Sapientia Global Journal of Arts, Humanities and Development Studies (SGOJAHDS), Vol.5 No.3 September, 2022; p.g. 81– 92; ISSN: 2695-2319 (Print); ISSN: 2695-2327 (Online)

EFFECT OF COOPERATIVE LEARNING METHOD ON ACHIEVEMENT IN ENGLISH READING COMPREHENSION IN NSUKKA EDUCATION ZONE OF ENUGU STATE, NIGERIA

MENAKAYA, CHERECHI MIRACLE
Departmet of Arts Education, Faculty of Education
University of Nigeria Nsukka, Enugu State
EMAIL: cherechi.menakaya@unn.edu.ng
Phone No: +2347035248368

MUAZU, ADAMU MOMOH
Department of Arts Education, Faculty of Education
Prince Abubakar Audu University Anyigba, Kogi State
EMAIL: muazu.am@ksu.edu.ng
Phone No: +2348064536989

&
MBEGBU, CHEKWUBE CHIEBONAM
Department of Arts Education Faculty of Education
University of Nigeria Nsukka, Enugu State
EMAIL: chekwube.mbegbu@unn.edu.ng
Phone No: +2347061888741

Abstract

This study determined the effect of cooperative learning method on senior secondary school students' achievement in English reading comprehension. The study adopted a quasi-experimental 2x2x2 factorial research design. It was guided by two research questions and two hypotheses. The population of the study comprised all the 3,430 senior secondary school two (SSS II) students in Nsukka Education Zone. Using a purposive sampling technique, a sample of 194 SSS II students were drawn from four senior secondary schools in the zone. The instrument for data collection was a Reading Comprehension Achievement Test (RCAT) prepared by the researcher. The instrument was validated by three experts, two from the English language Education Unit of the Department of Arts Education and one from the Measurement and Evaluation Unit of Department of Science, all from the University of Nigeria, Nsukka. The instrument was trial tested on 30 students randomly selected from another zone. The data was collated and analyzed using Cronbach's Alpha Statistics and an internal consistency reliability index of 0.91. Based on this reliability index obtained, the instrument was considered reliable. The research questions were answered using mean and standard deviation while the hypotheses were tested at 0.05 level of significance, using analysis of covariance (ANCOVA). The findings of the study revealed that students exposed to cooperative learning method achieved better in English reading comprehension than those taught using the lecture method. Also, location has significant influence on students' achievement in reading comprehension. It was recommended among others, that the English language teachers should adopt the cooperative learning method as an alternative to the conventional lecture method in teaching reading comprehension in

secondary schools since it has been proved to improve students' achievement in reading comprehension.

Keywords: English language, Achievement, Cooperative learning method, Reading comprehension.

Introduction

English language is taught at different levels of education. The teaching of the English language is geared towards mastering the four basic language skills namely listening, speaking, reading and writing. Among these four language skills, reading is considered the most important skill in learning a second language, especially the English language (Yadav, 2014). This means that reading should be taught to English language learners in schools. According to Mikulecky (2011), reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from text and from the reader's prior knowledge. This implies that reading activates that cognitive process of decoding printed symbols for meaning to be obtained. In other words, reading can be described as a receptive skill that involves the understanding of written language by finding out what the author has in mind through different strategies such as thinking, predicting, questioning, accessing, evaluating and refining the author's message.

Reading involved a series of complex skills that the reader must develop to be able to acquire knowledge from printed works. Igwe (2011) commented that reading is reasoning involving the meaningful interpretation of words, phrases and sentences requiring all types of thinking such as critical, analytical, creative, imaginative, evaluative, judgmental and problem solving. For effective reading, Igbokwe & Obidike (2013) suggest acquiring the skills for reading which include the ability to understand speech sounds, the ability to decode unfamiliar words, the ability to read fluently, sufficient background information and vocabulary to foster reading comprehension. The reason for this suggestion is that readers needs to develop some reading skills top process and obtain meaning from the printed materials.

Reading is a learning tool for students' academic success and the ability to obtain factual information and solve problem in school and in life. In other words, the knowledge of reading and the acquisition of necessary basic reading skills makes wonderful academic achievements in different school subjects, especially English language. According to Adeniji & Omale (2010), the ability to read improves students' achievement. Hence, reading skills can represent the students' language skills in listening, speaking and writing. Moreover, Farrell (2012) emphasized the main purpose for reading is to understand and comprehend the ideas in the text. Without comprehension, reading would be empty and meaningless.

