of independent T-Test between respondents' gender and achievement in post-test for CL technique</td>
<td>78</td>
</tr>
</tbody>
</table>
### LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure No.</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Comparison between Cooperative Learning and Traditional Groups</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Conceptual Framework</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Breakdown of Items in the Test Paper</td>
<td>59</td>
</tr>
</tbody>
</table>
CHAPTER 1

INTRODUCTION

1.1 Introduction

“Education is not about filling empty vessels but lighting fires”

William Butler Yeats

Learning is a process where we obtain knowledge about something new or unknown to us. Later, we are able to use that knowledge or information obtained, in a situation which requires us to have an existing schemata or prior knowledge about that particular topic. It is a process that everyone does till their last breath whether consciously or unconsciously. It is a process that happens automatically in all kinds of situation. The learning might take place from our mistakes, based on our experiences, by talking to others, from a teacher, in a classroom, by reading a book or from other resources. Learning is always a mixture of unlearning and learning. It is not a smooth process (Tan et al., 2006). The difference is whether we do it formally or informally. Formal education is something we gain or acquire through a proper channel such as kindergarten, school, college, university, institute or other institutions. Formal education is an education system that has elements such as hierarchy, compulsion, entry requirements, standard curricula and certificates. It is recognizable in every context; it is not regarded simply as an arbitrary list of education bodies (Rogers, 2005). When we look at the school context, usually teacher is the sole provider of the
The contents of the thesis is for internal user only
REFERENCES


Fehling, S. _____. *Cooperative learning in the EFL classroom.* Germany: Universitat Kassel.


