



# **Effect of Cooperative Learning Strategy On Reading Comprehension Of Hard Of Hearing Students In Demonstration Secondary School, Gashua Yobe State**

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## **ABSTRACT**

The paper investigated the effect of cooperative Learning Strategy on reading comprehension of hard of hearing students among the junior secondary students of Umar Suleiman College of Education Demonstration Secondary School Gashua. The researchers employed quasi experimental research specifically pretest post-test design. A test cumulative scores were used as Data Ccollection Instrument. Purposive sampling technique was employed in the selection of samples of the study, twelve (12) samples were selected among the students who are hard of hearing in J. S. S 2. It was found that there was significant effect of cooperative learning strategy on reading comprehension of hard of hearing students. Also there was a socioeconomic difference in the reading comprehension ability among the hard of hearing students who exposed to the experiment. In addition, it was found that there was no significant gender difference in the reading comprehension ability among the hard of hearing students who exposed to the experiment. Among the recommendations made, there is need for the teachers to apply cooperative learning Strategy in teaching and learning processes. Instead of so called traditional/ conventional strategy of teaching which is teacher-centred mostly dominated by the teacher.

**Keywords:** cooperative learning, reading comprehension, hard of hearing students

## **INTRODUCTION**

Reading is one of the four language skills that are used as communication skills. Receptive skill here means the ways in which students or any reader extract meaning from any text or sound they read or perceived. Any student with poor receptive language skill can have a problem of language learning because spoken language cannot be learnt without listening skill. Many hard of hearing students experience reading comprehension difficulties because of their hearing problem

Hard of hearing students or learners are the group of individuals who perceive sound, words and comprehend a passage when the teacher talks loudly or they should be sited in front line of the class so that they can get teacher clearly. Gerogassi et al (2021) started that hard of hearing are those individuals who their hearing decibel levels ranging from 20 to 40. UNESCO (2004) states that children who are hard

of hearing, whenever possible should be educated in schools along with children without disabilities. Good quality in education should facilitate the acquisition of knowledge, skills and attitudes that have intrinsic value and also help children interact with their peers.

William, (2003) states that reading is comprised of word recognition and linguistic comprehension. The word recognition component translates print into linguistic form, and the comprehension component makes sense of the linguistic information. The process of recognizing words is called decoding. Meanwhile, the process of understanding the message that the print conveys is called comprehension. This implies that reading comprehension can be perceived as the process of creating meaning from text.

Cooperative learning strategy, the teacher's role changes from giving information to facilitating students' learning. Everyone in the group succeeds when the group succeeds. This is because the method creates positive interdependence in the learners. The strategy promotes interaction thereby leading to children relying on each other as members of a group. It leads to individual and group accountability. Each learner as a member of a group has a responsibility and is accountable for the portion of the assignment given him or her. Also, all members of a group will account for the responsibility given the group. It is a method that emphasizes interpersonal relationship and small group skills. The overall required performance in any given task using this method is as a result of group processing.

### **Statement of the Problem**

One of the problems of teaching reading in Nigeria schools especially in Junior Day Secondary Schools in Yobe state, is that the conventional teaching strategies used by the teachers are teacher centred. The teachers dominate all teaching and learning processes instead of allowing their students to take part in the teaching and learning processes. The conventional teaching strategies negatively affect students' reading and academic performance thereby making them to perform poorly in almost all the subjects taught in the class especially English language. This traditional teaching method also affects other subjects offered by the students leading to poor and low reading and academic performances. When students are learning, and the teaching strategies are teacher-centred based, the lesson is boring to the students. This in turn results in students becoming passive learners and the method becomes non-effective in the classroom.

The researchers observed terminal examination records of students in one of the schools in the area the researcher found massive failure in English language as a subject in the school. These results are too poor for junior secondary school (JSS) students aim to further to senior secondary school. The possible cause of the failure was that they could not read and could not understand the questions asked. Some causes of the failure include poor teaching strategies. The students cannot read and understand the meaning of what they read. And majority of the students cannot recognize words in their text books. This what motivated the researchers to investigate the effect of the of cooperative learning on Reading Comprehension of Students in Umar Suleiman College of Education Demonstration secondary School Gashua Yobe State, Nigeria.

### **Objectives**

The following are the aim/objectives of this research:

1. Determine the effectiveness of cooperative learning Strategy on reading comprehension performance of hard of hearing students
2. Find out whether there is socioeconomic difference in reading comprehension performance among the hard of hearing students when expose to cooperative learning strategy.
3. Find out whether there is gender difference in reading comprehension performance among the hard of hearing students when expose to cooperative learning strategy.