An aspect of reading skills taught to English language readers is reading comprehension. Reading comprehension is the ability to read, to process and understand the meaning of a text. Andanawari (2012) accentuated that reading comprehension is the ability to understand information on a text and interpret it appropriately. Readers should understand the meaning of the reading text in order to understand the context of the text. This makes reading comprehension an essential part of reading.

The relevance of reading comprehension instruction is to help students develop the knowledge, skills and experiences and the ability to understand the ideas in a text which makes them become competent and enthusiastic readers. In other words, the teaching of reading comprehension improves the academic performance and achievement of learners Cimmiyotti (2013).Also, Stetter & Hughes (2010) agree that students' achievement depends on their ability to read and comprehend information coded in text. This means that there is a positive relationship between reading comprehension and students' achievement, and that students who do not comprehend what they read will not perform well in school.

It is, therefore, important to teach reading comprehension in a manner that will improve students' achievement, especially those in secondary schools. According to Anderson (2018), students' achievement in reading is directly linked to a child's success with five fundamental or literacy skills which include phonemic awareness, alphabetic principle, fluency, vocabulary and comprehension. when these literacy skills are understood and nurtured, it can encourage successful reading achievement among students. To measure students' achievement in reading comprehension, teacher-made tests and standardized tests are mostly used to determine students' strengths and weaknesses in reading comprehension instruction. According to Egbe (2015), the level of achievement or success is measured with an achievement test and the scores obtained from it are the indices of the level of achievement.

Achievement is a mechanism through which learners can learn about their abilities and competencies. According to Ebere, Nwakaego & Obioma (2014), academic achievement is the overall academic performance of a student in the secondary school and it could be assessed by the use of the use of tests and examinations. This means the extent to which a learner is profiting from instructions in a given area of learning, that is, achievement is reflected by the extent the knowledge or skill has been imparted to a learner. Hence, achievement is an important predictor of performance of students, especially those in secondary schools.

Considering the importance of reading comprehension, one would expect students to perform better in this aspect of the English language. Unfortunately, students' academic performance in reading comprehension is highly poor, thereby jeopardizing their overall performance in English language. The low achievement and general weaknesses of secondary school students in English reading comprehension can be traceable to classroom size, school location, teachers' method of teaching and assessment mode of students' exercises (The West African Examinations Council Chief Examiner's Report, 2019). In view of this, Adeyemi & Adeyemi (2014) assert that the teaching method used by English language teachers can predict students' achievement in reading comprehension. This entails that teaching method is identified as one of the predictors of students' academic achievement.

In some secondary schools, the conventional/traditional lecture method is the easiest and most familiar method of teaching used by teachers in the teaching and learning of reading comprehension. Durosaro & Adgoke (2011) sees the lecture method as a teacher-centered method that promotes passive learners and makes their learning to be superficial. This is why it is the most common method of teaching reading comprehension in secondary schools. Durosaro & Adgoke observe that this method appears not to activate students' prior knowledge of reading. As a result, of these weaknesses, there is a need to investigate another teaching method that can improve and promote students' achievement. One of such methods

is the cooperative learning method. This study, therefore investigated the use of cooperative learning method as an alternative method that improves students' achievement in English reading comprehension.

Cooperative learning method refers to student-centered way of learning that enhances creativity and provides the students with skills for critical thinking and problem solving. It is the method of teaching that can help learners to actively participate in reading comprehension classroom. Isjoni (2011) and Gillies (2017) define cooperative learning method as a method that allows students work in small groups to accomplish shared goals. This means that this method allows students to work interdependently in order to motivate group members to help and support each other. Carrasco, Alarcon & Trianes (2018) identified the essential characteristics for a successful incorporation of cooperation learning in the reading comprehension classroom. These include resources and rules, face-to-face interaction, individual responsibilities, interpersonal and small group skills, and group processing through which groups reflects on and openly discuss the strengths and weaknesses of the participation of each member of the group. The integration of these features in a reading comprehension classroom promotes better communication, mutual liking and high acceptance among students.

English language teachers can incorporate this method into the teaching of reading comprehension to help students learn academic reading materials and social skills for an effective students' achievement. According to Jonson & Johnson (2014), five essential elements are identified to engage students in learning reading comprehension in a cooperative learning classroom. They include positive interdependence (which refers that group members need each other to achieve group goals), face-to-face interaction (supportive interaction), individual accountability (feedback on rewarding group members' individuals' performance), group processing (discussing and reflecting on group task) and social skills (which requires that skills such as leadership and conflict management are taught to students).

