THE USE OF COOPERATIVE LEARNING FOR ENHANCING THE ENGLISH SPEAKING SKILL OF NATIONAL HIGH SCHOOL STUDENTS IN MYANMAR

BY

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Abstract

This research was to investigate the use of cooperative learning to enhance the English speaking skill of National High School students in Myanmar. The researcher studied whether the use of cooperative learning would enhance the English speaking skill of National High School students after implementation and explored their level of satisfaction. Thirty students were purposefully chosen as a study sample group. The researcher employed both quantitative and qualitative methodologies.

The quantitative data were gathered through an English speaking test, pretest and posttest, and students' satisfaction questionnaire, while the qualitative data were gathered through focus group discussion. The information gathered from English speaking tests was analyzed using a sample-paired t-test based on the mean, standard deviation, and a significant value. The scores of English speaking tests revealed a significant mean difference of 3.96 (24.75%) between the posttest mean (12.56) and the pretest mean (8.60). Additionally, the significance value (p) found is .000. In terms of the posttest, every student improved. Furthermore, the findings from the students' satisfaction questionnaire demonstrated that nearly all participants expressed the highest level of satisfaction, and their responses from the focus group discussion showed a positive satisfaction towards the use of cooperative learning.

Therefore, cooperative learning was strongly recommended as an alternative method to teach English speaking skill.

(Total 152 pages)

Keywords: Cooperative Learning, English Speaking Skill, National High School Students, Students' Satisfaction

Student's Signature …..... Thesis Advisor's Signature ….....

Table of Contents

		Page
Acknowledgements		**i**
Abstracts		**ii**
Table of Contents		**iii**
List of Tables		**vi**
List of Figures		**vii**
Abbreviations		**viii**
Chapter 1	**Introduction**	**1**
	1.1 Background of the Research	1
	1.2 Research Questions	4
	1.3 Research Objectives	4
	1.4 Research Hypothesis	4
	1.5 Scope of the Study	5
	1.6 Conceptual Framework	6
	1.7 Limitations of the Study	7
	1.8 Operational Definitions	7
	1.7 Significance of the Study	8
Chapter 2	**Literature Review**	**9**
	2.1 Historical Overview of Myanmar Education System	9
	2.2 English Curriculum in Myanmar	14
	2.3 English Speaking Skill	16
	2.4 Cooperative Learning	19
	2.5 Assessment and Evaluation of English Speaking	27
	2.6 Satisfaction in Learning English	30
	2.7 Learning Theories	31
	2.8 Related Research	37

มหาวิทยาลัยรังสิต Rangsit University

Table of Contents (Continued)

		Page
Chapter 3	**Research Methodology**	**40**
	3.1 Research Design	40
	3.2 Population and Sample of the Study	41
	3.3 Research Instruments	42
	3.4 Validity and Reliability of Research Instruments	47
	3.5 Data Collection Procedure	48
	3.6 Data Analysis	50
Chapter 4	**Data Analysis**	**51**
	4.1 Analysis of English Speaking Skill Test Results	51
	4.2 Analysis of Students' Satisfaction Towards the Use of Cooperative Learning after Implementation	56
Chapter 5	**Conclusion, Discussion and Recommendations**	**68**
	5.1 Conclusion of the Study	68
	5.2 Discussion of the Study	72
	5.3 Recommendations of the Study	76
References		**78**
Appendices		**96**
Appendix A	Letter of Approval	97
Appendix B	Letter of Consent Form	99
Appendix C	Lesson Plans	102
Appendix D	IOC of Lesson Plans	127
Appendix E	English Speaking Skill Test	129
Appendix F	IOC of English Speaking Skill Test	131
Appendix G	English Speaking Assessment Rubric	133

มหาวิทยาลัยรังสิต Rangsit University

Table of Contents (Continued)

		Page
Appendix H	IOC of English Speaking Assessment Rubric	135
Appendix I	Students' Satisfaction Questionnaire	138
Appendix J	IOC of Students' Satisfaction Questionnaire	142
Appendix K	Focus Group Discussion	144
Appendix L	IOC of Focus Group Discussion	146
Appendix M	Experts Who Validated the Instruments	148
Appendix N	Reliability Test	150

Biography **152**

มหาวิทยาลัยรังสิต Rangsit University

List of Tables

		Page
Tables		
1.1	Content of the Study	5
3.1	The demographic information of the research participants	42
3.2	Research Objectives and Research Instruments	43
3.3	The Speaking Assessment Rubric	44
3.4	The range of speaking score interpretation	45
3.5	The Range of Mean Score Interpretation	46
3.6	Cronbach's Alpha Coefficient	48
4.1	Pretest & Posttest scores of the sample group	52
4.2	Paired Sample Statistics	54
4.3	Analysis of Questionnaire Part I: Interest and Motivation	57
4.4	Analysis of Questionnaire Part II: Student Participation	58
4.5	Analysis of Questionnaire Part III: Effectiveness of CL	59

มหาวิทยาลัยรังสิต Rangsit University

List of Figures

Page

Figures

1.1	Independent and Dependent Variables	6
3.1	Illustration of Research Design	41
4.1	Graph showing the comparison of pretest and posttest scores of individual students' speaking skill	55
4.2	Illustration the mean of the pretest and posttest scores of the sample group	56

มหาวิทยาลัยรังสิต Rangsit University

Abbreviations

Abbreviation	Meaning
ASEAN	The Association of Southeast Asian Nations
CA	Communicative approach
CDTs	Curriculum Development Teams
CESR	Comprehensive Education Sector Review
CL	Cooperative Learning
COVID-19	Corona Virus Disease of 2019
CP	The Curriculum Project
EAOs	Ethnic Armed Organizations
EC	Education Commission
IDP	Internally Displaced People
IOC	Item Objective Congruence
KG+12	Kindergarten To 12th Grade
MFP	Mix Freeze Pair
MOE	Ministry of Education
NESP	National Education Strategic Plan
NHT	Numbered Heads Together
pre-GED	Pre-General Equivalency Diploma
RCSS-SSA	Restoration Council of Shan State-Shan State Army
SD	Standard Deviation
SPSS	Statistical Package for the Social Sciences
TPS	Think-Pair-Share
TSI	Three-Step Interview
UNESCO	The United Nations Educational, Scientific and Cultural Organization

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Chapter 1

Introduction

This chapter discussed the background of the study, research questions; research objectives; research hypothesis; scope and limitations, operational definitions, and the significance of the study.

1.1 Background of the Research

English is a language that is widely spoken in the world. It is estimated that over 60 nations use English as an official language, and English will have a dominant place in the future (Graddol, 2000). It is a dominant communication language in many fields. It is an effective communication tool that helps people come together, and it has also been playing a vital role for people to learn English if they wish to enter the global workplace (Guo & Beckett, 2007). Moreover, many of the world's bestseller books, daily news, magazines, popular movies, and music are published and produced in English (Chitchuen, 2016). Similarly, many international meetings and business corporations are held in English (Barančicová & Zerzová, 2015). And English is like a dot that connects different cultures and world traditions to each other (Alfarhan, 2016). Skill in the English language will lead people to greater success in getting access to remarkable information (Subhapota, 2023). The goals of learning the English language are core for communication, education, and business (Darasawang, 2007). The working and communication language of the Association of Southeast Asian Nations (ASEAN) is also English (Kirkpatrick, 2008).

Myanmar is a member of ASEAN. As Myanmar is trying to be able to stand in ASEAN firmly and move itself to the world stage to participate in international meetings and create opportunities for its citizens, the English language has become essential and required. English is a compulsory subject in school and is taught from

the primary level to higher education (Soe, 2015). However, Myanmar students still lack proficiency in English. In contrast to other subjects, English is regarded as the most challenging subject. Not only do students find themselves struggling in English, but teachers who teach English also find themselves nowhere in teaching English (Ven. Pannasami, Kanokkamalade, & Pintrymool, 2020).

On the Myanmar-Thailand border, a National High School for internally displaced children managed by the Education Commission under the direction of the Restoration Council of Shan State-Shan State Army (RCSS-SSA). The school began operating in 2017 and provides a course akin to pre-GED. Encourage the displaced children to pursue higher education in an attempt to transform society. One of the main subjects in school is English. Even though English is taught as a main subject, students rarely improve their ability to use the language in everyday life. The main approaches to teaching English do not encourage or provide students with opportunities to practice their English outside of the classroom. The application methods used by teachers to teach English are more textbook-based and traditional, requiring that students simply memorize what is being taught to pass exams. When language teachers just rely on textbooks as the source of language information, teaching and learning become ineffective (Nalliveettil & Alidmat, 2013). Teaching methods are the main barrier to students' English proficiency (Suwannatrai, Thumawongsa, & Chumpavan, 2022).

The major obstacles to students learning English, according to Tanveer (2007), are speaking inadequately and teachers behaving insensitively towards students who are speaking the language. Additionally, mainly because when they make them, it is seen as disagreeable to point out students' mistakes. Not progressing in speaking English is because of a fear of making mistakes (MacIntyre, 1995). And they result in a lack of interest and motivation for learning English, thus a lack of confidence when speaking the language. Because, according to Theobald (2006), the interest and motivation of learning improve students' learning. Moreover, the language environment is a major factor affecting learning development. So, Howard (2007) urged the teachers to create a welcoming and trusting learning environment where

students' mistakes are seen as an opportunity to improve their speaking. Moreover, create a learning environment where students can fully participate in developing their English speaking skill. Trust and a welcoming learning environment remain important for students to improve their English speaking skill (Howard, 2007). However, not all teachers have the tools necessary to set up a classroom where only English is spoken. Although many methods have been used to help students enhance their English language skills, the results have been insufficient. Therefore, the best thing a teacher can do is use cooperative learning methods as a tool for teaching.

To promote active learning, cooperative learning methods are being employed across the world and have been serving as the cornerstone of classroom instruction. Its essence is an active learning method in which students work in small groups to help one another master academic content (Slavin & Cooper, 1999). Cooperative learning is defined by Fathman and Kessler (1992) as a grouping of students within a class who commonly hold different levels of language skills and who learn how to work together on specific tasks or projects so that everyone in the group benefits from the interactive experience. Students can achieve their shared learning goals when they work together (Johnson, D., Johnson, R., & Smith, 1991). The method is very effective in teaching English speaking language skills. Because it allows every group member to be interdependent, meaning that group members have to be hand in hand to practice their English speaking. Students can help each other correct their pronunciation and learn from others how to speak (Johnson, D. & Johnson, R., 2005). To make progress in English speaking, individual effort also plays a tremendous role. This method ensures that students participate in groups or have peer conversations to progress in their English speaking. This method is a paradigm shift in educational learning from teacher-centered learning to more student-centered learning (Johnson, D. & Johnson, R., 2005).

However, though this method has been studied and carried out throughout the world, no study has been conducted at the National High School on how using cooperative learning techniques could enhance students' English speaking skill. So, this study was carried out to study how National High School students' English

speaking skill are enhanced through cooperative learning and to study how this teaching method can help students enhance their speaking abilities. Additionally, it aimed to learn students' satisfaction with what motivates and interests them to use English in everyday situations and how satisfied they were with this teaching method. Additionally, it was expected that it would be employed by teachers as an alternative teaching method for teaching English speaking skill at National High School.

1.2 Research Questions

1.2.1 Would the use of cooperative learning enhance the English speaking skill of National High School Students?

1.2.2 Would be there students' satisfaction towards the use of cooperative learning to learn English speaking skill at National High School?

1.3 Research Objectives

1.3.1 To compare the English speaking skill of National High School Students before and after the use of cooperative learning.

1.3.2 To explore the students' satisfaction of National High School towards the use of cooperative learning.

1.4 Research Hypothesis

1.4.1 The English speaking skill of National High School students would be enhanced after using cooperative learning.

1.4.2 The students' satisfaction of National High School students would be positive after using cooperative learning.

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1.5 Scope of the Study

1.5.1 Study location

The study was carried out at a National High School from one of six displacement camps located in a mountainous area of southern Shan State, Mong Pan Township, Loilem District, Myanmar, opposite Pang Mapha Subdistrict, Pang Mapha District, Mae Hong Son Province of Thailand.

1.5.2 Population and Sample

The population of the study school comprised 46 students of National High School for the 2023–2024 academic year. Thirty students were purposefully selected for the sample of the study. The sample consisted of 16 boys and 14 girls of mixed learning abilities and genders within the age range of 17–20 years. They come from diverse societies.

1.5.3 Study Content

The study was carried out using the General English textbook developed by The Curriculum Projects (CP), focusing on the content related to speaking activities. The topics for the teaching were chosen from Module One of the school English textbook. They were chosen following the yearly plan prepared by the school's subject teacher.

Table 1.1 Content of the Study

Week	Topics	Lesson Plans	Cooperative Strategies	Number of periods
Week 1	Talking about myself	1	1. Think-Pair-Share 2. Numbered Heads Together	2
Week 2	Talking about family	1		2

Table 1.1 Content of the Study (Continued)

Week	Topics	Lesson Plans	Cooperative Strategies	Number of periods
Week 3	My friend	1	3. Three-step Interview 4. Mix Freeze Pair	2
Week 4	My favorite person	1		2
Total		4		8

1.5.4 Time Frame

The study was carried out for four weeks in September 2023. Each week, two periods (90 minutes each) were taught to study the effectiveness of the cooperative learning strategies in enhancing students' learning English speaking skill and students' satisfaction with the teaching strategies.

1.6 Conceptual Framework

In this study, there were two variables identified: Cooperative learning was the independent variable. English speaking skill and students' satisfaction towards the use of cooperative learning were dependent variables as illustrated below:

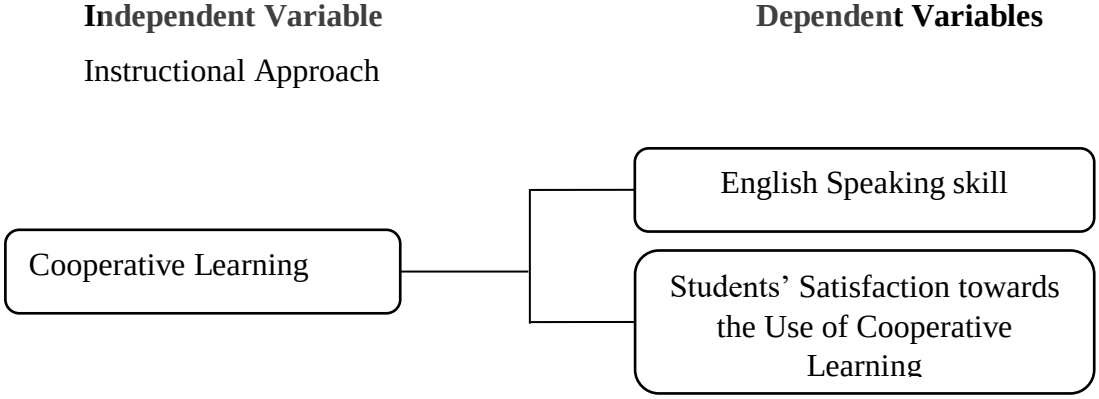

Figure 1.1 Independent and Dependent Variables

For this study, the researcher employed the cooperative learning application to look at two dependent variables in English speaking skill: English speaking skill and students' satisfaction towards the use of cooperative learning.

