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Cooperative And Project-Based Learning Strategies and Students' Academic Performance in Composition Writing in Rivers State

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Abstract

This paper investigated the Cooperative and Project-based Learning Strategies and Students' Academic Performance in Composition Writing in Rivers State. The study was conducted in Obio/Akpor local government area of Rivers State. The study adopted the quasi-experimental pretest and post-test control group research design. The population for the study was 14,227. A sample size of 210 students was chosen for this study, using the stratified sampling technique. This consisted of two experimental groups and one control group. The instrument used for data collection was English composition writing performance test (ECWPT). The Instrument's reliability was tested using kuder-Richardson-20 formula with a reliability co-efficient of 0.89. Six research questions and six hypotheses showed the effectiveness of the co-operative method in teaching & learning composition writing, followed by the project-based learning strategy. There is statistical significant mean difference between the experimental groups and the control group. The mean and standard deviation answered the research questions while the analysis of co-variance (ANCOVA) was used to test for hypotheses. From the findings of the study, the co-operative strategy was found effective for improvement of English composition but the Joint use of Cooperative and Project-based strategies was more effective in practicing composition writing. Therefore, it is recommended that both strategies be used in the teaching and learning of composition writing with special attention given to the co-operative strategy. This should be taken seriously in order to bring back the glory of English language and education in Nigeria, especially the writing skill that is currently being neglected.

Keywords: data, pre-test, post-test, research, mean