If these basic elements of cooperative learning are included in cooperative groups, students achieve better, demonstrate superior learning skills and experience more positive relationships among group members, and between students and the teacher, and more positive self-esteem and attitude toward the subject area (Johnson & Johnson, 2008 and Slavin, 2011). Once these five elements are structured in cooperative settings, the role of the teacher and students will be changed remarkably.

The teacher's roles in cooperative learning settings facilitates students' learning such as presenting to students the main points of the lesson and then allow students to work in groups. The teacher only intervenes only when students need clarification of instructions, or when the teacher feels the need to question a group's answers or praise students for a creative idea or the good use of social skills (Lotan, 2004). However, the teacher needs to be involved in the lesson appropriately in order to engage students in learning actively.

Cooperative learning method can lead to higher students' achievement. Gillies (2016) considered cooperative learning method as an important teaching-learning method that can promote cognitive, skills and affective-motivational achievements for students to become creative and functional. This is why English language teachers has to play a key role in

establishing cooperative learning experiences in reading comprehension classroom. Such as include structuring groups and task so that students understand what they are expected to do and how they are expected to behave in a reading comprehension classroom.

Students' achievement can be improved if English language teachers' roles are played effectively. Oyinloye & Gbenedio (2010); Al-Shalki (2013) observes that the hindrances to students' achievement in reading comprehension may be overcome through teachers' appropriate use of cooperative learning method. This is because cooperative learning method develops positive learners' attitudes toward the subject and the learning experiences. Generally, cooperative learning method is one of the strategies that increases students' achievement of school information, mastery of it and its application in other educational situations and it increases students' desire to learn.

Cooperative learning method is a student-centered learning method that is theoretically anchored on the constructivist learning theory. Leo Vygotsky's constructivist theory of learning enables students to approach a point at which information is meaningful to them by researching, checking, discovery and analyzing learning issues (Huang, 2006). This implies that students first learn through individual to individual social interaction and then knowledge is individually internalized which means that learners construct knowledge socially based on their current and past knowledge, through social interaction rather than observing objectively (Vygotsky, 1978). In the same vein, Almala (2005) observes that the learners are in control of constructing their own meaning in an active way in constructivist learning theory. Almala proposes that students are enabled to use knowledge in many different settings to make learning itself as real-life as possible. As a result, teachers are encouraged to play the role of facilitators of student learning in the constructivist learning environment rather than dispensers of knowledge. In view of this, Mibrandt, Felts, Richards and Abghari (2004) agrees that teachers as facilitators to learning are essential to the success of students' learning because constructivist lessons are typically more students-centered than traditional lesson. This theory is relevant to the study as the cooperative learning method is based on the active participation of students to learn more when they are in control of constructing their own knowledge through reciprocal interaction with their group members. Active participation of the students in cooperative learning classroom could enhance students' achievement in reading comprehension since students are provided with a pathway of in-depth comprehension and understanding of reading materials and improvement of their long-term retention of knowledge to find own answers and discover solutions to problems (Johnson and Johnson, 2008).

It has been observed from empirical studies that cooperative learning method can influence students' achievement in some secondary school subjects and some aspects of the English language as shown by researchers such as Khansa (2017), Uzoma & Ibrahim (2018), Morales, Olea, Alencia & Madird (2019), Olaya & Elena (2020) and Ummu & Selma (2021). For instance, the result of Ummu & Selma (2021) investigation on the effect of cooperative learning on EFL learners' success of reading comprehension implementing STAD method showed that cooperative learning method was more effective on students' achievement on reading comprehension. Apart from a good teaching method, location is another variable that plays an important role in the learning process of reading.