1.7 Limitations of the Study

1.7.1 The study was limited to National High School students only. Thus, it could not be summarized to the larger population of other schools in Myanmar.

1.7.2 The content of this study was limited to only four topics in the school English textbook. Thus, the result of this study could not be generalized and applied to other topics in the same subject as well as other subjects.

1.7.3 The study only used four cooperative learning methods, which were Numbered Heads Together, Think-Pair-Share, Three-Step Interview, and Mix Freeze and Pair. So, the findings could not be used to determine the reliability and validity of other cooperative learning methods.

1.8 Operational Definitions

Cooperative Learning (CL) refers to an active learning method and a small group-based teaching method where students work together in groups to help one another achieve their shared learning goals. In this study, the researcher used four cooperative learning methods, such as Numbered Heads Together, Think-Pair-Share, Three-Step Interview, and Mix Freeze Pair. The researcher carried out the CL teaching process in three steps. Step 1: introduction of the lesson contents. Step 2: Implementation of the lesson. And step 3: assessing and evaluating the CL content lesson.

English speaking skill refers to the English speaking ability of the sample group to enhance their speaking skills in communication with others in English in their daily lives. For this study, the researcher concentrated on four main speaking qualities: fluency, vocabulary, correctness of pronunciation, and accuracy of grammar. This

study was assessed using English speaking test, including the pre-test and post-test, for the data analysis.

Students' Satisfaction refers to the sample group's satisfaction with the cooperative learning strategies for enhancing English speaking skill. For this study, the researcher focused on the students' interest and motivation, student participation in the activities, and the effectiveness of the CL strategies in enhancing students' English speaking skill. The researcher used students' satisfaction questionnaire and focus group discussion for the data analysis.

Students refers to the National High School students who study at National High School in the academic year 2023-2024.

1.9 Significance of the Study

1.9.1 The English speaking skill of National High School students would be enhanced after using cooperative learning.

1.9.2 The students would be satisfied with the use of cooperative learning in English speaking classes.

1.9.3 The findings of this study would help and inspire teachers to use cooperative learning as an alternative teaching method, leading to a change from teacher-centered to student-centered learning.

Chapter 2

Literature Review

The chapter presented the relevant literature review and the study's historical overview of the study. It also presented the definition of cooperative learning, principles of cooperative learning, structures of cooperative learning, Assessment and Evaluation of English Speaking, and Students' Satisfaction in Learning English. The related research and studies were also included.

2.1 Historical Overview of Myanmar Education System

2.2 English Curriculum in Myanmar

2.3 English Speaking Skill

2.4 Cooperative Learning.

2.5 Assessment and Evaluation of English speaking

2.6 Satisfaction in Learning English

2.7 Learning Theories

2.8 Related Research

2.1 Historical Overview of Myanmar Education System

2.1.1 State Education

The Republic of the Union of Myanmar (Burma) is the largest country in Southeast Asia. It is a country of ethnic and linguistic diversity, with approximately 135 ethnic communities speaking 117 different languages (Lewis, 2009). Myanmar has valued education as a basic right to life since the earliest times of the reign of the Myanmar kings (Dhaja Lankara & Ye, 2015). The education of Myanmar started with monastic education and has largely relied on it until the present day (Tin, 2000). Monastic instruction is known to have begun among lowland Theravada Buddhists, specifically among the dominant Bamar ethnic group, in the early 11th century (Shah

& Cardozo, 2018). In those days, education was more fundamentally religious and ethical than secular and economic because life and education were interconnected (Tin, 2000). Britain annexed Myanmar in 1824 (Tin, 2004). At the beginning of 1854, they started to gain greater influence in the education system, paving the way for the establishment of early modern education in Myanmar and transforming the country. Their primary objective was to ‘convey valuable and useful knowledge suited to every station in life to the great masses of people’ as well as to 'spread civilization’ in order to eliminate superstitious prejudices (Chai, 2014). In those days, the schools in Myanmar were then divided into four categories: 1) local authority schools that teach in either Burmese or the local language; 2) monastic schools; 3) English-only private schools run by the church; and 4) vernacular/English schools run by the colonial administration (Shah & Cardozo, 2018). Education run by the British ruler came to a halt when the Second World War came to Myanmar (Tin, 2000).

Modern education was implemented when the British returned to power in Myanmar in 1945. As a result, schools became more organized, and the Department of Education was formed. Education was funded out of their military budget. Additionally, the curriculum was revised to better suit the needs of those entering the workforce and to make primary education more widely available, dynamic, and easily accessible to more people by implementing free, universal, and obligated primary education (Shah & Cardozo, 2018). English was equally important as Burmese, was heavily taught from the primary grades to the university level, and was regarded as the main language used for instruction in the classroom. The rate of literacy in Myanmar then was the highest among its neighboring countries.

After gaining independence from its British rulers in 1948 and establishing itself as a democratic country, Myanmar adopted the new slogan, ‘Building a modern, developed nation through education.' So, the country began developing its education system to be more formal and systematic (Dhaja Lankara & Ye, 2015). A new curriculum was introduced with its first implementation. The educational system was divided into three levels: elementary, middle, and high school. The Burmese language has begun serving as the primary language of instruction; English was taught as a

second language from the post-primary level (Lwin, 2000). In 1953, the government piloted the idea of compulsory education (Shah & Cardozo, 2018) and included education as a top priority sector, aiming to promote literacy among all citizens, assist in the reconstruction of the country, foster a sense of belonging to the country, and preserve democratic practices (Lwin, 2000). So, this result flamed Myanmar as the first Asian Tiger for its best quality of education (Tun, 2016).

In 1962, the structure and direction of education changed. All schools were nationalized, and those whose first language was not Burmese were disregarded (Shah & Cardozo, 2019). The use of English as a language of instruction in post-primary-level education came to an end. Burmese became the medium of instruction (McCormick, 2019). The goal of education was to enlarge employment opportunities, strengthen socialist moral beliefs, and emphasize scientific knowledge (Lwin, 2000). The education system was more centralized, lacking independence, and reliant on the Ministry of Education as its primary funding source (Ulla, 2018).

Myanmar's educational system is much weaker and far behind other countries after being run by a military regime for fifty years (Hayden & Martin, 2013). In 2011, education reform was initiated alongside other reforms (Tun, 2016). The reform included the idea of converting the 11-year education system to a 12-year system, decentralizing basic education administration, implementing the Education Development Plan, boosting university freedom, and encouraging private universities (Japan International Cooperation Agency, 2013). In order to improve educational standards and promote diversity, the Ministry of Education (MOE) successfully laid out both short- and long-term educational development. A number of policies and laws have been passed as a result of the reform of the educational system. The National Education Law was approved by the parliament in 2014, and the amendment was made in 2015 (Aye Mar Win & Yunyasit, 2021) to improve human resources in anticipation of economic development and higher living standards; providing a learning environment that meets international standards; educating students to become law-abiding citizens who adhere to democratic principles; enabling students to become citizens who value historical heritage and environmental sustainability and can pass

down their ethnic languages, traditions, and literature (Myanmar Law Library, 2015). Moreover, the Ministry of Education (MOE) laid out the National Education Strategic Plan (NESP) for 2016–2021 (Bigagli, 2019), launching a three-and-a-half-year Comprehensive Education Sector Review (CESR) that will include three phases: a rapid assessment, in-depth research and analysis of critical sub-sector challenges, and drafting and building ownership for an evidence-based NESP, including cost analyses for the government. The included plan is divided into nine categories and will be implemented over a five-year period. It covers kindergarten education, basic education, higher education, vocational education, alternative education, teacher education, management, assessment, and quality assurance. The outbreak of COVID-19 and the unstable situation in the country have had a huge impact on implementing the plan. Therefore, at the present time, the education system of Myanmar is facing a huge challenge in terms of education standards.

2.1.2 Non-State Education

Myanmar is made up of seven states and seven regions, and the Burman ethnic group is the majority (Lall, 2020). Shan State is Myanmar's largest administrative unit. The Shan ethnic group accounts for 25% of Myanmar's total population and borders China in the north, Laos in the east, and Thailand in the south (Center for Diversity and National Harmony, 2018). Shan State has seven universities, 467 high schools, 1,295 middle schools, and 5,429 primary schools. Despite government efforts to improve educational standards and access, the country has the lowest literacy rate in the country, at 65.6%. 19 (Myanmar Information Management Unit, 2018). According to the most recent Human Development Index, approximately half of Myanmar's children do not finish primary school. This shows that education for many children in Myanmar, particularly in the poorer areas or from ethnic minorities, remains problematic (Bertrand, 2022). Being under military regimes for over half a century, poor governance, poor management of education, and 60 years of long civil war are a disaster for education.

Besides government schools, there are numerous community-based schools, monastic schools, and ethnic education departments in Shan State run by ethnic armed organizations (EAOs) and larger communities (Lall & South, 2018). They build their own schooling system, seeking to fill educational gaps in remote and conflict-affected areas (Lall, 2020). Creating their own curriculum and using their own talent and creativity to advance their students' education while studying their own culture, local knowledge, and history in their own language (Lwin, 2021). National School, which is managed by the EC and directed by the RCSS, is one of them. It is.

The school began operating in 1998 at Loi Tai Leng Camp, which hosts Shan Internally Displaced People (IDP). The education program was expanded into Shan State in 2010 with the goal of providing education to all children in rural areas. One of the goals of 'The Global Education 2030 Agenda' is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." (UNESCO, 2023). In order to meet the goals, the EC's education program was reformed, and the education policies were revised in 2017. The revision included the revision of the curriculum to better reflect the best practices for ensuring child-centered learning, multilingual education, and a KG+12 system. Encourage refugee children to pursue higher education in order to transform society. English is a major subject from primary to secondary school. However, English falls short of Shan language instruction in the classroom.

Despite the fact that education policies have been revised and the curriculum has been altered, the school still faces many greater challenges as a result of its location. Locating in a remote area pushed both teachers and students to difficulties in seeking out teaching resources to help them improve their English proficiency. Furthermore, this challenged EC to organize teacher training to learn 21st-century teaching pedagogies to help students learn English effectively. Therefore, English speaking competency was observed to be a challenge in schools and had to be enhanced.

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For the reasons stated above, the researcher carried out this study in order to determine how the use of cooperative learning methods can improve students' English speaking skill. And how satisfied they are with this teaching method and what motivates them to use English in everyday situations. It is also expected that teachers will use it as an alternative teaching method for teaching English speaking skill.

2.2 English Curriculum in Myanmar

The English curriculum was developed and used for the first time in Myanmar under British administration in the 1820s. The primary goal of the English curriculum at the time was to improve English literacy and communication skills among the general public, to offer significant and valuable material appropriate for all stages of life, and to 'advance civilization' (Fuqua & Jacques, 1992). When the country gained independence, the English curriculum was rewritten. That is directly translated from a Myanmar textbook with no clear objective at all. It mainly emphasized reading and writing, with grammar and translation as the primary methods of education.

The current English curriculum was revised with the setting of the curriculum framework under the direction of the National Education Law by the Curriculum Development Teams (CDTs) to provide students with the necessary levels of English proficiency. The revised curriculum mainly focused on students being competent in their English competencies and developing their English skills in the four domains of listening, spelling, writing, and reading, respectively, and being able to apply them in daily social relations and for further learning. Additionally, the stress is on building 21st-century skills such as cooperation, communication, critical thinking and problem-solving skills, creativity and invention, and social skills.

Accordingly, the new English Curriculum Textbook, which was rewritten and updated by CDTs, focuses on strengthening students' foundational knowledge of English at the primary and middle school levels, as well as advancing students' listening, speaking, reading, and writing skills. It also aims to help students increase their vocabulary, give tasks that will allow them to practice the four language

competencies sufficiently, and provide exercises that will help them use English grammar effectively. Finally, to present students with tasks that allow them to use the skills they learned in class, as well as to strengthen students' creative thinking and analytical skills (Allen, 2018). Thus, the English Curriculum Textbook consists of a reading section, a vocabulary section, grammar sections, a listening and speaking section, a writing section, and a review section. The current English curriculum is composed of 12 units, 4 lessons per unit, with a requirement of 4 periods of teaching per lesson and 14 periods per unit (Ministry of Education [MOE], 2019).

In addition, task-based language education was taken into account in the new English Language Curriculum. And rather than using the more traditional teacher-centered approaches, the teaching and learning methodology was created to be in line with child-centered approaches (Wai, 2010). So, teachers should prepare lessons that are interesting, relevant, and meaningful to students' lives. Provide real-life situations in which students can apply their English (MOE, 2019). Furthermore, this standard required students to actively participate in pair and/or group projects. Teachers are responsible for giving meaningful classroom assignments to students and assisting them in completing those assignments by modeling, experiencing, practicing, participating in group projects, and communicating (MOE, 2019). Instead of memorizing or manipulating grammatical rules, the objective is to engage students in meaningful speaking activities that motivate them to learn the target language more effectively.

In contrast, National High School, which is administered by the EC of the RCSS, uses the English Curriculum textbook designed by CP under the direction of the Thabyay Education Network's Curriculum Project. The textbook is known as General English. It is designed for Myanmar students who wish to speak English as well as high school students who want to enhance their English. The main focus of the English curriculum is the language and skills that are necessary for students to communicate effectively in English. The textbook places a strong emphasis on critical thinking, social awareness, and cultural understanding. And its emphasis is more on speaking and listening than reading and writing skills that are needed for real-life

communication. Enriching vocabulary and mastering grammar are also part of the English curriculum that is being emphasized.

The English curriculum textbook is divided into twelve modules. Each module has a structural, functional, and skills focus, as well as a learner training part in which students assess ways to enhance their own language learning. And there is a practice section covering the language studied in that module and revision sections where students review the language covered in modules at the end of each module. Additionally, it also has many additional materials for use in classroom activities and an audio script where students can listen to the pronunciation and repeat after the sounds. In this study, the researcher used one module of this English General textbook developed by CP, focusing on the sub-topics related to speaking activities by using the four cooperative learning methods such as Numbered Heads Together, Think-Pair-Share, Three-Step Interview, and Mix Freeze Pair.

