

THE EFFECTIVENESS OF COOPERATIVE LEARNING IN STUDENTS' COMPREHENSION OF LITERARY TEXTS



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Abstract

The study aimed to evaluate the effectiveness of cooperative learning in students' comprehension of literary texts. This research consisted of 134 second-year high school students from two classes. One class was assigned as an experimental group ($n= 67$) and the other was assigned as the control group ($n= 67$). The two groups were pretested. At the end of the study, a posttest was given. Data were analyzed using the t-test to determine the performance by comparing the mean of the post-test in the experimental group and control group. The results of this study showed that both instructions based on cooperative learning models and traditional teaching methods caused a significant change in the students' achievement in the posttest.

Keywords:

Cooperative Learning, Literary Texts, Students' Comprehension