Location has to do with the setting of a school which can be either urban or rural setting. Ntibi & Edoho (2017) is of the view that school location refers to the particular place, in relation to other areas in the physical environment (urban or rural), where the school is sited. Also, Dike (2014) define location as the geographical distribution of schools under its types such as urban or rural and its' influence on learning. There are conflicting reports on whether location plays a significant role in language learning or not. For instance, the study carried out by Akabogu & Ajiwoju (2015) showed that location has a significant influence on students' achievement in language while Ezeudu & Obi (2013) showed that location had no significant influence on students' achievement. In view of these contradictory findings, therefore, there is the need to find out whether school location has any significant influence on students' achievement in reading comprehension. Also, none of the reports showed the effect of school location on students' achievement in reading comprehension. It is, therefore, important to find out the difference in achievement between students in urban and rural settings when cooperative learning method is used in teaching reading comprehension. It is against this backdrop that this study investigated the effect of the cooperative learning method on students' achievement in English reading comprehension among secondary school students in Nsukka Education Zone of Enugu State, Nigeria. To carry out this investigation, the following research questions and hypotheses were posed:

Research Questions

1. What is the mean achievement scores of students taught reading comprehension in English language using cooperative learning method and the traditional lecture method?
2. What is the influence of location in the mean achievement scores of students in reading comprehension?

Research Hypotheses

1. There is no significant difference in the mean achievement scores of students taught reading comprehension using cooperative learning method and the traditional lecture method.
2. There is no significant difference in the mean achievement scores of urban and rural students in reading comprehension.

Method

The study, which was conducted in Nsukka Education Zone of Enugu State, adopted a quasi-experimental 2x2x2 factorial research design. The population of the study comprised 3,340 students in all the 59 secondary schools in the zone. The sample for the study was 194 students drawn from four secondary schools in the zone using the purposive sampling technique. The instrument used for data collection was Reading Comprehension Achievement Test (RCAT). The Reading Comprehension Achievement Test was made up of two sections. Section A was used to get demographic information from the respondents while section B contained the test of comprehension comprising two pretest passages and two equivalent posttest passages for both experimental and control groups. To ensure the validity of RCAT, it was subjected to face and content validation by experts from the University of Nigeria, Nsukka; two of the experts in English language Education and one in Measurement and Evaluation. To determine the reliability of RCAT, it was trial-tested on 30 SS II students randomly selected from another zone but the selected students have the same characteristics as those used for the study. After

the trial test, data was collated and analyzed using Cronbach's Alpha Statistics. An internal consistency reliability index of 0.91 was obtained. The researcher trained the regular English language teachers in the experimental group on the use of cooperative learning method in teaching reading comprehension as indicated in the lesson plan they used. For the control group, the teachers were asked to use lecture method. When the researcher made sure that the essential competencies had been acquired by the research assistants, the actual treatment was conducted in both experimental and control groups.

The RCAT was administered on the subjects as a pretest before treatment commenced. Students' scores in the first test served as the pretest scores for the study. After the pretest, the treatment commenced and it lasted for four weeks. During the treatment, the experimental group was taught using cooperative learning method while the control group was taught using lecture method. At the expiration of the treatment, RCAT was also administered as a posttest. Scores from the pretest and posttest formed the data for this study. Data was analyzed using mean scores and Standard deviation to answer the research questions while the hypotheses were tested at 0.05 level of significance using Analysis of Covariance (ANCOVA).

Results

The results are presented in the tables according to the research questions and hypotheses that guided the study.

Research Question One: What is the mean achievement scores of students taught reading comprehension in English language using cooperative learning method, and traditional lecture method?

Table 1: Mean Achievement Scores and Standard Deviation (SD) of Students Taught Using Cooperative Learning Method and Lecture Method

METHOD	N	PRETEST		POSTTEST		ADJUSTED MEAN
		$\overline{X}_1$	SD_1	$\overline{X}_2$	SD_2	$\overline{X}$
Cooperative	86	12.52	1.96	15.22	1.77	14.63
lecture	82	9.39	3.24	12.21	2.64	12.83

Table 1 reveals that the posttest mean score for students taught reading comprehension using the cooperative learning method was ($\overline{X}_2$ = 15.22, SD = 1.77) and the adjusted mean of 14.63 while that of students taught with lecture method was ($\overline{X}_2$ = 12.21, SD =2.64) and adjusted mean of 12.83. This indicates that students taught reading comprehension using the cooperative learning method performed better than students taught with the lecture method.

Research Question 2: What is the influence of location and mean achievement scores of students in reading comprehension?

Table 2: Mean Achievement Scores ($\bar{X}$) and Standard Deviation (SD) of Students According to Location

LOCATION	N	PRETEST		POSTTEST		ADJUSTED MEAN
		$\bar{X}_1$	SD_1	$\bar{X}_2$	SD_2	$\bar{X}$
Urban	91	11.09	2.99	14.34	2.46	14.33
Rural	77	10.88	3.12	13.05	2.80	13.07

Table 2 showed the mean score of ($\bar{X}_2$= 14.34, SD = 2.46) and the adjusted mean of 14.33 for urban students while the rural students had mean score of ($\bar{X}_2$= 13.05, SD = 2.80) and adjusted mean of 13.07. Urban students therefore, had higher achievement than their rural counterparts in reading comprehension.