2.3 English Speaking Skill

Teaching learners to be able to communicate effectively in the learning language is the essence of teaching any language (Bahrani & Soltani, 2012). It is commonly viewed that success in teaching a language is to teach learners to be able to speak and make conversation in the teaching language (Carrier, 2005). Teaching English speaking is not as easy as it seems. Teaching speaking is fundamentally similar to teaching English for other skills such as writing, grammar, vocabulary, listening, and reading (Nurdini, 2018). English teachers encounter many difficulties with students when teaching English (Faez & Valeo, 2012). Some of the factors that lie beneath these are, for instance, that students have lower self-confidence, are bored or nervous to speak in front of other students, and are hesitant to practice dialogue with other students (Nurdini, 2018). Furthermore, because they have a limited vocabulary and are impacted by their visible mother tongue, the other issue is the teaching strategy. The teaching approach used is incompatible with the learning environment (Nurdini, 2018). As a result, they could become discouraged and lose

interest in learning the language (Bahrani, 2012). Therefore, the teachers have to use a suitable teaching method to teach English speaking.

Speaking happens in real time, in which speakers contribute and respond without planning ahead. The speakers think on their feet, producing language that reflects their thoughts (Ompusunggu, 2018). The teachers have to use a suitable teaching method to teach English speaking. One of the most effective approaches to teaching English speaking is the communicative approach (CA). CA places emphasis on the learners, to provide plenty of chances for students to interact with language in class and use real materials to engage in meaningful, in-person communications (Arnold, Dörnyei, & Pugliese, 2015). The enhancement of the students' speaking skills is the top priority of this approach. The CA fosters a learning environment in which students can speak freely in the target language, as well as encourages the use of the target language in everyday, real-world contexts (Al-Twairish, 2009). Students develop their speaking skills in learning contexts where they are encouraged to get involved in classroom activities rather than just sit passively and listen to boring lectures (Supharatypthin, 2014). Therefore, this approach is considered successful in teaching English speaking.

In teaching English speaking, teachers should be creative to figure out which approach is best for students to enhance their speaking skills. Another teaching methodology in teaching English speaking that is considered to be effective and successful is the use of pictures. According to Sihombing, Herman, and Saputra (2022), using pictures to teach English speaking encourages pupils to practice speaking and maintains their interest in the subject. In this approach, teachers group students into three or four or in pairs, then give them a picture of a conversation or speak up their expressions from the given picture (Nurdini, 2018). Moreover, in the use of pictures, teachers use pictures to get students to speak up from the pictures individually first, then let them exchange with their pairs or in small groups. Additionally, in this approach, the teacher asks students to create or tell a story based on the pictures they are given (Kayi, 2006). According to Novianda (2017), using pictures in teaching English speaking is a very powerful tool. Because the picture

makes it easy for students to practice speaking, it helps students stay focused on the topic, and it is easily manipulated. Thus, pictures could be used in a variety of helpful ways to create a variety of activities to develop students' English speaking skill (Nurdini, 2018).

According to Nurdini (2018), even if CA is regarded as one of the greatest methods for teaching English speaking, it does not assure that learners will be able to communicate effectively in the target language. However, if the teacher does not also aid the learners, it is quite unproductive. In the same way, according to Iman (2016), even using pictures can provide real form and allow students to talk freely based on the given pictures. It requires the teachers to choose the right pictures and a lot of preparation. And students would not be able to carry out the conversation if they had very limited vocabularies related to the given pictures. And if the pictures are very demanding and do not correspond with the level of students, they will lose their interest easily. A teaching approach that encourages group work helps to solve the problem (Brown, 2014).

Iman (2016) argued that teaching methodologies that give students more opportunities to speak up will boost their confidence and enthusiasm for speaking English. Although a variety of strategies have been applied to help students enhance their English speaking skill, the results have not been enough (Wanich, 2014) and do not provide as many opportunities for students to speak up. Therefore, in this study, the researcher used cooperative learning strategies such as Numbered Heads Together, Think-Pair-Share, Three-Step Interview, Mix Freeze Pair, which encouraged and ensured as much group work and opportunities for students to speak up in the classroom to enhance students' speaking skill. These teaching strategies engage students in the real world as students involved in group work exchange information between each other and drive each other to improve the learning of others (Richards & Rodgers, 2001). They provide students with chances to use the language practically and motivation while also creating a joyful, active learning environment (Celce-Murcia, 2001). Moreover, they allow students to make mistakes and drill as much as possible while teaching the students daily speaking phrases that they may use in a

wide range of situations (Anuradha, Raman, & Hemamalini, 2014). They instill learners' confidence in speaking English to make them feel less anxious about making mistakes and more comfortable using the language (Patil, 2008). Confidence in speaking English was increased by effective teaching methods as well as appropriate activities and materials (Songsiri, 2007).

2.4 Cooperative Learning

2.4.1 Definition of Cooperative Learning

Cooperative learning (CL) is a strategy that puts students into small groups to work together to help both the individual students' and the group members' learning achieve the learning's goal (Slavin, Hurley, & Chamberlain, 2003). In similar to this definition, Slavin (2011) then asserted once more that CL refers to teaching approaches in which students are integrated into small clusters and then work collaboratively to enhance one another's learning and academic subjects. In other words, CL is a group- and student-centered teaching and learning method (Shachar & Sharan, 2011). And it is the foundation of active learning, where students interact with their classmates in small groups and engage in speaking activities (Johnson, D. & Johnson, R., 2018). In the CL, instead of just absorbing information, students learn through the active construction of knowledge in groups (Shih, Chern, & Liang, T. (2002). Despite the fact that different studies have defined CL in various ways, they all agree that CL is a set of activities in which students engage in small groups to help one another fulfill learning objectives (Johnson, D. & Johnson, R., 2009). Therefore, CL exists only when students work together, helping one another fulfill learning objectives (Johnson, D. & Johnson, R., 1999). Teaching and learning nowadays must not only pass the exam; it is not about the achievement of one student; the goal is that students must help one another to succeed academically (Slavin, 1990).

2.4.2 Definition of Cooperative Learning

The introduction of CL has advanced how we teach and learn in modern educational settings (Johnson, D. & Johnson, R., 2009). According to Johnson, D. and Johnson, R. (2008), the CL is divided into three primary categories: informal cooperative learning, formal cooperative learning, and cooperative-based groups.

Informal cooperative learning

In informal cooperative learning, students will form groups and collaborate for a short period of time to achieve the learning goal of the group (Johnson, D. & Johnson, R., 2008). It is an ad-hoc, temporary group. Informal cooperative learning can help students focus on the topic they are learning, set expectations for what they will have to learn in class, and join in the learning activity. Additionally, it is used to recap lessons that they learned, prepare for the next lesson, and wrap up the lesson (Johnson, D. & Johnson, R., 1999). The role of a teacher is to keep students more actively involved in the learning as well as monitor pair discussions during the lesson.

Formal cooperative learning

Formal cooperative learning with structure involves forming groups from one class to several classes and working to accomplish the group's learning objective (Tran, 2013). Its two main elements are that the teacher assigns roles to members of the group based on their strengths and abilities and provides feedback from the group members and teacher (Johnson, D. & Johnson, R., 2008). This will promote more active learning and student independence. Formal cooperative learning places a lot of emphasis on structure (Marsha, 2019). Thus, it is widely used when the learning objective is crucial, the task is challenging, and it demands problem-solving and critical thinking in order to achieve the learning goal.

Cooperative-based groups

Cooperative-based groups are long-term learning groups that can last for several years or even a semester (Johnson, D. & Johnson, R., 2013). They are large learning groups with a steady membership that give each member encouragement, support, and motivation (Johnson, D. & Johnson, R., 1999). Members of the group meet on a regular basis to discuss each other's academic progress, give support and guidance, and make sure that everyone is completing their duties and moving forward with the academic program smoothly (Johnson, D. & Johnson, R., 2017). They are also in charge of telling group members who missed a lesson about what happened in class. Cooperative base group instruction has been shown to increase attendance, provide personal work assignments and educational experiences, and improve both the quality and quantity of learning (Johnson, D. & Johnson, R., 2013).

2.4.3 Principles of Cooperative Learning

CL goes far beyond simply seating students at the same table and asking them to finish their tasks (Gillies, 2003). CL happens only when students are grouped to coordinate the activities to support one another's learning (Ballantine & Larres, 2007). Therefore, there are five principles in the CL to help students work together: positive interdependence, face-to-face interaction, individual accountability, interpersonal and social skills, and group processing (Johnson, D. & Johnson, R., 2008).

Positive interdependence

Positive interdependence is the first necessary principle of cooperative learning. This is the principle that students sink or swim together' (Johnson, 1994). If there is no positive interdependence in the group work, the learning environment is not cooperative (Johnson, D. & Johnson, R., 2009). Positive interdependence is when students are obliged to work collaboratively with their group members to complete a task and meet common learning objectives (Jensen, Moore, & Hatch, 2002). If they do not support one another or do not participate in the group work, the success of the

group will fail (Ballantine & Larres, 2007). While doing so, an individual student is taking care of his own learning for the sake of the achievement of the group work (Slavin, 2011). This means that each group member is responsible for the success or failure of their group's members and that all group members must collaborate during learning activities (Jensen, Moore, & Hatch, 2002). Positive interdependence may be structured through the assignment of complementary roles, group contingencies, and dividing information into separate pieces or divisions of labor (Johnson, D. & Johnson, R., 2008).

Face-to-face interaction

Positive interdependence leads to the promotion of interaction and reciprocal interaction among each individual group member, which then increases their productivity and achievement of the group work (Johnson, D. & Johnson, R., 1994). Students in cooperative learning groups are encouraged to speak with one another during group work, to share ideas and viewpoints, to provide feedback, to answer questions, to assist others, and to demonstrate their comprehension (Johnson, D. & Johnson, R., 2008). Slavin (2011) asserts that both the learning environment and the academic standing of each group member have an impact on the efficacy of group interaction. When a supportive classroom environment is developed, students in a cooperative group work well and learn well. Additionally, the positive aspects of face-to-face interaction in CL classrooms include students sharing their knowledge, providing feedback on group tasks to continuously improve their work, challenging one another's findings, encouraging one another to achieve individual and group goals, and being motivated to work towards mutual benefit (Smith, Sheppard, Johnson, D., & Johnson, R., 2005).

Individual accountability

The third principle of CL is individual accountability. This principle exists when group members are aware of their responsibilities to ask for assistance, give their full effort, share their opinions, learn as much as they can, take their work seriously,

ensure the group's smooth running, and monitor each other (Johnson, D. & Johnson, R., 2009). Because without individual responsibility, one or two group members may shoulder all of the labor alone while others do nothing, individual accountability is seen as the key to the group's success (Slavin, 1996). When there is group accountability and individual accountability in the group, it results in higher achievement of the group's goal (Johnson, D. & Johnson, R., 2008). To ensure that every student is individually accountable for doing their fair share of the group's work, teachers must determine whether a group member is contributing to the group's work, make comments to the member, and support groups in avoiding duplicate effort (Johnson, 1994).

Interpersonal and social skills

The fourth principle of CL is interpersonal and social skills. The interpersonal and social skills of group members are critical to the group's success. The group work will fail if the members of the group are unable to socialize while conducting the group task. Group members must work to improve their interpersonal and social skills, such as leadership, decision-making, trust building, and problem-solving. As a result, they must speak honestly and openly, accept and support one another, and resolve disagreements in a good manner (Johnson, 1994). Social skills are the foundation for group productivity (Johnson et al., 1991). The social skills promote trust and more positive relationships between the group members. The more students are able to socialize with their group, the more they can work well and achieve more in group work (Tran, 2013). As a result, the teacher must teach students social skills by allocating different roles to each group member.

Group processing

Finally, the fifth principle of CL is group processing. Group processing is used for the group to reflect on their actions and the strategies they are using. Reflect on what action works and what does not work, what actions need to change, and what action can continue (Johnson, 1994). The major focus of group processing is to check

and enhance the effectiveness of group members when working together (Johnson, 1994). Therefore, it will aid students in keeping their working relationships, empowering them to learn cooperative skills, giving feedback on group member participation in group work, reviewing their knowledge or understanding of their coworker, and being delighted regarding their group's success and deepening their positive relationships in the group (Johnson, 1994).

2.4.4 Structures of Cooperative Learning

Think-Pair-Share (TPS)

The Think-Pair-Share method is a cooperative conversation strategy that helps students work in groups. This method was developed by Frank Lyman in 1981 to be used in a class for associate's degree medical students (Fitzgerald, 2013). The TPS method helps students consider several perspectives on a subject by encouraging them to develop unique ideas and then share those ideas with a partner (Usman, 2015). This method has three processes, as follows: 1) Think. The teacher stimulates students to think by asking a question, giving a challenge, or observing something. Students think about the question for a few moments. 2) Pair. Students They paired up to discuss the answer they discovered by themselves with a partner or their desk mate. They compare their written or thinking notes and pick the best, most convincing, or most unique answers. 3) Share. When students have had a few minutes to talk in pairs, the teacher asks pairs to share their thoughts with the class (Robertson, 2006). Through this method, students' self-esteem strengthens. They are confident while speaking in front of the class, taking the platform, and presenting the results of a discussion with their classmates. On the other hand, they learn to accept the viewpoints and opinions of others while also learning to listen (Cahyani, 2018).

Numbered Heads Together (NHT)

Numbered Heads Together, one of the cooperative learning strategies, was invented and named by Russ Frank; however, it was initiated by Kagan (Fanolong,

Bugis, Azwan, Hanapi, & Handayani, 2016). NHT is a kind of group discussion that ensures that all students are actively involved in a lesson and understand its subject. NHT is a simple and direct method that can be implemented with a wide variety of subject materials and in almost all various grade levels and settings throughout a lesson (Fanolong et al., 2016). According to Nursyamsi and Corebima (2016), students build curiosity, self-assurance, teamwork, and various opportunities to enhance communication skills. It also encourages students to listen carefully, exchange ideas, and speak with their minds, which helps them perform better in school. It also teaches students to accept others' opinions and to be tolerant of others.

NHT is made up of four steps, as follows: 1) Student Count Off: Students in each group are separated into smaller groups by counting off the numbers themselves. 2) Poses a Question: The teacher poses a question based on the content that the students have read and then gives them time to think about it. 3) Students Put Heads Together: Students work in groups to find the best solutions and ensure that everyone in the team is aware of the solution. And 4) Teacher Calls a Number—the teacher calls out a number. The student with the most students is called out, stands up, gives the group's answer, and explains their group's reasons (Kagan, 2010).