### **Research Questions**

The following are the research questions:

1. What is the effectiveness of Cooperative learning strategy on teaching reading comprehension among the hard of hearing students?
2. Is there any socioeconomic difference among the hard of hearing students in reading comprehension performance when exposed to Cooperative learning strategy?

2. Is there any gender difference in reading comprehension performance of hard of hearing students when exposed to cooperative learning strategy?

### **Research Hypotheses**

The following are null hypotheses formulated to guide the researcher:

1. There is no significant difference in reading comprehension performance of hard of hearing Students who exposed to lecture method and those who exposed to cooperative learning strategy.
2. There is no significant difference in socioeconomic among the hard of hearing students in reading comprehension performance when exposed to cooperative learning strategy.
3. There is no significant gender difference in reading comprehension performance of hard of hearing students exposed to cooperative learning teaching strategy.

### **Significance Of The Study**

This research will be significant due to fact that it will be helpful to government, teachers and students in term of improvement teaching and learning. To government, it will serve as a guide in decision making particularly in curriculum planning and peace and conflict resolutions. Because it emphasizes on equality and integrations where different ethnics and gender, etc socialized and help each other in teaching/learning processes irrespective of their differences toward achieving learning goals. To teachers, they will find it as a good method of teaching because it will expose to new and advanced knowledge of teaching reading comprehension. To students it will make to learn and socialise among themselves.

### **THEORETICAL FRAMEWORK**

The theoretical framework used in any research is to support the study and give clarity and guide to the reader. This research employed motivation theory of cooperative learning and Vroom's motivational theory of expectancy

#### **Motivation Theory**

Motivation is a theoretical concept utilized to clarify human behavior. Motivation can also be defined as one's route lead to behavior, or to the construct that trigger someone to desire to replicate behavior and vice versa. Furthermore, it is a factor which leads to behaviour and determine the directions, the force and insistence of it. Based on, motivation is considered as the reason underlying behaviour.

The motivational theories of cooperative learning emphasize the students' incentives to do academic work. Motivational theories related to cooperative learning focus on reward and goal structures. One of the elements of cooperative learning is positive interdependence, where students perceive that their success or failure lies within their working together as a group. Therefore, in order to attain their personal goals, students are likely to encourage members within the group to do whatever helps the group to succeed and to help one another with a group task.

#### **Vroom's Theory of Expectancy of Motivation**

Vroom's expectancy theory of motivation says that an individual's motivation is affected by their expectations about the future. In his view, an individual's motivation is affected by expectancy here the belief is that increased effort will lead to increased performance i.e., if hard of hearing students performance then it will lead success to their group. Instrumentality here the belief is that if you perform well, then the outcome will be a valuable one for the performer and the group. i.e., if he/she do a good job, there is something in it for him/her and the group. Valence is how much importance the individual places upon the expected outcome.

#### **Scope And Delimitations Of The Study**

This research investigated the effectiveness of cooperative learning on Reading Comprehension of hard of hearing students in junior secondary school. The study used English reading text of junior secondary school two (JSS2) for intervention.

## LITERATURE REVIEW

### Nature and concept of cooperative learning

Slavin (2012) defined cooperative learning as an instructional method in which teachers organize students into small groups, and they then work together to help one another learn academic content. In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team.

### Principles of cooperative learning

According to Dee Dishon and Pat Wilson O'Leary, (2018) there are Five Principles of Cooperative Learning:

- I. The Principle of Distributed Leadership. It is based upon the belief that all students are capable of understanding, learning and performing leadership tasks. Experience and research show that when all group members are expected to be involved and are given leadership responsibilities, we increase the likelihood that each member will be an active participant who is able to initiate leadership when appropriate.
- II. The Principle of Heterogeneous Grouping, Cooperative learning is based upon a belief that the most effective student groups are those which are heterogeneous. Groups which include students who have different social backgrounds. Skill levels, physical capabilities and genders mirror the real world of encountering, accepting, appreciating and celebrating differences.
- III. The Principle of Positive Interdependence, Cooperative learning is based upon a belief that students need to learn to recognize and value their dependence upon one another. Students who have had lots of practice working individually to complete their assignments or competitively to do better than their peers are often not initially eager to work with others. Incorporating positive interdependence increases the likelihood that students will work cooperatively.
- IV. The Principle of Social Skills Acquisition, Cooperative learning is based upon a belief that the ability to work effectively in a group is determined by the acquisition of specific social skills. These social skills can be taught and can be learned.
- V. The Principle of Group Autonomy, Cooperative learning is based upon the belief that student groups are more likely to attempt resolution of their problems if they are not "rescued" from these problems by their teacher. When students resolve their problems with a minimum of teacher input, they become more autonomous and self-sufficient.