Ho_1: There is no significant difference in the mean achievement scores of students taught reading comprehension using cooperative learning method and those taught using lecture method.

Table 3: Analysis of Covariance of Students' Reading Comprehension Achievement Scores by Method and Location

SOURCES OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIG
Covariates					
Pretest	423.352	1	423.352	110.715	.000
Main Effects					
(combined)	159.677	3	53.226	13.920	.000
Method	108.001	1	108.001	28.244	.000
Location	24.114	1	24.114	6.306	.013

Data in Table 3 shows a statistical significant main effect for method F (1,160) = 28.244, p=.000. The null hypothesis therefore, was rejected, indicating that there was significant difference in the mean achievement scores of students taught using the cooperative learning method and those taught using the lecture method. The adjusted mean for cooperative learning method was 14.63, while that for lecture method was 12.83. The difference was in favour of the cooperative learning method. Students taught using cooperative learning method, therefore, performed better than those taught with the lecture method in reading comprehension.

For the second hypothesis in Table 3 also revealed a significant main effect of location F (1,160) = 6.306, p=0.13. The null hypothesis was rejected, indicating that there was significant difference in the mean achievement scores of urban and rural students in reading comprehension.

Discussions

The findings of this study showed that students taught with the cooperative learning method achieved higher in reading comprehension than those taught with the lecture method. This is obvious because the elements of the cooperative learning method made students work together and ensured that every student engaged in learning activities designed to improve their cooperation and independence in accomplishing a task. This is contrary to expectation because it is assumed that the students taught reading comprehension using cooperative learning method should produce a statistically significance higher achievement than those taught with the lecture method. However, the result showed that the use of cooperative learning method improved higher achievement in the learning of English reading comprehension. This could be that the interaction helped the students to promote problem-solving skills, teaching one's knowledge to other, checking for understanding, discussing concepts being learned and connecting past with present learning when they read the text. This is in line with Pattanpichet (2011), who stated that cooperative learning is of great effect in developing students' reading skills in English language and also improve students' attitudes towards learning.

Result in Table 2 showed that students taught English reading comprehension using the cooperative learning method in the urban schools achieved better than those in the rural schools. The higher achievement recorded by students in urban schools could be attributed to the use of effective teaching method in English reading comprehension over those in rural schools. The findings of this study agree with Umo (2010) that documents that students from the urban schools achieve higher than those their counterparts in rural schools.

Results, as stated in Table 3 reveal that there is significant difference between the mean achievement scores of students taught reading comprehension using the cooperative learning method and those taught using the lecture method. Therefore, the null hypothesis was rejected. The findings of the study collaborated with Oyinloye & Gbenedio (2010) that indicated that students' achievement will be improved when the method of presenting learning activities to students is improved. This means that involving students in learning activities improves their academic achievement in learning process of reading.

Also, for hypothesis 2, the result in Table 3 showed that location was a significant factor in students' achievement in reading comprehension. Therefore, the null hypothesis was rejected. This finding is in line with Oweye & Yara (2013) and Egbe (2015), who indicated that location was a significant factor in students' achievement in language and other school subjects.

Conclusion

The result of the study showed that students taught reading comprehension with cooperative learning method achieved better than those students taught with the lecture method. The implication of this finding to the students is that if they are made to take part in their own learning, they could have more confidence in their ability and could help them perform better in reading comprehension. with increased academic achievement in reading comprehension, they can perform better in internal and external English language examinations conducted by the West African Examinations Council (WAEC).

On the part of the teacher, cooperative learning method improves students' achievement. Therefore, English language teachers are encouraged to use cooperative learning method as an alternative to lecture method to teach reading comprehension with satisfactory students' achievement at secondary school level.

The study showed that location had significant influence on students' achievement in reading comprehension. Urban students had higher achievement than their rural counterparts in reading comprehension. This shows that location is not a barrier to students' achievement in secondary schools. The result on location shows that students can attain higher achievement in any subject in the curriculum, especially the English language, irrespective of the school location provided they are effectively taught by teachers with good teaching methods. Therefore, it can be said that cooperative learning method is not location-sensitive. As a result, there will be a need for a provision of different curriculum materials for reading comprehension instructions for teaching urban and rural students.