Three-Step Interview (TSI)

The Three-Step Interview (TSI) is a cooperative learning method that enables and encourages group members to participate in thoroughly learning certain topics through the role of students (Dewi, Susilohadi, & Wahyuni, 2019). Through the interview process, TSI can assist students in improving their English speaking skill because they have to listen to their partner and express their partner's thoughts to the team (Kamaliah, 2018). Moreover, TSI fosters the development of personal and social skills such as listening, understanding, and responsibility (Kagan, 2010).

The TSI comprises three phases of activities: interview, interview, and report, in which pairs of students interview their partners in turn before reporting the findings to other pairs (Usmadi, Hasanah, & Ergusni, 2020). According to Kagan (2010), the

TSI has the following steps: 1) The teacher provides the interview topic, explains the timeframe, and allocates time for preparation. 2) In pairs, students A and B interview each other. 3) Then pairs switch roles: student B interviews student A. 4), and finally, the round-robin approach is used to create four-person teams. Each student turns to the team to share what they learned from the interview.

Mix Freeze Pair (MFP)

The Mix Freeze Pair method is one type of cooperative learning method (Sujariati, 2018). It is a classroom activity that serves a variety of purposes, including promoting a sense of belonging and goodwill among students, as well as knowledge sharing, language skills, and critical thinking. On the other hand, it encourages students to move around the classroom, meet new people, and speak with the students in pairs (Meilandari, 2013). MFP can be used to teach any subject and is a great way to get students moving while reviewing topics. As a consequence, the students learn without being limited by their thoughts.

According to Kagan (2010), MFP has the following process for implementation: First of all, the teacher asks the students to stand up. 1) Students go about the classroom without saying a word. 2) When the teacher says, 'Freeze' they come to a standstill where they are. 3) When the teacher says 'Pair' they pair up with the person closest to them. Students who do not have a partner rush to find one. 4) The teacher announces the subject or question for discussion and then gives the class time to think or talk to each other. 5) The teacher chooses which pair speaks first (number 1 or 2) and instructs the pairs to talk or discuss the topic. 6) After they are completed, they turn to face the teacher. 7) When the teacher says, 'Mix' students must repeat the activity with the same or a different question.

The researcher used TPS to form a group for a short period of time to help students bring their past knowledge and set their learning goals and expectations for what they will have to learn in class. At the same time, the researcher used a Three-Step Interview to enable and encourage group members to participate in thoroughly

learning certain topics and promote more active learning and student independence. Then NHT is used in the sense of group discussion to ensure that all students are actively involved in a lesson and understand its subject. MFP is used to serve a variety of purposes, including moving students around the classroom and practicing their English speaking with each other in pairs. CL is a teaching method that guarantees opportunities for students to speak up in the classroom to improve students' speaking skill.

2.5 Assessment and Evaluation of English Speaking

2.5.1 Definition and Purpose of Assessment and Evaluation

Assessment and evaluation are essential parts of teaching and learning to speak English (Rabgay, 2013). Teachers and students conduct daily assessment and evaluation activities to improve ongoing teaching and learning (Main, 2022). It would be impossible to determine if students have learned or not, whether the teaching strategies employed have been successful or not, and what and how the most effective way to meet the learning goals of the students is without an efficient assessment and evaluation tool (Meidasari, 2017). The effectiveness of assessment and evaluation in the educational process plays a major role in students' learning. Regular observation and feedback are essential to enhancing student learning (Meidasari, 2017).

Assessment is the process of measuring how far students have advanced in their understanding, knowledge, and skills (Harvey & Newton, 2004). According to Meidasari (2017), it is the process of gathering data on what each student can achieve so that suitable learning goals can be established and comprehended. Analyzing how well student achievement relates to those outcomes is helpful. To enhance student learning, it makes use of the gathered data (Mcdaniel, 2019). The assessment is classified into two groups: formative assessment and summative assessment, both of which are considered critical in cooperative learning (Rabgay, 2013).

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Formative assessment is designed to provide feedback to teachers and students during the learning process, allowing teachers to know what needs to be learned, how it should be carried out, and what should be learned next. (Boston, 2002). Summative assessment happens after learning has been completed and delivers information on student learning, knowledge, competency, or success at the conclusion of a unit, course, or program (Brookhart & Nitko, 2019). So, it highlights a student's progress over a certain time period in accordance with the learning goals as well as national requirements (Bhat, 2019). Furthermore, it is used to evaluate how well a student has reached the learning goals and national requirements and qualifies for a promotion, a certification, or admission to a higher level of school (Nworgu & Ellah, 2015). The most popular summative assessments are tests, term papers, portfolios, presentations in seminars, project defenses, and other types of work.

2.5.2 Assessment and Evaluation in Cooperative Learning

CL puts students into small groups to work together to improve their academic progress, tolerance, and social and communication skills (Lin, 2006). There are three important parts of the CL that need to be assessed and evaluated: Individual success, group success, and cooperative skill (Johnson, 1986). According to Taşdemir, M., Taşdemir, A., and Yildirim (2009), individual student success can be assessed through standardized tests, worksheet completion as they are involved in an activity, or quizzes. Group success can be assessed based on how successfully the group completed its assigned task and how accurate the results were. Cooperative skills can be assessed by the teacher based on observations of how the students interact in their groups (Johnson, 1986).

Such assessment and evaluation could be done by the teacher, individual/self-evaluation, and peers. In the teacher's assessment, students are given feedback on their understanding of the content, concepts, and applications (Rabgay, 2013). Students self-evaluate throughout the learning process and provide reliable and precise information to the teacher during the assessment process (Taşdemir et al., 2009). It motivates them to study more and build a cognitive attitude, which will increase their

understanding of how they will learn in the future. It can examine how effectively the learning process and its outputs relate to the subject matter (Tigelaar, Dolmans, Wolfhagen, & Van der Vleuten, 2005). Also, allowing students to assess the work of their fellow group members offers critical feedback to encourage involvement and make them aware of their responsibility to the group (Johnson, 1986). And confident that their peers will take the group activity seriously and subsequently grow to trust the other members of their group.

2.5.3 Assessment and Evaluation of English Speaking Skill

Assessment and evaluation of speaking ability is quite challenging and demands a lot of concentration (Sánchez, 2006). However, assessment and evaluation of English speaking have been crucial parts of teaching and learning a language (Seong, 2014). There are factors that are included in speaking that must be assessed and evaluated, such as fluency: the ability to deliver clearly and quickly without frequently pausing. Pronunciation: the correctness of producing speech sounds, including articulation, stress, and intonation. Vocabulary: the richness of words to use in a specific situation. Accuracy: the correct execution of grammar rules, their use in phrases, and their appropriate and accurate execution to minimize mistakes in talking. Communication: the ability to have conversations and exchange ideas (Madhavi & Satheesh, 2020). Thus, assessing and evaluating English speaking is one of the most difficult issues compared to other skills (Marlenie, Sofyan, & Syafryadin, 2022).

According to Knight (1992), the importance of evaluating and assessing English speaking generally falls behind and has rarely been assessed. The assessment and evaluation tools that have been carried out are of poor quality, and teachers lack the skills required to assess speaking (Rahmawati & Ertin, 2014). This results in the ineffective teaching of speaking, and the students' speaking skills suffer dramatically (Knight, 1992). High-quality assessment and evaluation are vital for successful teaching and effective English speaking. Effective assessment and evaluation techniques have a substantial impact on students' attitudes towards learning and can define both students' and teachers' learning and teaching actions (Crooks, 1988).

Effective assessment and evaluation include practicality, validity, reliability, and authenticity (Luoma, 2004).

Peer assessment, which is formative assessment, is regarded as the most efficient method for assessing a student's proficiency in English speaking (Pradana, Sujadi, & Pramudya, 2017). Musfirah (2019) stated that peer assessment is the evaluation of another peer given during an activity that is in line with the needs of the students. He further stated that it is a method through which students give feedback to other students on the level of their work performance based on the excellence requirements that may be determined by the students themselves. The feedback from their peers will motivate students to enhance their speaking skills. Additionally, it encourages students to take more responsibility for their own learning by enabling them to learn from the mistakes of others and avoid similar mistakes (Hu, Wong, Fyfe, & Chan, 2010). Using peer assessment for English speaking is a great benefit. In this study, the researcher employed achievement assessments, including pre- and post-tests, to analyze and evaluate the effectiveness of using CL in improving students' English speaking skill, as well as to explore students' satisfaction with the use of CL.

From the information above, the researcher designed the English speaking skill test by using peer assessment to check students' abilities. The test was designed to assess and evaluate four primary speaking qualities, such as fluency, rich vocabulary, proper pronunciation, and grammar accuracy. The students' satisfaction was tested using a 5-level Likert scale and focus group discussion.

2.6 Satisfaction in Learning English

Satisfaction is one of the most crucial factors in learning the English language (Hu, 2016). It is a feeling of fulfillment or dissatisfaction that arises when one's perception and expectation of a service are compared to the goods received (Kau & Wan-Yiun Loh, 2006). According to Rahmah (2021), satisfaction is the student's opinion and reflection of how learners perceive what they learned and how they feel regarding the entire instructional experience. It has influences on the student's interest,

motivation, and engagement in learning, as well as on the overall achievement of student learning (Gray & DiLoreto, 2016). On the other hand, it becomes an important component in the evaluation and assessment of students' academic success as well as a key indicator of the effectiveness of the teaching strategies being used by the teacher (Wu & Liu, 2013). So, satisfaction is an effect of reflection or opinion on students' performance and their expectations. When the performance of the teacher does not meet with their expectations, the result of their learning is dissatisfaction. In contrast, when the performance of the teacher matches their expectations, the result of their learning is satisfaction (Geier, 2020).

According to Bolliger (2004), learner satisfaction is a positive sensation associated with the quality of learning outcomes and is an important factor contributing to student disengagement. Student satisfaction can be influenced by a variety of things. That is to say that there are a number of factors that a teacher must take into account, such as course content, teacher involvement, and student readiness (Martínez, Berenguer, & García, 2021). Managing the classroom and encouraging students to participate and work together in class activities are also one of the many factors. If students are satisfied and their expectations and learning goals are to be met, these factors must be fulfilled. However, the factors that influence student satisfaction differ from one another. Kuo, Walker, Belland, and Schröder (2013) revealed that one of them is course quality and student determination. The superior the rate of retention, the higher the student satisfaction (Kuo et al., 2013). So, it is crucial to use the right teaching strategies that can meet and satisfy the needs of the students.

2.7 Learning Theories

2.7.1 Constructivist Learning Theory

Cooperative learning and constructivist learning, by their nature, are alike and support student-centered learning, in which "students are in control of generating their own meaning in an active manner" (Almala, 2005). Constructivist learning theory is fundamental for promoting student-centered teaching strategies (Lueddeke, 1999).

Constructivism is a philosophical learning theory that is primarily founded on the premise of active learning and the belief that learning happens more through construction than absorption. To put it another way, knowledge is the ability to generate based on personal experiences and through interaction with the environment, not receiving passively or being granted by anybody (Rymarz, 2012). In accordance with this idea, a person's ability to explain something indicates that they have a solid knowledge of it (Akçay & Yager, 2010). Learning is a social process in which learners construct knowledge and subsequently adapt it in a social environment (Haney & McArthur, 2002).

Constructivists assert that during the learning process, students actively increase and enlarge their knowledge through observation, reflection, experimentation, discovery, and, most importantly, social interaction (Haney & McArthur, 2002). Not all students are cynical. They are already social and creative individuals that have a diverse background and life experiences (Ah-Nam & Osman, 2017). They are not passive learners who just receive knowledge from teachers; they are active and construct their own knowledge based on the prior knowledge and experiences they already have (Rymarz, 2012). Teachers are required to facilitate learning for their students rather than determining what to study and what not to study (Almala, 2005). The priority is in-depth knowledge over memory or repetition. Students may get to a point when they find the subject matter useful as they examine, verify, recognize, and comprehend learning challenges (Huang, Rauch, & Liaw, 2010). Finding their own solutions and resolving problems can help students gain a deeper comprehension of the subject matter and increase their long-term memory of it (Johnson, D. & Johnson, R., 2008). So, in constructivist theory, students are encouraged to assume the role of active architects of knowledge, as they learn more when they are in control of developing their own relevant information through mutual interaction among students on interactive learning activities.

In this research, constructivist learning theory can be applied to enhance student-centered learning, giving students the freedom to direct their own learning based on their own experiences and collaborate with their peers to build knowledge.

By way of observation, introspection, experimenting, and discovery, students are given the opportunity to expand their knowledge. On the other hand, this theory can also be used to encourage students to actively broaden their knowledge through observation, reflection, experimentation, discovery, and most importantly social interaction in order to improve their long-term memory and understanding of the material.

2.7.2 Social Interdependence Theory

There is a strong relationship between cooperative learning and social interdependence theory (Johnson, D. & Johnson, R., 2005). The perspective of social interdependence theory is that students help one another in their academic pursuits because they care about the group and its members, and group membership enhances one's self-confidence (Slavin, 2011). The social interdependence theory is founded on the notion that how people engage depends on the goals they have and that interaction patterns lead to results (Deutsch, 1949). It is significant when each individual's objectives are realized as a result of the efforts of others (Johnson, D. & Johnson, R., 2005).

There are both positive and negative aspects to the social interdependence theory (Deutsch, 1949). When people collaborate to achieve their shared objectives, it can be positive, and when people fight to see who can accomplish the objectives earliest, it can be negative. Positive dependency can result in a promoter of interaction; negative dependency can result in an antagonist of interaction; and no dependency can result in no interaction (Johnson, D. & Johnson, R., 2008). The drive for success, fulfilling relationships and social support, psychological well-being, and self-esteem are some of its positive advantages (Johnson, D. & Johnson, R., 2009) and its focus on cooperation rather than competition or solo efforts greatly increases performance. Thus, cooperation strengthens positive interpersonal relationships more than competitive or individual efforts (Onwuegbuzie, Collins, & Jiao, 2009).

The principle of social interdependence is the groundwork for cooperative learning in practice. This method corresponds with cooperative learning's key principles, which state that knowledge and abilities are developed through interactive learning activities. Therefore, it is important to create and implement cooperative learning activities and interactive assignments in the classroom to encourage learners to work together and study as a group in order to accomplish shared objectives.

In this research, social interdependence theory can apply to more firmly enforcing collaboration or group effort in order to ensure that both group goals and each individual's goals are achieved. This theory served as a tool to foster interpersonal connections, social support, psychological health, and self-esteem, as well as to ensure that students place a priority on collaboration over competitiveness.