### Characteristics of Cooperative Learning

Cooperative learning's distinguishing characteristics are the interdependence of group members in the learning process, and the degree of structure within groups. However, cooperative learning takes many shapes and may differ based on the instructor and grade level. The four primary approaches to cooperative learning (slavin, 2012)

#### Major Types of Cooperative Learning

##### 1. Formal Cooperative Learning

Formal cooperative learning consists of students working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments (Johnson et al. 2002). ze student learning and retention.

##### 2. Informal Cooperative Learning

Informal cooperative learning consists of having students work together to achieve a joint learning goal in temporary, ad-hoc groups that last from a few minutes to one class period .

#### Minor Types of Cooperative Learning Strategies

Educational research has demonstrated that heterogeneous teams made up of high and low achievers, boys and girls, Blacks, whites, and Hispanics, can be successfully transplanted (Johnson et al. 2002) from the playing field to the classroom. Several Student Team Learning techniques have now been extensively

researched and found to significantly increase student learning. Some are designed for specific subjects and grade levels, and some are generic, broadly applicable methods. The latter, which include Student Teams-Achievement Divisions (STAD), Teams-Games-Tournament (TGT), and Jigsaw (Johnson et al. 2002).

### **Hard of hearing students**

Moore (1987) defines hard of hearing as a person whose hearing is disabled to an extent that makes it difficult (usually 35-69db), but does not preclude the understanding of speech through ear alone, with or without a hearing aid. Also Vernon and Andrew (1990) define hard of hearing as an auditory impairment in which the individual can hear sufficiently (with or without amplification) to understand most but not all conversation in a one-to-one situation in which he or she is looking at speaker. The definitions act as important influencing factors in the way in which an individual defines an object. This provides the individual's perception and understanding of an attitude towards the object in question.

### **Classes of hard of hearing**

Gerogassi et al (2021) states that hard of hearing students can be classified according to the degree of their hearing losses, as follows:-

- i. Mild losses:- person who have a 20 – 30 decibels (dB) loss. Such persons require little specialized attention from the school system e.g. favourable seating in the front and awareness of difficulties on the part of the teacher.
- ii. Marginal loss: - Individual who have hearing loss of 30 -40 decibels (dB) are classified as having marginal losses of hearing. Samuel Kirk says “it is hard for them to understand speech by ear at normal distance. They require instruction in auditory training and use of hearing aids”. Those in category a and b are now called the “hard of hearing”

### **Characteristics of hard of hearing students**

Gerogassi et al (2021) outlined three characteristics of hard of hearing students as follows:

- I. The hard of hearing individual must look at the speaker's face and mouth movement during conversation.
- II. The conversation will need to be in a quiet one-to-one situation.
- III. Although most of the conversation will be understood, the hard of hearing will still miss some components of what is being said.

### **Concept of reading comprehension**

According to diagbon and Sani, (2005), the goal of reading is comprehension. The purpose of the reading cannot be reached if there is no comprehension, while comprehension means the identification of the intended meaning of written and spoken communication. From these explanations it is clear that reading is a process in order to get some information from the reading text. Reading text is one of ways to get some information and knowledge where there is a communication between the reader and the writer through the words in the reading text. Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words sentences and paragraphs that encode meaning. The reader uses knowledge, skills and strategies to determine what the meaning is the meaning and information can be drawn if the students have many vocabularies to comprehend the content of reading texts

### **Comprehension**

Comprehension is a noun derived from the verb "comprehend", which means, “to understand” the content of a text being read. Reading is a key to comprehending a passage. Reading creates an avenue/access for a reader to know the feelings and thoughts of a writer. The aim of teaching reading comprehension is basically to teach correct pronunciation of the component words as well as to understand what they mean and possibly imply (Idiagbon and Sani, 2005).

### **Features of Comprehension Text**

Balogun (2005) clarifies features of a comprehension text. He states that these characteristics need to be known by a reader to be able to decode meanings of a passage. These include the following:

- (i) facts, fables, Opinion
- (ii) specific, general points
- (iii) main and subsidiary ideas
- (iv) familiar and unfamiliar words
- (v) different types of expression as literal, figurative or idiomatic expressions.

