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Abstract:

The new high school system in Saudi Arabia comes with a lot of potential changes to the traditional way of teaching. One of them is using cooperative learning as the basic method in the classroom. The purpose of this study was to determine whether the use of cooperative language learning in the new developed high school system will have a positive effect on students' English proficiency. The female high school students in Riyadh in two different schools were the subjects of this study. The study aimed to find if cooperative language learning in the new developed high school system would enhance their English proficiency as measured by their abilities in grammar, reading comprehension, vocabulary and listening comprehension. The study also sought to measure students' attitude towards cooperative learning and motivation to learn English in the new high school system. For the purpose of the study, a comparison research design in the form of non-equivalent control group design was carried out. The experiment lasted for twelve weeks in which two intact groups from two female high schools in Riyadh, Saudi Arabia were chosen as the study groups, one from a school that is following the new high school system and the other group from a traditional teaching based school. Both groups are high school freshman. During the study, subjects of the cooperative learning group (44 students) attended classes based on cooperative learning. The control group (53 students), on the other hand, did not carry out any additional activities. In order to test the effectiveness of such a method, two quantitative tools for data collection were used to compile the findings of the study. For starters, a pre- and a post-test were administered to measure English proficiency before and after the treatment. Afterward, a questionnaire was set to measure students' attitude towards cooperative learning and motivation to study English in new high school system. The study found that cooperative learning in the new system can positively affect grammar and reading comprehension aspects in the subjects' English proficiency. Also they have a positive attitude towards cooperative learning in the new system and a higher motivation to learn English.

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