

COOPERATIVE LEARNING STRATEGY: EFFECTS ON STUDENTS' PERFORMANCE IN GRAMMAR

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ABSTRACT

Teaching grammar to students is important as it provides them with greater depth of understanding and proficiency in the language. It guides them in understanding grammar in terms such as how sentences are built, the choice of words used, or the types of words that comprise a sentence. In the study of grammar, cooperative teaching should be given focus and emphasis. It is galvanized by participation in some kind of culturally valued activity and that the individuals' growth into such activity follows a development patterns. Everyone should be given the appropriate encouragement, enrichment and instruction, the varied types of activities that can be developed to reasonably high level of performance. One way to help improve students' performance in grammar is through teachers approach in teaching. English teachers should improve students' language learning which includes the involvement of students to participate in classroom activities enthusiastically, by accomplishing given tasks with satisfaction, giving of importance to every activity designed by the teacher in the class and improving learning by providing various activities that will make the students interact, collaborate, and corporate to ensure their participation of the target language. The study employed the quantitative experimental research. The Pretest-Posttest control group design were used in this study to measure and evaluate the students' performance in grammar subjects, using cooperative learning strategy. Emphasis is given to the use of cooperative learning strategy to help the students develop their skills during the teaching of grammar. From these perspectives, the researcher found it highly desirable to investigate on the variations of cooperative teaching strategy and traditional teaching method. . Both mean scores fall in the category of Fair. This means that the students were able to answer correctly' 6 items out of 10 questions. In like manner, in the experimental group, the Post test mean score was improved with verbal interpretation of Good. The findings showed that there is a significant difference between pretest and posttest scores in both groups. But, no significant difference was obtained in comparing the posttest scores between the control and experimental groups. Moreover, there a no significant difference between the performance level of the students exposed to cooperative learning strategy and traditional method in teaching grammar. The data used the one-way analysis of covariance in the performance level of the students before and after exposing them to Cooperative learning. It further used qualitative interview questions to validate the results of the study.

Keywords: Cooperative learning, pretest, posttest, student\ s performance, experimental group, traditional group.