Comprehension is the ability to connect to and interpret both oral and written language. It is the ability to recall facts, get the main idea, make an inference, draw a conclusion, predict/extend, and evaluate. It is the ability to reason from language that is heard and language that is read. That students utilize comprehension, or thinking skills that range from the literal to the abstract every day. This allows students to process information well, which is vitally important because as students develop through each grade, the demand to read at a deeper level and understand complex text increases. Being able to read and think beyond the literal/concrete level is not only a concern for classroom teachers, but we are also focusing its attention on students' abilities to comprehend complex material requiring higher-order thinking skills (Balogun, 2005).

### **Reading Comprehension skills**

Peterson (2008) defines a comprehension skill as an activity that students complete for the purpose of learning about features of text like main idea or cause and effect. Comprehension skill lessons may be disconnected from text and may involve the completion of worksheets or graphic organizers that require lower level thinking.

## **METHOD AND PROCEDURE**

### **Research Design**

The researchers used quasi experimental research specifically pretest post-test design in order to suit the situation and achieve the objectives of this research.

### **Population**

The population of this study consisted of all hard of hearing students among the junior secondary students in Umar Suleiman college of Education Demonstration Secondary School Gashua

### **Sample Size**

Twelve (12) hard of hearing were selected among the junior secondary students of Umar Suleiman college of Education Demonstration Secondary School Gashua as sample of this study, using Krejcie and D.W. Morgan table of determining sampling size.

### **Sampling technique**

The purposive sampling technique was employed in the selection of samples of this research. According to Awotunde and Ugoduluwa (2004) purposive sampling is a non-probability sampling technique in which the researcher attempts to select a sample that appear as being representative of the population defined by the research problem. Therefore, only hard of hearing students in junior secondary school of Umar Suleiman college of Education Demonstration Secondary School Gashua who scored ten to twenty marks in reading of one hundred frequency words in English reading textbook student's book two were allowed to be the participants of this study respectively. Then the samples were group in two experimental and control groups accordingly.

### **Instrument for data collection**

A reading comprehension test scores was used as data collection instrument which depicts the reading comprehension ability of the hard of hearing students, it is a researcher made test. Gender inventory was used to depict the students' gender. Also questionnaire titled primary school family background questionnaire was employed to gather the data relate to students family class..

**Intervention procedure**

After the researchers followed all due administrative protocols, the researchers with assistance of research assistants fish out twelve hard of hearing students in J.S. S. classes using manual identification process. Then all samples were pretested to ascertain their level of their reading comprehension before interventions. Later, the samples were divided into two groups that is experimental and control groups, one was taught by using cooperative learning strategy (experimental group) while the other group were taught by using conventional teaching strategy (control group). The intervention lasted for three weeks accordingly.

**Method of Data Analysis**

To test the hypothesis, this researchers used T-test independence at 0.05 level of significance to find out the significant difference between the scores of both groups; that is experimental and control groups.

**RESULT**

**Hypothesis 1:** There is no significant difference in reading comprehension ability of hard of hearing students in the experimental and those in the control groups.

**Research question 1:** *Is there any difference in the level of reading comprehension ability of hard of hearing students that were exposed to Cooperative learning strategy and those in the conventional strategy?*

**Table 1:** T-test differences in post test mean score, mean difference, degree of freedom, level of significance, obtained t-test, and critical value of reading comprehension ability of hard of hearing in the experimental and control groups respectively.

Teaching strategy	Mean	Mean difference	Degree of freedom	Level of significance	Obtained t-value	Critical t-value
Cooperative Learning strategy	21.5	8.55	10	0.05	4.906	0.001
Conventional learning strategy	12.95					

The above table indicates the mean scores of two teaching strategies that is cooperative learning strategy and conventional learning strategy, the degree of freedom 10 which was at level of significance of 0.05 the obtained t-test 4.906 and critical value 0.001 respectively. Therefore, since the obtained t-value was higher than the critical t-test the researcher accepted the alternate hypothesis and rejected the null hypothesis. Meaning there was a significant difference in the reading comprehension ability of hard of hearing among the students of Umar Suleiman college of Education Demonstration Secondary School Gashua who exposed to cooperative learning strategy and those exposed to conventional learning strategy. Also answered research question one that is “yes” there was a significant difference in the reading comprehension ability of struggling readers that exposed to cooperative learning strategy and those in control group.

**Hypothesis 2:** There is no significant difference in reading comprehension ability among hard of hearing students of different socio economic background.

