

## **The Effects of Kagan Cooperative Learning Structures in Teaching Subject–Verb Agreement among Rural Sarawak Learners**

**Chong Xin Txin**

Faculty of Education  
Universiti Kebangsaan Malaysia  
Malaysia

**Melor Md Yunus**

Department of Innovation in Teaching and Learning  
Faculty of Education  
Universiti Kebangsaan Malaysia  
Malaysia

### **Abstract**

Even after undertaking years of formal education to acquire the language in schools, having a poor command of English remains a problem faced by most Malaysians, especially students in rural schools of Sarawak. Based on the error-analysis carried out by recent research, subject–verb agreement (SVA) is one of the most frequent errors committed by students. To overcome this problem, teachers should significantly improve students' mastery of SVA in the English language through effective teaching methods. Therefore, this research was conducted to explore the effects of Kagan Cooperative Learning Structures in teaching SVA among rural Sarawak learners. In this study, 35 Form 4 students were selected from a secondary school in the Belaga District, Sarawak as the research participants. Questionnaires and semi-structured interviews were used as data collection tools. Overall, findings demonstrated that students showed positive feedback after the intervention was implemented. Results of this research will hopefully provide insights to secondary school students, teachers and the community in the cooperative teaching and learning of grammar.

*Keywords:* Kagan cooperative learning structures, subject-verb agreement, teaching English

*Cite as:* Chong, X. T., & Yunus, M. M.(2019) The Effects of Kagan Cooperative Learning Structures in Teaching Subject–Verb Agreement among Rural Sarawak Learners. *Arab World English Journal*, 10 (2) 151-164.

DOI: <https://dx.doi.org/10.24093/awej/vol10no2.13>