

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

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UNIVERSITI UTARA MALAYSIA  
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## ABSTRAK

Kajian kuantitatif ini bertujuan untuk membincangkan keberkesanan penggunaan kaedah pembelajaran koperatif dalam meningkatkan pencapaian murid sekolah rendah di dalam kelas Bahasa Inggeris. Kajian ini meneroka keberkesanan penggunaan teknik Jigsaw II dalam meningkatkan pencapaian murid. Enam puluh orang murid tahun 5 dari sebuah sekolah di kawasan pedalaman Sabah terlibat dalam menjayakan kajian ini. Proses pengumpulan data melibatkan pentadbiran ujian pra sebelum teknik ini diajar dalam kelas dan ujian pasca pada akhir kajian ini. Manakala dapatan dari hasil kajian menunjukkan bahawa kaedah pembelajaran kooperatif ini memberi faedah kepada murid. Keputusan kajian menunjukkan bahawa penggunaan kaedah pembelajaran koperatif ini bermanfaat dan berkesan dalam membantu murid menguasai Bahasa Inggeris. Selain itu, dapatan kajian juga menunjukkan bahawa murid perempuan menunjukkan peningkatan yang lebih tinggi berbanding dengan murid lelaki apabila teknik ini diaplikasikan dalam pembelajaran. Kajian ini mencadangkan penggunaan kaedah pembelajaran koperatif di dalam bilik darjah, khususnya di dalam pengajaran dan pembelajaran Bahasa Inggeris.

## **ABSTRACT**

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.



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# 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

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