

UNIVERSITI TEKNOLOGI MARA

**THE EFFECTIVENESS OF COOPERATIVE LEARNING IN
PROMOTING STUDENTS' GRAMMAR IN ENGLISH**

FARIDAH HANUM GHAZALI

M.ED TESL

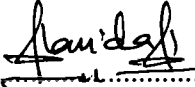
APRIL 2011

Candidate's Declaration

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated and acknowledged as reference work. This thesis has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

In the event of my thesis be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and subjected to the disciplinary rules of Universiti Teknologi MARA.

Candidate's Name : FARIDAH HANUM GHAZALI

Candidate's Signature : 

Date : 20.06.2011

ACKNOWLEDGEMENTS

Alhamdulillah I would like to express my gratitude to Allah Subhanawata'ala for bestowing me good health and perseverance in the process of completing this study.

First and foremost, I would like to convey my appreciation to my supervisor, Associate Professor Dr. Abu Bakar Hj. Ibrahim for his valuable support and supervision without which this study would not have suffice. The completion of this thesis was only made possible with his valuable assistance and support at every stage of the study.

I would also like to dedicate my overwhelming appreciation to Mr Chuah Tong Guan the former Principal and Mr Lau Swee Mun the present Principal of Sekolah Menengah Kebangsaan Jalan Pasir Puteh, Ipoh, for their thoughtfulness and consideration in approving my Cuti Rehat Khas and for arranging a flexi-schedule on Fridays to enable me to attend lectures.

Finally, I would like to thank my family especially my husband Abdul Aziz b Mohd Zain who was instrumental in encouraging and providing assistance whenever required. Last but not least, I am indebted to my brothers Ahmad Zakuan and Ahmad Sofian and their spouses for providing transportation and accommodation which I will always remember.

ABSTRACT

There has been a concern in the decline of the standard of English as a second language in Malaysia. In view of this, a study was undertaken to determine the effectiveness of cooperative learning (CL) in promoting students' English, especially grammar. Students from Sekolah Menengah Kebangsaan Jalan Pasir Puteh, Ipoh, Perak were selected to undergo a series of exercises using CL approach in learning English grammar. A mixed method involving both qualitative and quantitative methodologies was employed. Initially, students were given the Pre-Test and their marks were recorded. Subsequently, the students were assigned randomly into two groups, individual learning group and CL group. The CL group was further divided into five smaller groups and they have to complete the three grammar exercises. The students either worked in groups or performed the tasks individually for three consecutive weeks. At the end of the treatment a Post-Test was administered. The results for the Pre-Test and Post-Test were compared and contrast between the cooperative and the individual learning group. At the end of the study a survey using a self-generated Questionnaire was carried out. The data collected were processed using the SPSS software version 17. In the Pre-Test, the mean score for the individual learning group [59.22] was higher than the CL [57.45]. In contrast, the Post-Test results revealed a different scenario whereby both groups obtained an increase in the mean scores. Apparently, when the scores were converted to percentages, the individual group obtained almost similar percentages of passing grades for the Pre-Test and the Post-Test [83.34 % and 83.33 % respectively]. In the CL group, the percentages of the passing grades for the Pre-Test and the Post-Test were 90.00 % and 95.00 % indicating a 5% increase. The survey was conducted by using questionnaire which elicited their perception on three aspects. The first aspect concerned the students' perception on the effectiveness of CL in promoting students' grammar in English (The results answered Research Question 1). The results showed that they agreed that CL promotes students' grammar performance judging from the average means of the four items in the Questionnaire which is 4.15 (from a Likert scale of 1 to 5). The second aspect revealed the benefits which could be acquired from implementing CL in the classroom. The Items for this section of the questionnaire obtained an average means of 3.59 (from the Likert scale of 1 to 5). The students perceived that CL strategy benefited them in these areas: in fostering the exchange of information and experiences, in helping weaker learners, in acquiring useful feedback and in improving communication skills (This result answered Research Question 2). The third aspect is in SECTION D which elicited the challenges that the students face in carrying out CL activities. The highest mean (3.75) was attained by Item S which discussed the participation of the members (The result answered Research Question 3). The findings of the study revealed that CL approach is effective in promoting students' grammar in English. In addition, students have an overall positive perception concerning CL because of the benefits acquired during the study despite having to deal with the challenges. Recommendations for further research on CL in the ESL classes are to expand investigations in other components of English language such as in writing or speaking skills and to extend studies to other form two classes or at all levels of the secondary school.

