



Tryout of Co-Operative Learning Approach in English Subject

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Guide

1. Introduction

Co-operative learning is an instructional method in which students work in small groups to accomplish a common learning goal under the guidance of a teacher. Co-operative learning strategies give students the possibility to learn using knowledge in a more similar environment than what they will face in their future working lives. Teachers have the opportunity to work on key abilities and students' communication and soft skills, which are valuable for life and for students' success in work, integrating them into the school curriculum. In present study, the researcher constructed a program in English subject based on co-operative learning approaches and aimed to tryout it on the students of standard 8.

2. Cooperative Learning

Cooperative learning aims to organize class activities. Also, it aims to into a social and educational learning experience. Also, in it, students work together in groups to perform a task, John Dewey the education reformer introduced this theory. It is the responsibility of the teacher to carefully select the group. Each member is responsible for learning. And also, to teach what is taught to his/her teammates.

3. Variables

In this study the following types of variables are selected.

4. Independent variable

The independent variables of present study are as follows.

- 1.Groups of the Students
 - A.Experimental Group
 - B.Controlled Group
- 2.Gender
 - A.Boys
 - B.Girls

5. Dependent Variables

Achievement in English Subject

6. Objectives

1. To tryout the co-operative learning approach on achievement in English subject of the students of standard 8.
2. To study the effect of co-operative learning approach on achievement in English subject of the students of standard 8.
3. To study the effect of co-operative learning approach on achievement in English subject of the students of standard 8 in the context of gender.

7. Hypotheses

H₀₁ There is no significant difference between mean scores of achievement test of students of experimental group and controlled group.

H₀₂ There is no significant difference between mean scores of achievement test of boys and girls of experimental group.

8. Implementation of Experiment

In present study, the researcher had to tryout the teaching-learning program based on co-operative learning approaches in English subject for the students of standard 8. This program was constructed by the researcher. The researcher used experimental research design for this study. In this experimental design, the researcher used only post test equivalent groups experimental design as mentioned below.

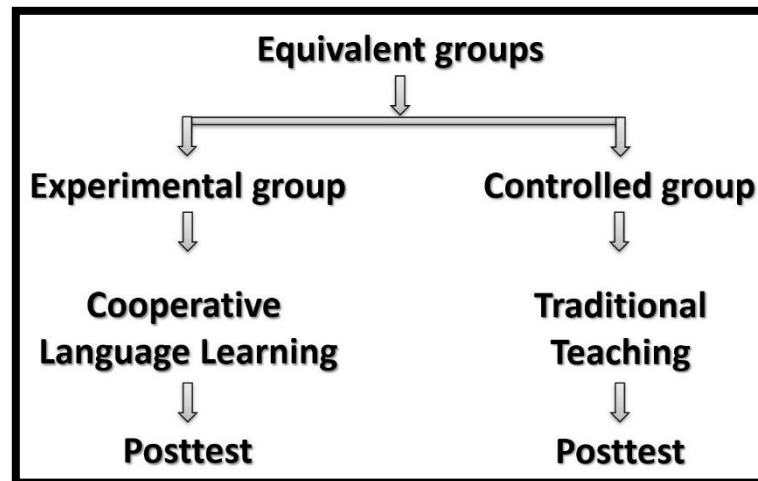


Figure 1.0: Experimental Design

The researcher used school's previous test's scores obtained by the students. Then researcher distributed students in two different groups according to their scores obtained in previous test in such a way that both the groups became equivalent in term of their achievement. This way, two equivalent groups were formed.

As represented in above figure, the students of experimental group were treated with co-operative learning approach and the students of controlled group were treated with traditional teaching method. At the end, the students of both groups were given post achievement test.

9. Selected Units

The researcher selected following units.

- Poem: Maccavity the mystery cat by T. S. Eliot
- Chapter: The Tsunami
- English grammar: Preposition

10. Tools of Research

The researcher constructed a post achievement test of 50 marks. Firstly, the researcher sent this primary tool to the experts and obtained their suggestions. As per the suggestions obtained from the experts, the researcher amended this tool and final tool was prepared.

