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**THE EFFECTIVENESS OF COLLABORATIVE  
LEARNING IN THE TEACHING OF READING  
COMPREHENSION TO YEAR SIX STUDENTS  
OF SK. ST. PATRICK SEMADANG, KUCHING.**

**BY**

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## TABLE OF CONTENTS

	<b>PAGE</b>
Letter of Submission	ii
Declaration of Original Work	iii
Dedication	iv
Acknowledgements	v
Table of Contents	vi
List of Tables	ix
Abstract	x
Abstrak	xi
<b>CHAPTER 1 :</b>	<b>1</b>
1.0 Introduction	1
1.1 Statement of Problem	4
1.2 Purpose of the Study	6
1.3 Conceptual Framework	7
1.4 Scope/Background of the Study	9
1.5 Significance of the Study	10
1.6 Limitation of the Study	11
1.7 Delimitation	11
1.8 Research Questions	12
1.9 Research Hypothesis	12
1.10 Definition of Terms	13

## ABSTRACT

This study was conducted to determine the effectiveness of collaborative learning in teaching reading comprehension to the Year Six students of SK. St. Patrick Semadang. The data from this study were collected using; Pre-Test, Post-Test 1 & 2, to measure the students performance while questionnaire and observational checklist were used to measure students attitude and motivational factors. The analysis of the data revealed that both the control and the experimental groups improved in their reading comprehension skills. The improvements of both groups would be due to factors such as maturity in the students reading skills as a result of frequent exercises given to them. The improvements showed by the experimental group were statistically higher (Test ratio: -5.91) than the control group (Test ratio: -2.34), with the difference of -3.57 for the second Post-test results. The finding from questionnaire and observations showed that 75% of the students opted to the preference of collaborative learning method. So, it was concluded that, students gained higher improvements in reading comprehension performance by using Collaborative learning method.

## CHAPTER 1

### 1.0 Introduction

Having a good command of English is essential and crucial to acquire knowledge in the globalize world of today and having a society that reads is a much more true indicator of a knowledgeable and progressive society. According to Kim and Hartman (1990), individuals learn to read by reading. Thus, the more the students read, the better they will be at reading comprehension skills. Learning to read is not just a single skill. Through reading, students learn various skills such as comprehension skill, spelling and dictation skills and many others that work together and build on each other. Each time any one of the skills is improved, it strengthens all the other skills. As the students' vocabulary improved, they will learn to comprehend and interpret what they have read. Eric Clearinghouse (1996), stated that, "Reading is the first chapter in education. No other skill taught in school and learned by school children is more important than reading. It is the gateway to all other knowledge. If children do not learn to read efficiently, the path is blocked to every subject they encounter in their school years."

The past five years of teaching the students at the Primary School Levels, have brought major breakthroughs in the teachers' knowledge of how children learn to read and why so many fail. These new insights have been translated into techniques for teaching reading to students who would otherwise encounter difficulties in mastering this fundamental skill. According to Rose Ismail (1998), various studies had found that the students' failures in reading comprehension skills can be solved through early

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The review of literature in this chapter is related to the criteria of classroom management in using Collaborative Learning method. This study will also look into the scenario of Collaborative Learning in teaching reading comprehension to an ESL classroom. It also explains the concepts of Collaborative Learning method. This includes what co-operative learning is, the basic elements of collaborative learning and how collaborative learning lesson should be conducted. Apart from that, it also includes some relevant research studies carried out by different researchers in relation to co-operative learning method.

There is extensive literature on the effectiveness of collaborative learning. Many of these studies were carefully controlled to test the hypothesis that collaborative learning was more effective than other modes of instructional delivery. This research shows that collaborative learning can be used with some confidence at every age level, in every subject area, with any curriculum, and with any tasks.

According to students' assessment seminars, which compare grades of students who studied alone versus those of students who studied in groups, found out that students who studied in groups consistently had higher grades than those who studied alone. Furthermore, group study students spoke more often in class, asked more questions, and were more generally engage.