Recommendations

In line with the findings of this study, the following recommendations are made:

1. English language teachers should adopt the cooperative learning method as an alternative to the traditional lecture method in teaching reading comprehension in secondary schools; since the results of the study have proven the effectiveness of the cooperative learning method on students' achievement in English reading comprehension.
2. Students should be sensitized on the use of cooperative learning method and be taught English reading comprehension especially at the foundational levels and should be given more interesting English reading comprehension activities for practice. This would surely help in improving students' achievement in English reading comprehension.
3. English language teachers should be exposed to workshops, seminars and conferences where they will be enlightened and trained on how to use cooperative learning method in the teaching of the English language especially in reading comprehension.

References

Adeniji, M. A. & Omale, A. (2010). Teaching reading comprehension in selected primary schools in Oyo State, Nigeria. (Library Philosophy and Practice 2010). Retrieved from http://digitalcommons.unl.edu/libphilprae/349.

Adeyemi, A. M. & Adeyemi, S. (2014). Personal factors as predictors of students' academic achievement in colleges of education in South Western Nigeria. Educational Research and Review, 9 (4), 97-109.

Akabogu, J. & Ajiwoju, J. A. (2015). Effect of gender and school location on secondary school students' achievement English vocabulary in junior secondary schools in Akoka South Education Zone, Ondo State. International Journal of Research in Humanities, 3 (6), 44-52.

Almala, A. H. (2005). A constructivist conceptual framework for a quality e-learning environment. Distance Learning, 2 (5), 9-12.

Al-Salkhi, M. (2013). Academic achievement and modelling of factors affecting it. Amman: Al-Radwan for Publishing and Distribution.

Andanawari, D. (2012). The use of collaborative strategic reading (CSR) in teaching reading comprehension. Bandung: Indonesia University of Education.

Anderson, C. (2018). Review of essential of Linguistics. Retrieved from doi:10.5070/T32142513.

Carrasco, C.; Alarcon, R.; y Trianes, M. V. (2018). Adaptacion y trabajo cooperative en el alumnado de educacion primaria descle (a perception del profesorado y la familia. Rev). De Psicodidactica, 23, 56-62.

Cimmiyotti, C. B. (2013). Impact of reading ability on academic performance at the primary level. Retrieved from https://doi.org/10.33015/dominican.edu/

Dike, A. E. (2014). Effects of electronic English pronouncing dictionary instructional approach on senior secondary school students' achievement and interest in oral English. Unpublished M.Ed Project,Department of Arts Education, Faculty of Education, University of Nigeria, Nsukka.

Durosaro, D. O. & Adgoke, A. A. (eds.) (2011). Higher education and globalization. Ibadan: Stirling-Horden Publication.

Ebere, D., Nwakaego, E. & Obioma, C. (2014). Effects of comprehension monitoring strategy on achievement of low-achievement students in reading comprehension. Unpublished M.Ed Project. University of Nigeria, Nsukka.

Egbe, C. I. (2015). Effects of integrative language teaching approach on secondary school students' achievement in reading comprehension. Unpublished Ph.D Thesis. Department of Arts Education, Faculty of Education, University of Nigeria, Nsukka.

Ezeudu, S. A. & Obi, T. N. (2013). Effect of gender and location on students' achievement in Chemistry in secondary schools in Nsukka local government area of Enugu State, Nigeria. Research on Humanities and Sciences, 3 (15), 1-7.

Farrel, T. S. C. (2012). Novice-service language teacher development: bridging the gap between pre-service and in-service education and development. TESOL Quarterly, 46 (3), 435-449.

Gillies, R. (2017). Deep learning through transformative pedagogy. Australia: University of Queensland.

Gillies, R. M. (2016). Cooperative learning: review of research and practice. Aust. J. Tech. Educ, 41, 39-54.

Huang, G. H. (2006). Informal forum: fostering active learning in a teacher preparation program. Education, 127 (1), 31-38.

Igbokwe, J. C. & Obidike, N. (2012). Influence of electronic media on reading abilities of school children. Retrieved fromhttp://unilib.uni.edu/LPPPP/.

Igwe, K. N. (2011). Reading culture and Nigeria's quest for sustainable development. Retrieved from file:///c:/Users/HP630/Downloads/Reading.