11. Sample

A secondary school named Durga Primary School; Ahmedabad was randomly selected by the researcher for this experiment. The researcher selected 80 students from this school. These students were arranged paralleled according to their scores obtained in previous English subject test conducted by the school. Using pair match technique, the students were distributed in two different and equivalent groups. One group was experimental group and another was controlled group. The final sample of the study was as follows.

Table 1: Sample of the Study

	Experimental Group	Controlled Group	Total
Boys	20	20	40
Girls	20	20	40
Total	20	40	80

12. Procedure of Data Collection

The researcher took almost ten days to treat the students of experimental group and controlled group. The students of experimental group were treated with co-operative learning approach and students of controlled group were treated with traditional teaching method. After this treatment, the students of both the groups were given an achievement test constructed by the researcher. The achievement test was of 50 marks and 2 hours were given to the students to complete this test. Before the test, the researcher explained the students about how to give responses of questions of the test. After it was completed, all the answer sheets were carefully collected by the researcher.

13. Techniques of Data Analysis

The researcher checked the answer sheets of post achievement test and determined the scores of each student showing their post achievement in English subject. These scores were classified and tabulated and used to analyze the hypotheses. To analyze the hypotheses, t-test was performed by the researcher.

14. Analysis of Hypotheses

Ho1 There is no significant difference between mean scores of achievement test of students of experimental group and controlled group.

Table 1: Mean, SD, SED and t-value of students of experimental and controlled groups

Students	N	M	SD	SED	t	Significance
Experimental	40	38.80	3.83	0.96	4.22	0.01
Controlled	40	34.75	4.70			

df	0.05	0.01
78	1.99	2.64

According to Table 1, mean scores of students of experimental and controlled groups are 38.80 and 34.75 respectively. The calculated t-value is 4.22. For df=78, table t-values are 1.99 at 0.05 level and 2.64 at 0.01 level. Therefore, calculated t-value is higher than table t-values at both levels. Thus, hypothesis Ho1 is rejected and there is a significant difference between mean scores of students of experimental and controlled groups.

Furthermore, mean score of students of experimental group is more than mean score of students of controlled group. Therefore, it is revealed that the co-operative learning approach is more effective on achievement of students in English subject than traditional teaching method.

Ho2 There is no significant difference between mean scores of achievement test of boys and girls of experimental group.

Table 4: Mean, SD, SED and t-value of boys and girls of experimental groups

Experimental Group	N	M	SD	SED	t	Significance
Boys	20	38.75	3.58	1.23	0.08	NS
Girls	20	38.85	4.16			

df	0.05	0.01
38	2.02	2.71

According to Table 4, mean scores of boys and girls of experimental group are 38.75 and 38.85 respectively. The calculated t-value is 0.08. For $df=38$, table t-values are 2.02 at 0.05 level and 2.71 at 0.01 level. Therefore, calculated t-value is less than table t-values at both levels. Thus, hypothesis H_0 is not rejected and there is no significant difference between mean scores of girls of experimental and controlled groups.

Therefore, it is revealed that the effects of co-operative learning approach on achievement of boys and girls in English subject are equal.

15. Major Findings

Major findings of present study are as follows.

1. It is revealed that the co-operative learning approach is more effective on achievement of students in English subject than traditional teaching method.
2. It is revealed that the effects of co-operative learning approach on achievement of boys and girls in English subject are equal.

16. Conclusion

In a cooperative classroom, students work together to create and learn as a team, but ultimately each individual student is responsible for his or her own performance. It is to fulfill both positive interdependence and personal responsibility that each cooperative learning strategy gives students both time to think / work alone and interact with peers. In present study, the researcher revealed that the co-operative learning approach is more effective than the traditional teaching method on achievement in English subject of students 8.

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