2.7.3 Social Learning Theory

The social learning theory came to be known in 1971, first introduced by Tran (2013). It is a theory that argues that much of learning occurs by observing, modeling, and copying others (Bandura, 1977) and that human cognitive functions are key to understanding character (Schunk, 2012). Additionally, it is also a theory that explains human behavior by highlighting the continuous interconnection of cognitive, behavioral, and environmental effects. The majority of learning takes place in social situations when students obtain knowledge, rules, skills, strategies, beliefs, and attitudes from others' behaviors and views (Schunk, 2012). Human behaviors are defined by three interdependent aspects: cognition, behavior, and environment, which interact and impact one another like a triangle; all three parts are necessary for holding the triangle together (Schunk, 2012). And they have an impact on the learner's self-efficacy, which determines objectives and effort in the face of failure and setbacks (Bandura, 1997).

Bandura (1977) claimed that social learning theory focuses on four component processes that influence observational learning in order for the modeling component to be successful. The four components are as follows: 1) attention, which also includes

modeled events and observer attributes; 2) retention, which encompasses organization, rehearsal, coding, and transformation; 3) reproduction, which also includes physical abilities, self-observation of production, and comment accuracy; and 4) motivation, which either includes external, contributory, or self-reinforcing feedback.

Simply put, learners need to pay attention, retain what they have learned, apply it, and want to imitate what they have observed (Schunk, 2012). Learners must also be able to translate observed information into actual information (Bandura, 1977), and learners are expected to be motivated to imitate the behaviors of others if they think doing so will lead to favorable outcomes. Because learners will only adopt this modeled behavior if it produces significant results (Tran, 2013), Thus, the social learning theory argues that people learn best by imitating and observing others' desired behaviors. There is a clear connection between this theory and cooperative learning in practice. In cooperative learning groups, social behavior and the activities of effective learners are likely to be imitated and adopted by other students as a result of assimilation and accommodation, or the relationship between observable behaviors, cognitive elements, and external environments.

In this research, social learning theory can be applied to emphasize how students can acquire facts, guidelines, techniques, strategies, beliefs, and attitudes from the actions and viewpoints of others. According to this theory, much of the learning occurs by observing, modeling, and copying others. Human cognitive functions are key to understanding character, so let students know they can learn from others through imitation and observation. It is that people learn by imitating, modeling, and observing others. Therefore, the social learning theory was applied.

2.7.4 Cognitive Elaborative

An alternative theory that is relevant to cooperative learning is cognitive-elaborative learning theory. This theory highlights the value of elaboration in the cognitive and learning processes and how elaboration equips a person for cognitive restructuring and rehearsal to enhance learning tasks (Slavin, 2011). This theory

suggests that the acquisition of knowledge follows the restructuring of learners' minds or the elaboration of their subject matter (Tran, 2013). So, if learners are given chances to explain their ideas, their learning will be more successful (Zakaria, Chin, & Daud, 2010).

Both of these theories include the learner's engagement, which is a crucial aspect of the learning method. Learners learn most effectively when they have the chance to share what they have learned with others in order to get a deeper understanding (McKeachie, 2003). Learners built their knowledge from others and then modified it (Singhanayok & Hooper, 1998). In this theory, learners take on the functions of a recaller or a listener. They recall the knowledge while the listener corrects any inaccuracies, fills in any omitted material, and helps both students think of ways to retain the essential ideas (Slavin, 2011). Teachers act as information facilitators, directing and inspiring students, but they also let them experiment and acquire knowledge through errors. And be able to support the learners' current cognitive level as well as their positive and negative characteristics. Providing students with opportunities to connect with one another, argue, and explore various topics. Additionally, putting faith in the learners' ability to learn on their own (Rabgay, 2013).

According to Webb (1989), the effectiveness of group learning is determined by the level of elaboration of the explanation offered, and students learn more knowledge and skills through cooperative activities when they provide more explanations to others. Learners working on structured cooperative scripts can learn material or procedures better than students working alone (O'Donnell, 1996). According to this theory, learners cooperate and learn from one another through reciprocal engagement and explanation. Therefore, learners in the cooperative learning groups are expected to work cooperatively with other learners in their groups on the learning materials assigned, discuss these materials, complete their assigned part of learning material and then teach others in their group what they learned of the subject matter. Learners are required to effectively learn new information as a result of all of these activities.

In this research, the cognitive elaborative learning theory can be applied to enhance students' ability to construct their knowledge by mentally reorganizing what they have learned and expressing their understanding of the material in their own words, which will give pupils the chance to elaborate on or clarify their concepts. Students learn most successfully when they are given the chance to talk about what they have learned with others in order to gain a better understanding and when they explain topics to others in their own words. Moreover, the researcher can apply this theory to evaluate how well their English speaking skill are developing.

2.8 Related Research

Substantial studies have been undertaken to investigate the effects of cooperative learning approaches on English speaking skill. Many of them have demonstrated that using cooperative learning with language learners results in a huge improvement in enhancing English speaking.

Kandasamy and Habil (2018) conducted research to explore participants' perspectives on the advantages and disadvantages of cooperative learning exposure. The researchers discovered that students managed to pick up helpful interpersonal skills and continued their education beyond class. The researchers also discovered that during cooperative learning, students who communicate new ideas to one another are better able to retain those ideas and come up with solutions on their own. Simultaneously, the researchers discovered that students' oral presentations improved, as they were able to speak confidently while delivering their ideas to the class. Students have a lot of fun and delight in cooperative learning during their English session in class.

Siriphot and Hamcumpai (2020) conducted a study on The Effect of Cooperative Learning on Students' Speaking Self-Efficacy to investigate the improvement of students' speaking self-efficacy using cooperative learning. The researchers used six different CL activities and taught Grade 11 students at Phanomphrai Wittayakarn School with varying levels of English proficiency over a

six-week period. The researchers discovered that students' speaking self-efficacy improved at all levels, particularly Group B (level B1). Students provided excellent feedback on the usage of CL activities to improve their speaking efficacy.

Lucena and Jose (2016) conducted research on cooperative learning in enhancing the speaking skills of students: a phenomenological approach. The study's major goal was to assess whether cooperative learning is a successful method for developing and improving the speaking abilities of pupils at Vicente Hizon Sr. Elementary School in Bangoy District, Davao City. Their findings showed that cooperative learning encourages students to communicate with and express themselves to their friends or classmates throughout instructional sessions. The technique also provided an opportunity for shy and nervous students to express and share their views and opinions on the issues covered in class. They were able to improve their self-esteem since they knew they had to be responsible for the group's achievement in class.

Asrifan (2016) conducted research on the effectiveness of the Think-Pair-Share method in improving students' speaking ability and interest to determine the effectiveness of the Think-Pair-Share method in improving eighth grade students' speaking ability at SMPN 4 Panca Rijang. His goal was to figure out who was interested in learning to speak English using the Think-Pair-Share method. The researcher discovered an important gap in achievement between students who used the Think-Pair-Share method in speaking and those who did not, and students were interested in learning to speak English through the Think-Pair-Share method.

Maryanti, Syarif, and Refnaldi (2018) carried out a study on the CL method on the Effect of the Numbered Heads Together method on Students' Speaking Skill to determine the effect of the Numbered Heads Together method on the students' spoken text speaking skill. The results show that the Numbered Heads Together method improves the Pair Work method for teaching speaking of spoken text.

Another study on the CL approach was conducted by Ratnawati, Yuliasri, and Hartono (2018) to enhance the students' speaking skills using a Three-Step Interview and numbered heads together with the English class level of the Nissan Fortuna English Course in Kudus. Their important purpose was to determine the effectiveness of the Three Step Interview (TSI) and Numbered Heads Together (NHT) strategies in improving speaking skills for students with different levels of motivation, as well as to determine whether there is any interaction between teaching strategies and motivation. This study discovered that TSI and NHT are effective at improving the speaking skills of students with different levels of motivation; improving the speaking skills of high and low-motivated students using TSI is more effective than using NHT; and there is no interaction between the techniques and students' motivation. This study showed that TSI and NHT can be utilized as approaches to improve students' speaking skills, regardless of their motivational level.

Sujariati (2018) conducted research on the CL method using a mix-freeze group-based cooperative learning approach for improving the kids reading comprehension at SMAN 1 Bontomarannu first grade. The objective of the study was to explain the progress in students' reading comprehension in terms of literary reading of the text dealing with main concepts and sequence of facts and creative reading of the text dealing with personality development and conclusion. The research findings showed that this technique improved the students' reading comprehension in terms of literary reading and creative reading of the text, and students were very entertained and excited; they were more active and enthusiastic about reading by using it. Moreover, the researcher found that this method can boost student activeness and reading comprehension.

All of the aforementioned studies demonstrate that cooperative learning is a successful teaching method in several areas of teaching and learning, not only speaking skills but other skills also. They achieved an outstanding performance and demonstrated to be successful. Yet, the studies also indicated some recommendations for future researchers to focus on specific areas of improvement. Some suggest that teachers and researchers test students at various levels and grades.

Chapter 3

Research Methodology

This chapter discussed the research design, the research instrument, the population and sample of the study, the validity and reliability of the research instruments, the data collecting procedures, and the data analysis. Following is a presentation of the description:

3.1 Research Design

3.2 Population and Sample of the study

3.3 Research Instruments

3.4 Validity and Reliability of Research Instruments

3.5 Data Collection Procedures

3.6 Data Analysis

3.1 Research Design

In this study, the researcher used a mixed-methods research design. Mixed-methods research is a type of research methodology that includes both qualitative and quantitative data in a study (Creswell, 2015). This method offers an alternative to conventional quantitative and qualitative methods (Halcomb & Hickman, 2015) and contributes to overall validity by providing a greater, larger, and more thorough comprehension of the complex issue (McKim, 2017). Furthermore, because it collects data in both numerical and written forms, the mixed-methods research methodology provides a more comprehensive understanding of the research problem (Creswell, 2015).

The objective of this study were to compare the English speaking skill of National High School Students before and after the use of cooperative learning and to explore the students' satisfaction of National High School towards the use of

cooperative learning. Therefore, in this study, the researcher used mixed methods to carry out the study.

To collect the data, the researcher used English speaking tests, including pre-test and post-test, and students' satisfaction questionnaires to collect quantitative data, which used numerical data to show the outcome of the study. The pre-test was deployed before using the CL to teach the sample group, and the post-test was given after the teaching. To explore the students' satisfaction towards the use of CL after implementing it, the researcher also used a focus group discussion to show the qualitative outcome of the study. Figure 3.1 illustrates the research design of the study.

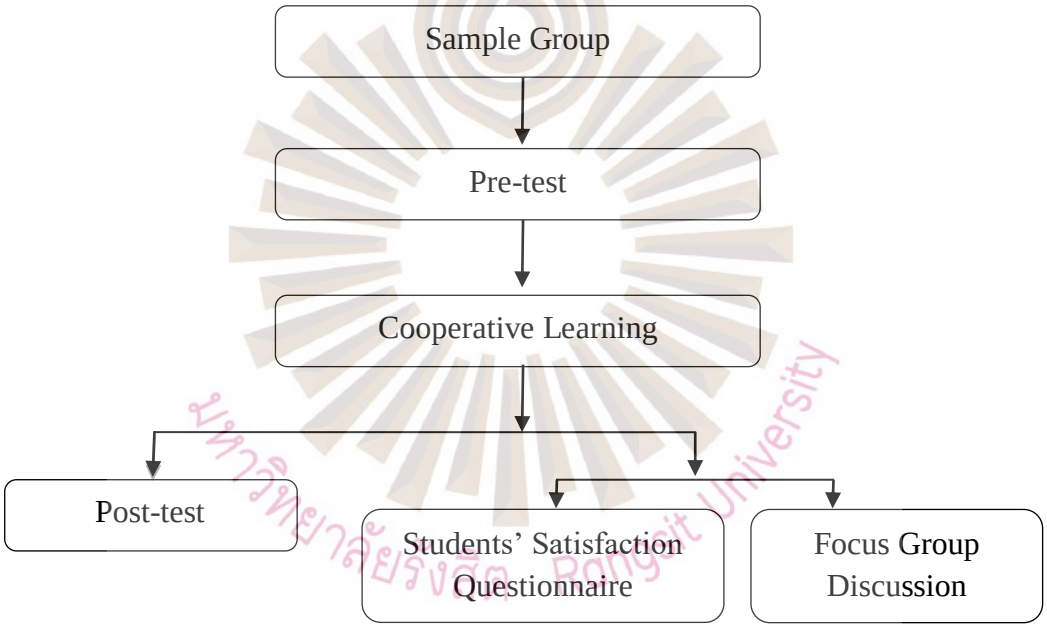

Figure 3.1 Illustration of Research Design

3.2 Population and Sample of the study

3.2.1 Research Participants

The researcher chose National High School, one of the six refugee camps in Shan State, as the research site. The school had 46 students for the academic year 2023-2024. The researcher purposefully selected 30 students for the sample group of

the study. It included 16 boys and 14 girls between the ages of 17 and 20, with a variety of learning abilities and genders. They came from various societies. All research participants were approached and told about the study's conduct.

Table 3.1 The demographic information of the research participants

	Sample group		
Gender	Male	Female	Total
Number	16	14	30
Percentage	53%	47%	100%
Age Group	17-20 years Old		

3.2.2 Location of the study

The study was carried out at National High School from one of six displacement camps located in a mountainous area of southern Shan State, Mong Pan Township, Loilem District, Myanmar, opposite Pang Mapha Subdistrict, Pang Mapha District, and Mae Hong Son Province of Thailand.

3.3 Research Instruments

Research instruments are tools used to collect, measure, and analyze data from participants in studies on a particular subject of interest (Zohrabi, 2013). The researcher used lesson plans, English speaking tests (pre-test and post-test), students' satisfaction questionnaire, and focus group discussion to collect data. In addition, the researcher used an analytic rubric to measure students English speaking skill. The table below displays the details of the research instruments corresponding with the two research objectives.

Table 3.2 Research Objectives and Research Instruments

Sl. No.	Research Objectives	Research Instruments
1.	To compare the English speaking skill of National High School Students before and after the use of cooperative learning.	English Speaking test; pre-test and post-test
2.	To explore the students' satisfaction of National High School towards the use of cooperative learning.	Students' Satisfaction Questionnaire, and Focus Group Discussion

3.3.1 Lesson Plans

The researcher designed four lessons using CL strategies, lasting 90 minutes in each period. The researcher taught two periods a week to the sample group, for a total of eight teaching periods of a total of four lessons. The lesson plans were created to teach the conversations mandated in the English textbook by CP. Each lesson plan was divided into three sections: Step 1: introduction of the lesson contents. The researcher used the Think-Pair-Share method in order to establish a positive learning environment. Step 2: Implementation of the lesson. The researcher used the Numbered Heads Together method and the Three-Step Interview method. And step 3: for the assessment and evaluation of the CL process, the researcher used the Mix Freeze Pair method. (Detailed lesson plans are attached in Appendix C.).

