

Universiti Teknologi MARA

**A Study on the Effectiveness of Cooperative
Learning Among Students of INPENS College**

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ABSTRACT

Students at INPENS are generally poor in their English Language (EL) especially in their spoken and written discourse. Language instructors have tried to vary their teaching approaches to develop interests in students to learn English, to enhance the students' proficiency in the language and to upgrade their scores. Nevertheless, students hardly indicate positive outcomes in terms of improved performances in this subject. This study was undertaken to evaluate on the effectiveness of implementing Kagan's Cooperative Language Learning Structures (CLLS) via 4S Brainstorming in EL classes for Diploma in Administrative Management (DAM) students in creating a student-centred instruction, in promoting positive outcomes among students and in enhancing higher grades among them. Specifically, the study looked at these students' performances when they followed Kagan's CLLS and whether there is any significant difference in performances when they did not. In doing so, individual and group written assignments as well as individual and group oral presentations were assigned to the DAM EL 213 students. When these students dealt with their first group written assignment, there was very little communication among them. A more positive scenario was noted when they carried out the second group written assignment. There was more active discussion among them on the assigned task. By the time they indulged in the third group written assignment, the classroom environment was even encouraging. It was because at any moment of the classroom instruction, students were found engaging in their group discussion. The DAM EL 213 students' performances in the three group written assignments were also noted to increase in mean from 58.3 to 58.8 and to 62.3. These scores outweigh the mean for their individual written assignments which were 51.2 and 49.8. In the small group oral presentations, the DAM EL 213 students demonstrated better presentation styles and preparations than when they handled their individual oral presentation. They too, recorded a mean of 75.7 for the first group oral presentation and 77.8 for the second in comparison to 64.1 in the individual oral presentation. These findings mean Kagan's CLLS were effective instructional procedures in enhancing the DAM EL 213 students' academic performances. This study also investigated the students' perceptions towards Kagan's CLLS. All the thirty students (100%) favoured small group learning via Kagan's 4S Brainstorming structure than individual learning. All the reasons given by them on their preference to practise Kagan's CLLS in their classes to upgrade their academic performances and simultaneously develop their skills in listening, speaking and teamwork indicated a high rate with at least 83.3 %. This study too, looked at the DAM EL 213 teacher's perceptions towards Kagan's CLLS. The teacher made positive remarks that these structures extensively assisted in classroom evaluation, instructional planning and classroom management. The implementation of Kagan's CLLS via 4S Brainstorming in the DAM EL 213 classes promoted many positive outcomes to the students and the teacher. For Kagan's CLLS to be effectively implemented at INPENS, students have to be more optimistic towards English and be more receptive towards the structure. Teachers too, must be dynamic and pro-active in their practise of these structures in their EL classes. In addition, administrators should provide moral and financial support by sending the instructors for professional trainings such as on the implementation of Kagan's CLLS in EL classes and ensure there are adequate facilities in EL classes for these structures to be practised effectively.