**Research Question 2:** *Is there any different in reading comprehension ability of hard of hearing students of different socio economic background?*

**Table 2:** T-test of differences in post-test mean score, mean difference, degree of freedom, level of significance, obtained t-test, and critical value of differences of reading comprehension ability of hard of hearing students of those in th lower earner and higher earner families.

Socio economic background	Mean scores	Mean difference	Degree of freedom	Level of significance	Obtained t-value	Critical t-value
higher earner's family	14.2	6.9	10	0.05	4.906	0.001
Lower earner.s family	7.3					

The above table indicates the mean scores of two types of primary school attended that higher earner's family and lower earner's family the degree of freedom 10 which was at level of significance 0.05 of the obtained t-test 4.906 and critical value 0.001 respectively. Therefore, since the obtained t-value was higher than the critical t-test the researcher accepted the alternate hypothesis and rejected the null hypothesis. Meaning there was a significant difference in the reading comprehension ability of hard hearing students of different socio economic background. In addition, the above table answered research question one that "yes: there was differences in reading comprehension ability of those hard of hearing students from lower and higher income earners.

**Hypothesis 3:** There is no significant gender difference in the posttest mean scores in reading comprehension ability among hard of hearing students who exposed to cooperative learning strategy.

**Research Question 3:** *To find out whether there is gender difference in the level of improvement in reading comprehension ability of hard of hearing students after the intervention with cooperative learning strategy?*

**Table 3:** T-test of differences in the posttest mean scores of males and females hard of hearing students that are exposed to experiment.

	Number	Post-test mean	Degree of freedom	Obtained t-value.	Critical t-value	Level of significance
Males	6	12.1	10	2.7	3.900	0.05
Females	6	9.4				

The above table indicates the number of male and female hard of hearing students six in each gender, post-test mean male while female degree of freedom 10, obtained t-value 2.7 critical t- value 3.900 and level of significance 0.05 respectively. Since the obtained t- value lower than the critical t-value, the researcher accepted the null hypothesis and rejected the alternate hypothesis This implied that there was no significant gender difference in the reading comprehension ability of hard of hearing among the students in J. S. S two of Umar Suleiman college of Education Demonstration Secondary School Gashua who exposed to cooperative learning strategy. Furthermore, it answered research question three that there was no gender difference in the reading comprehension ability of hard of hearing who were exposed to cooperative learning strategy

## DISCUSSION OF THE FINDINGS

The findings of this study indicated that the participants exposed to cooperative learning strategy shown that there was significant difference between in the mean scores of post-test of hard of hearing students reading comprehension ability of experimental and control groups. Based on the t-test calculated value is greater than the table t-value of. This finding in line with Dauda (2017) who found that Economics



concepts are understood by students when taught using cooperative learning strategy than conventional teaching strategy?

The second hypothesis started that there is no significant difference in the improvement in reading comprehension ability of hard of hearing of those in the experimental in difference socio economic background. Based on the t-test calculated value which is greater than the table t-value. It implies that there was a significance difference in the reading comprehension of hard of hearing students in different socio-economic background. This finding was in line with John (2012) who found that the words recognition of dyslexia children improved when exposed to individualized teaching strategy.

In the third hypothesis which stated that there is no significance gender difference in the post test mean scores of struggling readers among the pupils who exposed to cooperative learning strategy. It implied that there was a significant gender difference in the reading comprehension among the hard of hearing students. This finding was contrary to John (2012) who found that there was no significant gender in reading comprehension of dyslexia children when exposed to individualized teaching strategy.

### **CONCLUSION**

Based on the findings of this research, it is evidently cleared that cooperative learning strategy is more effective strategy of teaching reading comprehension among hard of hearing students than conventional or traditional teaching strategy. The conventional or traditional teaching and learning strategy is always dominated by the teacher that is to say it is teacher-centred strategy of teaching and learning processes.

### **RECOMMENDATIONS**

Based on the findings of this study the following recommendations were made:

1. There is need to organise workshops and seminar to teachers to update their teaching methods this will help in adapting methods that are not only teacher centred but also outdated ones and replace them with the current teaching and learning strategies
2. All gender barriers or differences that exist as a result of implementation of any types of teaching and learning methods should be minimized or discouraged, this will help in gender equality and will also help in encourage both sexes to feel free in teaching and learning processes.
3. There is need for all teachers to employ cooperative learning strategy in teaching to replace the so called traditional/ conventional methods of teaching which is conservative and undemocratic in nature. This will allow freedom and independent learning among the learners

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