

Cooperative Instructional Strategies and Performance Levels of Students in Reading Comprehension

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ABSTRACT Using the Think-Pair-Share Method (TPSM) and Reciprocal Teaching Method (RTM) as cooperative methods, the study was used to investigate the comparative effects of these two methods on students' performance levels. The quasi-experimental design of non-equivalent and non-randomized pre-test, post-test control group was employed in the study. Ninety-six (96) students were sampled for the experimental groups and forty-eight (48) students were sampled for the control group. Two main researcher-designed instruments were used for the study. Reliability index was determined through a test-retest procedure of two weeks interval. Reliability coefficient of 0.88 and 0.90 were obtained using Pearson Product Moment Correlation Coefficient and Guttman's Split-half statistics respectively. Data was analyzed using Analysis of Covariance (ANCOVA) for the two null hypotheses generated at 0.05 level of significance level. The findings indicated that the Reciprocal Teaching Method (RTM) of cooperative instruction was the most effective method of teaching reading. This was closely followed by the Think-Pair-Share Method (TPSM) ($F_{cal} = 3.29$ significant at 0.05) while the Conventional Instruction Method (CIM) was the least. There was a significant effect of the TPSM and the RTM methods on reading comprehension of students of high, average and low performance levels. It was concluded that these methods were superior to the conventional method and therefore should be used in schools.