

Using cooperative learning method for literature education in a Malaysian Secondary school

ABSTRACT

This research investigated the effectiveness of the cooperative learning method in supporting students' comprehension, appreciation, and interpretation of literature, with a specific focus on poetry. Conducted at a public secondary school in Sabah with 36 Form Two students, data was gathered through pre-tests, post-tests, and a Likert-scale questionnaire, which evaluated students' perceptions of their comprehension, appreciation, and interest in poetry. The data was analyzed using the Statistical Package for Social Sciences version 12.0, and the results demonstrated that cooperative learning significantly enhances students' understanding, appreciation, and grasp of poetry. This is reflected in the considerable increase in the mean score from 24.47 during the pretest to 45.42 in the posttest, with statistically significant results ($p < 0.05$). The findings contribute to the existing literature on cooperative learning in literature education and provide practical implications for teachers, curriculum developers, and policymakers, while also suggesting potential directions for future research on the integration of cooperative learning and poetry in the Malaysian secondary school context