ABSTRAK

Kemerosotan tahap penguasaan Bahasa Inggeris[BI] sebagai bahasa kedua di Malaysia amat membimbangkan. Maka satu kajian telah dijalankan untuk menentukan keberkesanan pembelajaran koperatif [CL] dalam mempertingkatkan penguasaan BI terutamanya dalam tatabahasa. Para pelajar dari SMK Jalan Pasir Puteh, Ipoh, Perak telah dipilih untuk menjalani beberapa siri ujian mengguna pendekatan CL dalam mempelajari tatabahasa BI. Metodologi kualitatif dan kuantitatif telah digunakan dalam kajian ini. Pada peringkat awal, pelajar diberi “Pre-Test” dan markah-markah mereka direkodkan. Seterusnya pelajar-pelajar dimasukkan dalam dua kumpulan secara rawak iaitu kumpulan Pembelajaran Kendiri [PK] dan CL secara rawak. Kumpulan CL dibahagikan pula kepada lima kumpulan kecil. Pelajar dalam kumpulan CL dan PK perlu menyiapkan tiga latihan tatabahasa selama tiga minggu berturut-turut. Di akhir eksperimen tersebut “Post-Test” telah diberikan. Keputusan bagi “Pre-Test” dan “Post-Test” di antara kumpulan CL dan PK telah dibandingkan. Di akhir kajian tersebut satu kaji selidik telah dijalankan. data awal diproses menggunakan perisian SPSS versi 17. Dalam Pre-Test skor purata untuk kumpulan PK [59.22] adalah lebih tinggi daripada kumpulan CL [57.45]. Dari perspektif lain apabila skor-skor tersebut ditukarkan menjadi peratus perbezaan jelas diperolehi dari kumpulan CL berbanding dengan kumpulan KP. Pencapaian peratus lulus bagi Pre-Test [83.34%] dan Post-Test [83.33%] bagi kumpulan PK tidak banyak perbezaan. Manakala bagi kumpulan CL ada peningkatan sebanyak 5% [dari 90.00% ke 95.00%]. Kaji selidik pula telah menjana persepsi pelajar-pelajar dari tiga aspek. Aspek pertama menunjukkan persepsi pelajar terhadap keberkesanan CL dalam mempertingkatkan tatabahasa BI pelajar [dapatan kajian menjawab Soalan Kajian 1]. Keputusan menunjukkan mereka bersetuju CL pertingkatkan pencapaian tatabahasa mereka dilihat dari purata empat item iaitu 4.15 [menggunakan Skel Likert 1 hingga 5]. Aspek yang kedua mendedahkan kebaikan yang boleh diperolehi dengan melaksanakan CL di bilik darjah. Item untuk bahagian ini memperoleh purata sebanyak 3.59 [Skel Likert 1 hingga 5]. Pelajar percaya bahawa CL menguntungkan mereka dalam pertukaran informasi, menolong pelajar-pelajar yang lemah, dan meningkatkan kemahiran berkomunikasi [ini menjawab Soalan Kajian 2]. Aspek ketiga menjana jawapan dari pelajar tentang cabaran-cabaran yang mereka lalui dalam menjalankan aktiviti CL. Purata yang tertinggi [3.75] telah diperolehi melalui item S yang membincangkan penglibatan ahli kumpulan. Mereka bersetuju bahawa penglibatan ahli kumpulan untuk bekerjasama bukanlah mudah. Inilah kelemahan yang boleh menghalang pelaksanaan CL dalam kelas [ini menjawab Soalan Kajian 3]. Dapatan kajian mendedahkan CL berkesan dalam meningkatkan keputusan tatabahasa pelajar dalam BI. Tambahan pula pelajar mempunyai persepsi yang positif terhadap CL disebabkan kebaikan-kebaikan yang diperolehi walaupun terpaksa menghadapi halangan-halangan. Cadangan untuk kajian lanjutan CL ialah meneruskan penyiasatan kaji dalam komponen-komponen lain dalam BI seperti kemahiran menulis dan bertutur serta meluaskan kajian ke tingkatan dua yang lain ataupun di setiap peringkat di sekolah menengah.