

The Effectiveness of Cooperative Learning in Teaching Mathematics

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Abstract

The main purpose of this study is the effect of cooperative learning (CL) in mathematics achievement of Grade Ten students by comparing to traditional learning (identified in this study as non-cooperative learning, NCL). Experimental design and quantitative approach were used in this study. Participants were 120 Grade Ten students from No. (2) Basic Education High School Kamaryut, Yangon Division. Students were randomly selected out of which 61 students formed experimental group and 59 students formed control group. In this study cooperative learning lesson planning form (think-pair share, three step interview, three minute review), student log and teacher made Mathematics Achievement test were used as research instruments. The intervention started during September 2014. At the end of the intervention, data were analyzed by using *t*-test. The findings revealed that experimental group outperformed significantly than control group on posttest showing the obvious supremacy of cooperative learning over traditional learning.

Key words: Cooperative learning.

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