3.3.2 English Speaking Tests: Pretest and Posttest

The researcher employed the pretest and posttest as the primary tools for the sample of the study to compare participants' English speaking skill before and after using the CL strategies. The pre-test and post-test were done through oral presentation. The researcher prepares four topics, and each research participant draws one topic out of four and talks about it for three minutes openly (see Appendix E). The topics were

developed in accordance with the lesson contents (one lesson content, one topic). The topics for both the pre-test and post-test were the same. Therefore, the participant did not have to draw a topic for the posttest again. As the participant spoke, the researcher used speaking analytic rubrics to evaluate their English speaking skill (see Table 3.3 and Appendix G). The rubrics for evaluation include four components of speaking skill: vocabulary, fluency, accurate pronunciation, and grammar accuracy. The outcomes were analyzed, and average scores for the pretest and posttest were computed.

Table 3.3 The Speaking Assessment Rubric

Criteria	1	2	3	4	Score
Vocabulary	Student doesn't have enough vocabulary to talk about the topics.	Student has basic vocabulary relevant to the issue, but cannot expand details or create new sentences.	Student has some vocabulary which allows them to talk about the topic but may require clarification .	Student has a functional vocabulary for their level and can use it to speak about the subject confidently.	
Fluency	The speaking is low and there are many long pauses. It's difficult to understand.	There are several pauses. But student can continue.	The talking is mostly natural with only minor pauses in trying to find words.	No unnatural pauses, student can finish the talking naturally.	
Pronunciation	The pronunciation is very clear and easy to understand.	The pronunciation is good, and it did not impede him when presenting the topics.	Student's pronunciation is a little unclear , but can mostly be understood.	Student's pronunciation is poor, and is difficult to understand.	

Table 3.3 The Speaking Assessment Rubric (Continued)

Criteria	1	2	3	4	Score
Grammar	The student's grammar is negligible and impedes communication.	The student's ability to use grammar is noticeably weak, causing his/her speaking to stop frequently.	The student makes many embedded grammar mistakes and searches for correct usage.	The student makes minor embedded grammar mistakes but communicate well.	
Total Scores					16

Table 3.4 The range of speaking score interpretation

Score Range	Students' Speaking English Level
16-13	Excellent
12-9	Good
8-5	Fair
4	Needs Improvement
Total scores:16	

3.3.3 Students' Satisfaction Questionnaire

The researcher administered the Students' Satisfaction Questionnaire, consisting of 15 items, to explore students' satisfaction towards the use of CL methods in enhancing their English speaking skill. The questionnaires were classified into three categories: interest and motivation, student participation during lessons, and the effectiveness of CL methods in improving English speaking skill. The data was collected through students' responses to each item, and each item was scored with a five-point Likert scale rating from 1 to 5 as follows: (1) Very Unsatisfied, (2) Unsatisfied, (3) Moderate, (4) Satisfied, and (5) Very Satisfied (see more detail in Appendix I). The responses of students to each questionnaire were analyzed based on

the mean and standard deviation. The mean score ranges were interpreted as shown in the following table. (See Table 3.5.)

Table 3.5 The Range of Mean Score Interpretation

Likert-Scale Description	Score Range	Students' satisfaction Level
Very satisfied	5 - 4.01	Highest
Satisfied	4 - 3.01	High
Moderate	3 - 2.01	Moderate
Unsatisfied	2 - 1.01	Low
Very Unsatisfied	1	Lowest

3.3.4 Focus Group Discussion

In addition, the researcher employed focus group discussion to get more in-depth information from the participants to meet the research objectives. The focus group discussion focused on the three part: students' interest and motivation, student participation during lessons, and the effectiveness of CL methods in enhancing their English speaking skill. The researcher designed two prompt questions for each part. And research's participants were randomly put into three groups for the group discussion. Then the researcher repeated and explained the prompt question and held the group discussion with each group part by part, group by group. Every groups were discussed with the same prompt questions of each part prepared by the researcher. Students were permitted to respond in either English or the Shan language in order to obtain trustworthy data. The students' responses were audio recorded and then transcribed and compiled for analysis (see more detail in Appendix K).

3.4 Validity and Reliability of Research Instruments

3.4.1 Validity

Validity is the means of measuring the meaningfulness, usefulness, and appropriateness of the research instruments of the study (Zohrabi, 2013). It shows how well an instrument measures the objective of the study. Therefore, for this study, to check the validity of all instruments, the validation was carried out by three experts, one from the United States of America and two experienced English teachers. The Item Objective Congruence (IOC) was used to evaluate the item's correspondence with the objectives based on the scores of +1, 0 and -1.

+ 1: The item is a measure of the objective.

0: unsure or unclear whether the item is a measure of the objective

-1: The item clearly is not a measure of the objective.

The formula to calculate IOC is (r = sum of the scores of individual experts and n = total number of experts).

Any test item with an IOC value of 0.67 to 1.00 was considered acceptable and valid, and any test item with an IOC value below 0.67 is considered invalid and needs to be changed. (The IOC for the lesson plans, English speaking tests, students' satisfaction questionnaire, and focus group discussion are attached in Appendices D, F, J, and L, respectively.)

In this study, all of the items in each instrument were rated +1 by all three validators after some recommendations and advice related to the research objectives were provided. As a result, it demonstrated that all of the instruments used in this study were congruent and valid.

3.4.2 Reliability

Reliability refers to a measurement that gives constant and equal results for the study. It evaluates the research's consistency, precision, dependability, and long-term

viability. To assess the reliability of the students' satisfaction questionnaire, the researcher used the Cronbach's alpha coefficient, as shown in Table 3.6. And each student's satisfaction questionnaire was generated and analyzed using SPSS. The results suggested that the scale was acceptable, with a score of 0.74 for the students' satisfaction questionnaire. (See Appendix N.)

Table 3.6 Cronbach's Alpha Coefficient

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

3.5 Data Collection Procedure

3.5.1 Approval and Ethical Consideration

To carry out the study, first of all, the researcher sought authorization from the Director of Education Commission, the principal of the school, and the class teacher to carry out the study (see Appendices A and B). After that, in partnership with the school principal and class teacher, the researcher consulted for information regarding the students, teaching timetable, and teaching contents to develop lesson plans for experimental teaching.

Secondly, before conducting the research, the researcher explained the objective of the study and the research process and received consent from the

participants. The participants' privacy and confidentiality will always be respected. The researcher gave the pretest to the students.

Thirdly, the researcher conducted a pre-test to assess participants' English speaking skill before the experimental teaching. Participant drew one of four topics prepare by researcher and talked about it freely for three minutes whereas the researcher minutes whereas the researcher used the speaking analytic rubrics to evaluate their English speaking skill total score of 16.

Fourthly, the researcher carried out the experimental teaching using four different CL methods according to the lesson plans for four weeks. The researcher taught two periods a week, total of eight teaching periods of a total of four lessons. Each periods 90 minutes. All the lessons were planned in line with the CL methods: Think-Pair-Share, Numbered HeadsTogether, Three-step interview, and Mix Freeze Pair.

Fifthly, posttest was administered after the four weeks of treatment with the research participants using the same topics that was used in the pretest. Research participants were given three minutes to talk about the topic freely. This was to assess their English speaking skill after the using CL methods. Then the students' satisfaction questionnaire was handed out and completed by every research participant, rating their satisfaction to each item with five-point Likert scale rating from 1 to 5.

Finally, the researcher randomly group research participants into three groups and conducted a focus group discussion. Each groups took approximately 20 minutes to discuss and gave their thought on the use of CL methods for enhancing their English speaking skill either in English or in Shan (mother tongue of research participants). The responses of each group were audio recorded, which were then transcribed and translated to English.

3.6 Data Analysis

In this study, the researcher analyzed the data in alignment with the research objectives: 1) to compare the English speaking skill of National High School students before and after the use of cooperative learning; and 2) to explore the students' satisfaction towards the use of cooperative learning.

3.6.1 Analysis of English speaking skill

To compare the English speaking skill before and after the use of cooperative learning, the data was collected from the pre-test and post-test and was analyzed by using a paired sample t-test (t-test for dependent sampling) with a comparative analysis that includes the mean and standard deviation.

3.6.2 Analysis of Students' Satisfaction

To explore the students' satisfaction towards the use of cooperative learning, data was collected through students' satisfaction questionnaire. The mean and deviation were used to statistically analyze the students' responses to each item. In addition, the focus group discussion responses were audio recorded, which were then transcribed and compiled for analysis.

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Chapter 4

Data Analysis

The study title, “The Use of Cooperative Learning for Enhancing the English Speaking of National High School Students in Myanmar,” included mixed methods, qualitative data, and quantitative data. The participants in this study consisted of 30 students. The objectives were to compare the English speaking skill of National High School students before and after the use of cooperative learning and to explore the students’ satisfaction towards the use of cooperative learning. The quantitative data was collected from pre-test and post-test oral presentations and students’ satisfaction questionnaire, while the qualitative data was gathered using focus group discussion. The research results can be presented in two parts below:

4.1 Analysis of English Speaking Skill Test Results

4.2 Analysis of Students’ Satisfaction Towards the Use of Cooperative Learning after Implementation.

4.1 Analysis of English Speaking Skill Test Results

This section addresses the first research question: Would the use of cooperative learning enhance the English speaking skill of National High School students? The pre-test and post-test were used to find the answer to this question. A paired sample t-test was used to conduct a statistical comparison of the standard deviation test based on the mean, standard deviation, and significant value. Individual students' pretest and posttest scores, as well as their increment in scores and percentages, are provided on Table 4.1 below.

Table 4.1 Pretest & Posttest scores of the sample group

Student ID	Pretest Score (Full Score=16)	Posttest Score (Full Score=16)	Increase in Test Score	% Difference
1	6	10	4	25.00%
2	12	16	4	25.00%
3	5	9	4	25.00%
4	6	10	4	25.00%
5	8	12	4	25.00%
6	15	16	1	6.25%
7	11	15	4	25.00%
8	5	9	4	25.00%
9	4	9	5	31.25%
10	10	15	5	31.25%
11	5	10	5	31.25%
12	9	13	4	25.00%
13	9	12	3	18.75%
14	12	16	4	25.00%
15	8	13	5	31.25%
16	6	11	5	31.25%
17	8	12	4	25.00%
18	5	12	7	43.75%
19	9	13	4	25.00%
20	5	9	4	25.00%
21	10	14	4	25.00%
22	10	12	2	12.50%
23	8	12	4	25.00%
24	11	14	3	18.75%
25	4	9	5	31.25%
26	9	15	6	37.50%

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Table 4.1 Pretest & Posttest scores of the sample group (Continued)

Student ID	Pretest Score (Full Score=16)	Posttest Score (Full Score=16)	Increase in Test Score	% Difference
27	13	16	3	18.75%
28	13	15	2	12.50%
29	9	12	3	18.75%
30	13	16	3	18.75%
Mean Scores	8.6	12.56	3.96	24.75%

Table 4.1 gives individual students' pretest and posttest scores. The pretest total mean score was 8.6, the posttest total mean score was 12.56, and the total increase mean score was 3.96, showing a percentage improvement of up to 24.75%. The pretest ranged from 4 to 15, and the posttest ranged from 9 to 16. The pretest scores varied from a maximum of 15 out of a possible total of 16. Two students, student 9 and student 25, earned 4 out of 16 in the pretest, and they both improved their posttest scores to 9 with an increase of 5 (31.25%). Student 6 scored 15 in the pretest and 16 in the posttest, the least improvement amongst all students in this study, with only 1 (6.25%) increasing. In this study, Student 18 demonstrated the most significant progress, with the highest increased score of 7, or 43.75 percent. Though there was a discrepancy in students' levels of improvement, the treatment had an effective influence on everyone. Additionally, it was made obvious that all of the students outperformed the pretest on the posttest. The overall posttest ranges of the students improved more than the whole pretest range.

4.1.1 Analysis of Paired Sample t-test

The analysis of English speaking tests scores obtained from the pretest and posttest using paired sample statistics (t-test for dependent sample) revealed a positive result, as shown in Table 4.2 below.

Table 4.2 Paired Sample Statistics

Paired Sample Statistics								
Group	n	Pre-Test		Post-Test		Mean Difference	t	p-value
Sample Group	30	Mean	SD	Mean	SD	3.96	-18.28	.000
		8.60	3.04	12.56	2.45			

* $p<0.05$

According to Table 4.2, paired-sample analysis of test scores revealed good results. The pretest mean was 8.60, with a standard deviation of 3.04, while the posttest mean was 12.56, with a standard deviation of 2.45. The difference between the pretest and posttest means is 3.96, demonstrating an increase in the posttest mean. The obtained p - value was.000, which was less than 0.05 ($p<0.05$), indicating a statistically significant improvement in the sample group's posttest score compared to the pretest score. This demonstrated that the students' post-test scores differed from the mean, indicating a more credible result.

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4.1.2 Students' Speaking Skill

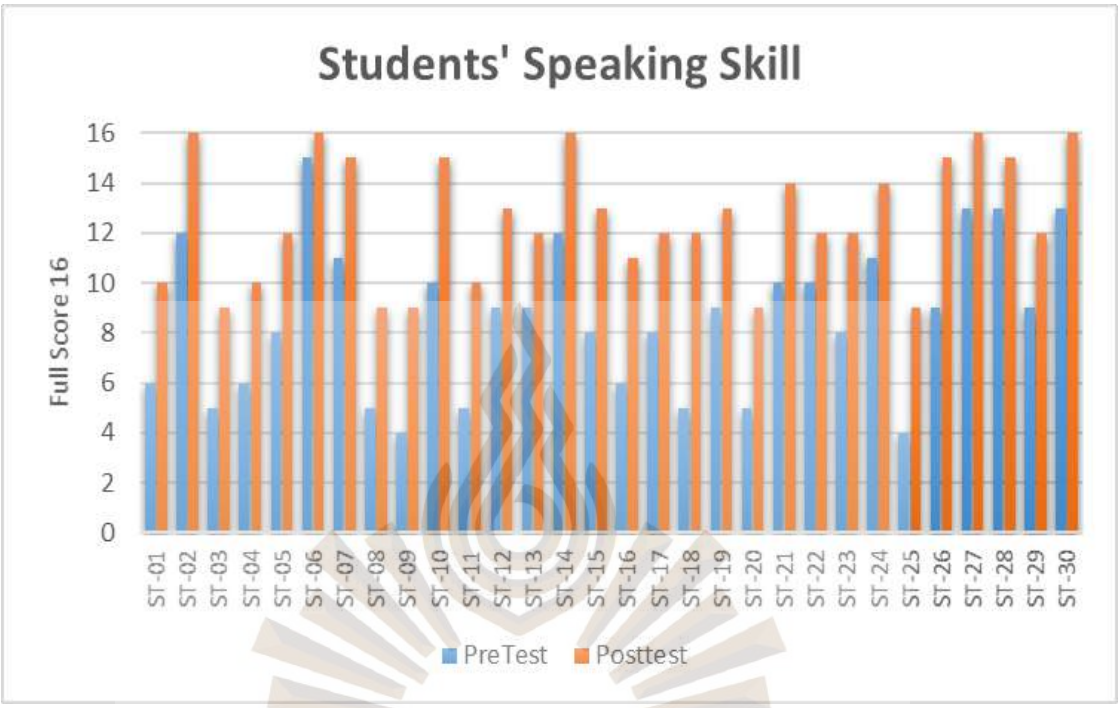

Figure 4.1 Graph showing the comparison of pretest and posttest scores of individual students' speaking skill

Figure 4.1 illustrates the students' individual improvements in pretest and posttest scores. The blue bars in the bar chart represent pretest scores, while the orange bars represent posttest scores. The posttest scores of all participants increased, suggesting the efficiency of using cooperative learning to enhance the English speaking skill of National High School students in Myanmar.