Isjoni, O. (2011). Mengembangkan Kemanpuan Belajar berkelompok. Bandung: Alfabeta.

Johnson, D. W. & Johnson, R. T. (2008). Social interdependence theory and cooperative learning: the teacher's role. In R. M. Gillies, A. Ashman & J. Terwel (Eds.), Teacher's roles in implementing cooperative learning in the classroom (pp. 9-37). New York, U.S.A.: Springer. Retrieved fromhttp://dx.doi.org/10.1007/978-0-387-70892-8_1.

Johnson, D.W. & Johnson, R. T. (2014). Cooperative learning in 21st Century. Anales de Psicologia, 30 (3), 841-851.

Khansa, R. & Khaled, S. (2017). The impact of cooperative learning on student achievements in higher educational settings. JECRA-103. Edu Res Appl G103. Retrieved from doi:10.29011/2575-7032/

Lotan, R. A. (2004). Stepping into groundwork, in Cohen, E.G., C. Brody C., and M. Sapon-Shevin (eds.). Teaching cooperative learning: the challenge for Teacher Education, SUNY Press, Albany. pp. 167-182.

Mibrandt, M. K., Felts, J., Richards, B. & Abghari, N. (2004). Teaching to learn: a constructivist approach to shared responsibility. Arts Education, 57 (5), 19-33.

Mikulecky, B. S. (2011). A short course in teaching reading: practical techniques for building reading power. White plains, NY: Pearson Edu, Inc.

Morales, J. M., Olea, B., Alencia, M. & Madrid, N. (2019). Fostering the cooperative learning of Mathematics in Engineering schools. In proceedings of the teaching and Education conferences (8410856), 21-24. International Institute of Social and Economic Sciences: London, UK, PP. 131-133.

Ntibi, E. E. & Edoho, E. A. (2017). Influence of school location on students' attitude towards Mathematics and Basic Science. British Journal of Education, 5 (10), 76-85.

Olaya, M. L. & Elena, G. M. (2020). Cooperative learning to foster reading skills. Gist Education and Learning Research Journal, 21, 119-139.

Owoye, J. S. & Yara, P. O. (2013). School location and academic achievement of secondary school in Ekiti State, Nigeria. Asian Social Science, (5), 170-174.

Oyinlonye, G. O. & Gbenedio, U. B. (2010). Investigating the effects of methods with linguistic packages on secondary school students' achievement and attitude and expression in essay writing in Nigeria. Journal of Anthropology 12(3) 189-196. Retrieved from www.krepublishers.com/02-journals.

Pattanpichet, F. (2011). The effects of using collaborative learning to enhance a students' English speaking achievement. Journal of College Teaching and Learning, 8 (11), 1-10.

Slavin, R. E. (2011). Instruction based in cooperative learning. In R. E. Mayer & P. A. Alexander (Eds.), Hand book of Research on Learning and Instruction (pp. 344-360). New York: Taylor and Francis.

Stetter, M. E. & Hughes, M. T. (2010). Using story grammar to assist students with learning disabilities and reading difficulties to improve their comprehension. Education and Treatment of Children, 33 (1), 115-151. Retrieved from doi.10.1353/etc.0.0087.

Ummu, A. B. & Selma, D. (2021). The effect of cooperative learning on EFL learners' success of reading comprehension: an experimental study implementing Slavin's STAD method. The Turkish Online Journal of Educational Technology (TOJET), 20 (4).

Umo, U. C. (2010). Effect of games on the achievement and interest of junior secondary students in Igbo grammar. Unpublished Ph.D Thesis, University of Nigeria, Nsukka.

Uzoma, B. N. N. & Ibrahim, M. (2018). Effects of communicative learning teaching approach (CLT) on students' performance in narrative essay writing and letter writing among senior secondary schools in Sokoto State, Nigeria. International Journal of Research and Innovation in Social Science (IJRISS), 2 (7), 2454-6786.

Vygotsky, L. S. (1978). Mind in society: the development of higher psychological processes. Cambridge, MA: Harvard University Press.

West African Examinations Council (2019).West African Senior Secondary Certificate Examination May/June 2019 chief examiners' report.Nigeria: Yaba-Lagos.

Yadav, G. (2014). Issues and challenges in teaching reading in EFL classrooms. Retrieved from http://eltchoutari.com/2014/12/issues-and-challenges-teaching-reading-in-efl-classrooms/