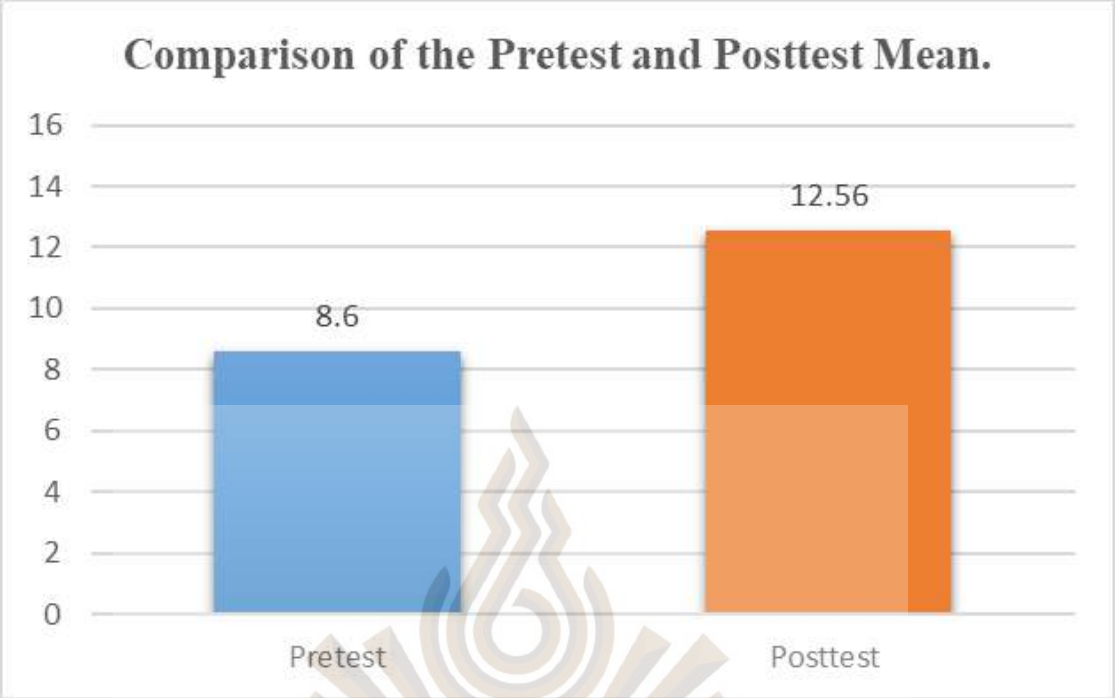

Figure 4.2 Illustration the mean of the pretest and posttest scores of the sample group

Furthermore, Figure 4.2 illustrates the mean of pretest and posttest scores, as well as the percentage improvement, which are 8.6 and 12.56, respectively. The mean score on the posttest was higher than the pretest. When compared to the pretest mean score, the posttest mean score is 3.96 percent higher. As a result, each individual advanced and scored higher on the posttest.

4.2 Analysis of Students' Satisfaction Towards the Use of Cooperative Learning after Implementation

This section addresses the second research question: What were the students' satisfaction towards the use of cooperative learning to learn English speaking skill at National High School? To answer this question, data from students' satisfaction questionnaire with 15 items divided into three sections and a focus group discussion were employed. Mean and deviation were used to analyze the students' responses for each item rating with the five-point Likert scale raters. The 15 items included in the students' satisfaction questionnaire was in English and Shan. In the focus group discussion, responses were evaluated based on significant satisfaction towards the

implementation of cooperative learning. The focus group discussion was held in English as well as the students' first language, Shan. For data analysis, it was audio recorded and properly transcribed, translated, and coded in English.

4.2.1 Analysis of Quantitative Data (Satisfaction Questionnaire)

In this study, the students' satisfaction questionnaire was used to collect quantitative data and study students' satisfaction with cooperative learning. The questionnaires were divided into three parts. Part I: interest and motivation; Part II: student participation during lessons; and Part III: the effectiveness of CL methods in improving English speaking skill. Each item was outlined based on their level of satisfaction, as follows: (1) Very Unsatisfied, (2) Unsatisfied, (3) Moderate, (4) Satisfied, and (5) Very Satisfied. The findings were analyzed using descriptive statistics (mean and standard deviation). The mean interpretation is 5-4.01 is the highest level, 4-3.01 is the high level, 3-2.01 is the moderate level, 2-1.01 is the low level, and ≤ 1 is the lowest level. (See table 3.5.)

Table 4.3 Analysis of Questionnaire Part I: Interest and Motivation

Part I: Interest And Motivation		Mean	SD	Interpretation
1	Learning English speaking with CL strategies is interesting.	4.23	0.67	Highest
2	CL strategies make learning English speaking fun and easier to understand.	4.20	0.66	Highest
3	CL strategies make learning English speaking active and more enjoyable.	4.40	0.67	Highest
4	CL strategies help me increase confidence in speaking English.	3.76	0.77	High
5	CL strategies motivates me to speak English.	4.00	0.78	Highest
	Average Total	4.11	0.71	Highest

Table 4.3 provides the mean and standard deviations of the related items of students' satisfaction with Part I: Interest and Motivation. The overall average mean

score was 4.11 (SD = 0.71), denoting the highest level. The item 3 with the highest mean score at the highest satisfied level, 4.40 (SD = 0.67), highlighted "CL strategies make learning English speaking active and more enjoyable.". Item 1: "Learning English speaking with CL strategies is interesting." came in second with a mean score of 4.23 (SD = 0.67). Item 2: "CL strategies make learning English speaking fun and easier to understand." scored third in this part with a mean score of 4.20 (SD = 0.66), following Item 5: "CL strategies motivate me to speak English." with a mean score of 4.00 (SD = 0.78). Item 4: "CL strategies help me increase confidence in speaking English" was somewhat low in this category, with a mean score of 3.76 (SD = 0.77). The overall mean score interpretation, students' satisfaction for Part I of the questionnaire on "Interest and Motivation," remained at the highest range level of 4.11 (SD = 0.71), denoting the highest level of students' interest and motivation towards the use of cooperative learning.

Table 4.4 Analysis of Questionnaire Part II: Student Participation

Part II: Student Participation		Mean	SD	Interpretation
6	All CL strategies that the teacher used for teaching are useful.	4.20	0.66	Highest
7	All CL strategies that the teacher used for teaching encourage us to participate in the learning.	4.46	0.50	Highest
8	All CL strategies that the teacher used for teaching provide opportunity for students to participate in the learning.	3.93	0.73	High
9	All CL strategies that the teacher used for teaching provide opportunities to speak English in the classroom.	4.10	0.84	Highest
10	All CL strategies that the teacher used for teaching encouraged me to think and express myself.	3.80	0.76	High
	Average Total	4.09	0.69	Highest

Table 4.4 provides the mean and standard deviations of the related items of students' satisfaction with Part II: Student Participation. The overall average mean score was 4.09 (SD = 0.69), denoting the highest level of students' satisfaction. Item 7:

"All CL strategies that the teacher used for teaching encourage us to participate in the learning." had the highest mean score of 4.46 (SD = 0.50) for this part. Item 6: "All CL strategies that the teacher used for teaching are useful." came in second with a mean score of 4.20 (SD = 0.66). Item 9: "All CL strategies that the teacher used for teaching provide opportunities to speak English in the classroom." ranked third in this part with a mean score of 4.10 (SD = 0.84). Item 8: "All CL strategies that the teacher used for teaching provide opportunity for students to participate in the learning." with a mean score of 3.93 (SD = 0.73). Item 10: "All CL strategies that the teacher used for teaching encouraged me to think and express myself." with a mean score of 3.80 (SD = 0.76) was the lowest in this part. The overall mean score interpretation, students' satisfaction for Part II of the questionnaire on "Student Participation," remained at the highest range level of 4.09 (SD = 0.69), denoting that the use of cooperative learning significantly enhanced students' engagement and participation in the learning.

Table 4.5 Analysis of Questionnaire Part III: Effectiveness of CL

Part III: Effectiveness Of CL		Mean	SD	Interpretation
11	CL teaching strategies improve my vocabulary and my pronunciation.	3.66	0.80	High
12	I understand grammar more clearly with the use of teaching strategies.	3.23	0.67	High
13	I can speak with my friends in English more confidently in the group work.	3.66	0.66	High
14	I can speak English more confidently in my daily life.	3.50	0.82	High
15	CL teaching strategies encourage me to speak English.	4.23	0.62	Highest
	Average Total	3.65	0.71	High

Table 4.5 presents the mean and standard deviations of students' satisfaction in regards to Part III: "Effectiveness of CL." The overall average mean score for this part was 3.65, with a standard deviation of 0.71, showing a high level of satisfaction. Item 15: "CL teaching strategies encourage me to speak English." had the highest mean score of 4.23 (SD = 0.62). Item 11 and 13 tied for second place with mean scores of

3.66 (SD=0.80) and 3.66 (SD=0.66), respectively, discussed: "CL teaching strategies improve my vocabulary and pronunciation." and "I can speak with my friends in English more confidently in group work.". Item 14: "I can speak English more confidently in my daily life." came in third place in this part, with a mean score of 3.50 (SD = 0.82). Item 12: "I understand grammar more clearly with the use of teaching strategies." had the lowest mean score of 3.23 (SD = 0.67) in this part. The total mean score interpretation, students' satisfaction for Part III of the questionnaire on "Effectiveness of CL" sitting in the high level of 3.65 and SD of 0.71, describing the effectiveness of CL for enhancing English speaking skill.

4.2.2 Analysis of Qualitative Data (Focus Group Discussion)

A focus group discussion was used in this part of the qualitative data analysis to elicit more comprehensive data from the participants in order to get in-depth information to achieve the research objectives. The focus group discussion, which is divided into three parts, focuses on the students' interest and motivation, student participation, and the effectiveness of the CL method for enhancing their English speaking skill. Students were permitted to respond in either English or Shan. The responses of the students were audio recorded, transcribed, and translated for study. Based on their responses towards the use of cooperative learning for enhancing English speaking skill after the implementation, the data was evaluated and presented for each part as below.

Part I: Interest and Motivation

In this Part I of the focus group discussion, the prompt questions that were discussed were: “How did you find learning to speak English using CL?” and “Did any one of the CL strategies motivate you to learn? How?”

All participants regarded cooperative learning as interesting and motivating in their efforts to learn to speak English. Given many different kinds of reasons, students responded in a variety of ways. The majority of them were quite satisfied with the

teaching method because it enabled them to learn numerous new words from their fellow students while participating in group activities. At the same time, students stated that the teaching strategies are not boring because there are several activities that keep them active at all times, making the learning experience extremely interesting and enjoyable. The majority of them indicated that the teaching technique was excellent, given that it engaged them with other students and provided them with several opportunities to communicate in English. Some mentioned that the teaching technique requires them to work in groups, which excites them because they learn things they didn't know before. And some of them said that learning to speak English through cooperative learning was much easier and improved their speaking skills because it enabled them to speak freely without worrying about grammar. This enhances their confidence and courage to communicate in English. The following are some participant statements that confirm their thoughts:

> "For me personally, this teaching method is good. Because it motivates us to speak in English. We don't have to take many notes during the class; we only speak. It really opens our minds. We can form many sentences and have the courage to speak in front of many people. Though it is not our first language, we have the courage to speak it out." (Student 21)

> "For me, the teaching method that the teacher applied really gets us involved and active. So, it is not boring. And it is really good. It makes the learning really interesting." (Student 15)

> "Personally, I find that learning to speak English using CL is really exciting. And we get to know what we didn't know and get to use what we already know." (Student 29)

> "For me, learning to speak English using CL really helps me speak English smoother. Because when I have a conversation with my friends, I don't have to think about grammar at all. And get to know that when speaking, we don't have to focus on grammar that much." (Student 28)

> “In my opinion, learning to speak English using CL is really great. It makes learning more interesting. Because we learned English with normal methods, like in the past, we learned with only teaching (memorizing) and no explanation. We know what it is but lack practical usage. But learning to speak English using CL really emphasizes speaking. So, it improves our speaking skills.” (Student 13)

> “Before, we were afraid to speak in English because we were afraid of making mistakes; we worried that it would be grammatically incorrect. But the teacher gave us this opportunity, teaching us how to speak English and showing us how to use it. We gain confidence and motivation to practice. Most of us practice speaking English whenever we have time.” (Student 24)

Regardless of some positive satisfaction, there are a few issues that some of the students expressed about this section. For example, when working in pairs, they find it a little bit difficult when people who cannot speak English well are paired together. Or, when working in the group, they discovered that some of the group members already knew the essentials of English while others only knew the basics. Those who already know the essentials of English will be able to catch up with the class faster than those who have only the basics of English. Moreover, one student stated that there was something he felt was lacking to suit his needs in terms of interest and motivation; however, he said he graded this method 4 out of 5.

Part II: Student Participation

In this part II of the focus group discussion, the prompt questions that were discussed were: “Did you feel engaged in the learning with CL Strategies? How?” and “Did CL strategies encourage you to participate in the classroom activities? How?”

All of the students agreed that they were truly engaged and participating in the learning when using cooperative learning strategies. The majority of students reported

that engaging in and participating in classroom activities were useful and beneficial. They can learn a lot of new things from their friends, exchange knowledge, and ask their friends questions when they don't know something. For many of the students, this type of teaching technique not only engages and motivates them to participate in their learning, but it also allows them to assist and encourage other students. Many of them said that as a result of their engagement and involvement in the learning, they get to know each other better and their relationships with one another become closer than usual. Many of the students stated that engaging and participating in various groups with mixed abilities enhances their confidence and self-assurance because they learn that there are people in the group who are better than them and those who are not. Some students indicated that they didn't want to interact and participate in class activities before, but this teaching technique really got them engaged and participating, and they love it.

Many of them stated that by engaging and participating in the group, they were able to remember more information and enhance their speaking skills. Likewise, several remarked that, in comparison to regular classrooms, they had more opportunities to ask teachers and fellow students questions. Also, this teaching style encourages them to communicate and participate in class because they commonly get to use English in the class as well as in their daily lives. The following are some of their thoughts on engagement and participation:

> "The teaching really got us engaged in the learning. Because we have to do group work and games to learn so that we get to work together." (Student 15

> "For me, my English is really poor. Learning in a group like this allows me to participate in various groups. People in the group tell me what I don't know, show me how to pronounce the words, and explain the meaning of the words and sentences. So I could remember and learn from it. And then mostly I remember well by learning with my friends and improving my English." (Student 1)

“These strategies really get everyone engaged. Because when the teacher forms the group and gives the group work, everyone gets to share what they know in order to complete the group work. We help one another to work in the group.” (Student 2)

“Those who are not good will get to learn and improve from those who are good at English. And they will also get other benefits. I would like to say that the engagement is really great.” (Student 21)

“For me, this method gives me chances to engage. Engaging gives me the opportunity to help my friends in the group.” (Student 30)

“For me, I feel really engaged. Like when we form a group, we get to work together. We have to help each other by forming sentences.” (Student 16)

“Engaging is really beneficial because we can learn what we don’t know. And also, it really motivates us to participate. Engaging has benefits. Personally, I like to engage. First, because it amuses us and boosts our confidence and courage. And our courage will be enhanced because we get to engage and participate.” (Student 11)

“With this teaching method, we get to know each other better. Because in other classes, we just learn by ourselves. By learning this teaching method, the relationship between us also gets closer.” (Student 19)

“For me, the engagement of the group is really great. I personally like this knowledge of teaching and working in a group. Because it is not boring, the learning is not boring. I like it.” (Student 23)

“Before, I didn’t really engage in the class activities. We have this kind of class, and to get to engage like this is fantastic.” (Student 4)

Part III: Effectiveness of CL

In this part III of the focus group discussion, the prompt questions that were discussed were: “How do you think using CL Strategies regularly in English class can help you improve your vocabulary, grammar and pronunciation?” and “What do you think about CL Strategies for enhancing English speaking in your daily life?”

The majority of students strongly recommended using cooperative learning strategies in their English class on a regular basis. And they also believed that using cooperative learning practices on a regular basis would help them improve their vocabulary, grammar, and pronunciation, as well as be beneficial for improving their English speaking skill in their daily lives. The majority of them stated that, despite the short duration of the treatment, their vocabulary, grammar, and pronunciation improved considerably, particularly their speaking ability. Many of them commented that CL strategies allow them to practice speaking English with their friends and that, given that the teacher primarily speaks English in the classroom, learning English speaking becomes a lot easier with CL strategies. The following are some of their thoughts on the effectiveness of CL and its potential future implementations.

> “Personally, I believe that this method is effective. Sometimes we are not sure how to pronounce or can't spell the words. But this teaching method gives us confidence, and it is easier to remember the word and its pronunciation.” (Student 24)

> “For me, I think that this teaching method will enhance my grammar skills. Because we get a lot of chances to read from the worksheet handed out by the teacher.” (Student 2)

> “Regarding the pronunciation, before I did not know how to pronounce the words correctly, and it is not ok for me. But after having learned them with my teacher, it really gets better. So, if we get to learn with this teaching method regularly, our skill in English will improve.” (Student 14)

“For me, learning with this teaching method, my pronunciation has improved.” (Student 25)

“Regarding speaking, my speaking skills do get better. We get to speak to each other daily. If we keep learning this method every day, our speaking skills will improve. And also our vocabularies as well.” (Student 28)

“Learning speaking skills will not be that difficult with CL strategies. If we get to learn with this teaching method, our speaking skills will improve. And we will have the courage to speak in English. And then our pronunciation will be better.” (Student 11)

“Before, I could not speak English. But after joining this class, I improved a lot in speaking and learned a lot of vocabulary. So, I would say that it is good to regularly have more classes like this.” (Student 4)

“This teaching method really improves our speaking and grammar. Personally, if we regularly learn with this method, we will get more vocabulary. And our speaking skills will automatically improve. So does our confidence.” (Student 8)

“If we regularly use this method, we will be better and better.” (Student 13)

“In our school, if all teachers are capable of using or applying this teaching method, I believe that we will have more confidence. Our English will be better. And regarding the vocabulary, I get to learn a lot.” (Student 5)

“For me, I think that in our other classes, if we use this method, learning will be easier. After having learned in 8 periods of teaching with you, I feel like I am more convenient to speak and can speak smoother than before. I believe that this teaching method improves our speaking skills and motivates us to learn more.” (Student 28)

“And for me, I personally didn’t have the confidence or courage to speak. Now I get to speak with my friends, and my communication with my friends has improved.” (Student 9)

“Regarding speaking skills, I think this method is good. Because we get chances to speak to each other.” (Student 30)

“For me, this teaching method improves my speaking skills. That’s why it is good.” (Student 3)

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Chapter 5

Conclusion, Discussion, And Recommendation

This chapter specifics the summary of the study, and the content in it are presented in the following order:

5.1 Conclusion

5.2 Discussion

5.3 Recommendations

5.1 Conclusion of the Study

This study researched the teaching methods for enhancing English speaking skill of National High School in Myanmar. There were two study objectives, as below:

1) To compare the English speaking skill of National High School students before and after the use of cooperative learning.

2) To explore the students' satisfaction of National High School towards the use of cooperative learning.

This study used both quantitative and qualitative data to answer both research objectives. The quantitative data were obtained using an English speaking tests with pre-test and post-test, as well as students' satisfaction questionnaire, while the qualitative data were collected using focus group discussions. After analyzing the data acquired using mixed methods, the following results were concluded.

5.1.1 The Result of English Speaking Skill Tests Data Analysis

The results of the English speaking skill tests, pretest and posttest, were analyzed using the paired sample t-test to compare the differences between the sample group.

1) The statistical analysis of the paired samples t-test for the English speaking scores showed that the mean score of the post-test (12.56) was higher than that of the pretest (8.60), with a mean difference of 3.96 (24.75%), indicating that the English speaking skill of National High School students in Myanmar were enhanced after implementing cooperative learning.

2) All participants scored higher in the posttest than in the pretest, with score disparities ranging from 6.25% to 43.75%.

3) Fourteen out of thirty participants scored 13 or above out of the full score of 16 in the posttest. In contrast, only 4 participants scored 13 or above the full score of 16 in the pretest.

The above quantitative data analysis revealed the students' improvement in the posttest. Therefore, the results of this study clearly indicated that the use of cooperative learning effectively enhanced the English speaking skill of National High School students in Myanmar.

5.1.2 The Result of Students' Satisfaction Questionnaire Data Analysis

A students' satisfaction questionnaire of 15 items was then separated into three sections: Part I addresses interest and motivation, Part II addresses student participation, and Part III addresses the effectiveness of CL. It was administered for the data analysis and completed by every student. SPSS software was used to analyze and interpret the data, which provided the mean interpretation and standard deviation

of students' satisfaction towards the use of cooperative learning. The results of the satisfaction questionnaire were assessed and summarized in three parts, as follows:

1) In the Part I: Interest and Motivation, the item 3: "CL strategies make learning English speaking active and more enjoyable." received the highest mean score of 4.40 (SD = 0.67) and Item 4: "CL strategies help me increase confidence in speaking English" received the lowest mean score 3.76 (SD = 0.77) but still in the high level. The overall mean score of this part was 4.11 (SD = 0.71), indicated the highest level of satisfaction. This result indicated that learning English speaking skill with CL is interesting and motivating.

2) For the Part II: Student Participation, Item 7: "All CL strategies that the teacher used for teaching encourage us to participate in the learning." had the highest mean score of 4.46 (SD = 0.50) whereas Item 10: "All CL strategies that the teacher used for teaching encouraged me to think and express myself." Received the lowest mean score of 3.80 (SD = 0.76) but still in the high level. The overall mean score for this part was 4.09 (SD = 0.69), demonstrated the highest level of satisfaction. This results indicated that participation of students in cooperative learning was the highest level.

3) For the Part III: The effectiveness of CL, Item 15: "CL teaching strategies encourage me to speak English." had the highest mean score of 4.23 (SD = 0.62) and Item 12: "I understand grammar more clearly with the use of teaching strategies." had the lowest mean score of 3.23 (SD = 0.67) but still in the high level. The overall mean score of this part was 3.65 (SD = 0.71), demonstrated a high level of satisfaction. This result indicated that CL helped students improve their English speaking skill and affirming the effectiveness of CL in enhancing English speaking skill.

Hence, the preceding quantitative data analysis demonstrated that students' satisfaction towards the use of cooperative learning for enhancing their English speaking skill was positive.

5.1.3 The Result of Focus Group Discussion Data Analysis

A focus group discussion was used in this part of the qualitative data analysis to elicit more comprehensive data from the participants. The focus group discussion was divided into three parts, focusing on the students' interest and motivation, student participation, and the effectiveness of CL, with two supportive prompts for each part. The responses of the students were audio recorded, transcribed, and translated for study.

Part I: Students' responses towards the use of cooperative learning regarding interest and motivation were positive. The majority of the students stated that the use of cooperative learning in the classroom made learning fun, interesting, and enjoyable. The learning is exciting and not boring. It motivated them to communicate in English during the class, boosted their confidence in speaking English with their peers, and made learning English speaking much easier.

Part II: Regarding participation, students' responses also showed positive satisfaction. They expressed that they were truly engaged and participating in the learning. They further stated that participating in classroom activities was useful and beneficial because they got to learn a lot of new things from their friends. It allowed them to share what they knew and ask their friends questions about what they did not know. On the other hand, while participating, some said they had chances to assist and help their friends. Moreover, they also get to know each other better, and their relationships with one another become closer than usual. Many of them said before that they didn't want to interact and participate in class activities, but this teaching method really got them engaged and participating.

Part III: Students' responses on the effectiveness of CL as well showed positive. The majority of students said that cooperative learning strategies enhanced their vocabulary, grammar, and pronunciation, especially their English speaking skill. They added CL strategies that allow them to practice speaking English with their friends after class while at the same time making learning English speaking a lot

easier. Cooperative learning gave them opportunities to share knowledge and help each other practice speaking English. Cooperative learning basically created an environment for making friends to have a partner to communicate English with. Based on the students' responses, students favor and urge the continuous use of CL for enhancing their English speaking skill. And they recommended using it in other classes.

As a consequence of the focus group discussion, the researcher concluded that students were pleased towards the use of cooperative learning for enhancing their English speaking skill.

5.2 Discussion of the Study

There were two key findings in this study. The first finding proved that the English speaking skill of students of National High School in Myanmar had improved after using cooperative learning. The second finding was that students' satisfaction towards the use of cooperative learning was positive. Students enjoyed learning with the cooperative learning strategies and desire to use them in future lessons. The results are presented in detail in the following discussion, along with an explanation regarding how the results addressed the research questions given for this study.

5.2.1 English Speaking Skill Test

The findings of this study indicated that cooperative learning successfully helped National High School students enhance their English speaking skill. As shown in Table 4.2, there was an important distinction in posttest performance over pretest performance. This proved that cooperative learning strategies consistently enhanced the English speaking skill of students. One of the most significant reasons for the improvement of the students' English speaking skill is greatly based on the effectiveness of the cooperative learning strategies that are being utilized. Cooperative learning strategies motivate and encourage students to express themselves during the lessons. This is similar to Lucena and Jose's (2016) study, which found that

cooperative learning could encourage students to speak to and express themselves throughout teaching sessions. Moreover, it also offered an opportunity for shy and nervous students to talk and improve their English speaking skill. This finding is in line with a study by Maryanti et al. (2018) that said that after using the CL method, students' speaking skills increased significantly.

Furthermore, as shown in Table 4.1 of individual students' pretest and posttest scores, In the posttest, fourteen participants received a score of 13 or higher, nine had a score of 15 or higher, and five received a full score of 16. Two students who scored low on the pretest improved significantly on the posttest, with an improvement of 31.25%, respectively. One outstanding student improved the least in this study, scored 15 out of full score 16 on the pretest, and scored the full score on the posttest. One student made the most significant progress at 43.75 percent. This demonstrated that cooperative learning can enhance English speaking skill. Furthermore, all of the students outperformed the pretest on the posttest. This finding revealed how cooperative learning could help students enhance their English speaking skill. One of the significant reasons is that cooperative learning strategies, such as Think-Pair-Share (TPS), Three-Step Interview (TSI), Number Head Together (NHT), and Mix Freeze Pair (MFP), used in this study have demonstrated effectiveness in creating collaborative learning environments. These methods involve grouping students, boosting their confidence in speaking, and improving their English speaking skill. This is consistent with findings from Annisa, Arifiatun, and Mufaridah (2023). Students' English speaking skill were also enhanced through TSI, as it encouraged students to ask questions and share knowledge (Hendriani, 2018). NHT ensured the active involvement of all students in group work and provided opportunities for practicing English speaking skill. This is supported by Hidayati's study in 2022. Additionally, MFP encourages movement in the classroom and enhances English speaking practice in pairs. Overall, cooperative learning fosters student expression and contributes to the improvement of their speaking skills (Johnson, D. & Johnson, R., 2018).

Therefore, the improvement in student achievement shown in this study revealed that cooperative learning enhanced students' English speaking skill. As a result of the findings, the first question of the research was fairly addressed.

5.2.2 Students' Satisfaction Questionnaire

A students' satisfaction questionnaire was carried out to explore the learning satisfaction of the students towards the use of cooperative learning after the implementation. A set of 15 items was divided into three parts: Part I: interest and motivation; Part II: student participation; and Part III: the effectiveness of CL for enhancing English speaking skill. The participants rated each item with five points Likert scale from 1 (very unsatisfied) to 5 (very satisfied). Following are the conclusions drawn from the data collected from the questionnaires:

1) Part I data showed positive results for students' interest and motivation, with a mean score of 4.11 (SD = 0.71), standing out at the highest level of interest and motivation. Item 1: "CL strategies make learning English speaking active and more enjoyable." was the highest mean score at 4.40 (SD = 0.67), indicating the success of cooperative learning in making learning English speaking interesting and motivating. One of the reasons students find this method interesting and motivating is because the cooperative learning strategies that are used keep them active and alert at all times. And not only do they keep students active and make learning more enjoyable, they also make learning interesting, let students have fun practicing their English speaking, and motivate them to express and share their knowledge. This finding is in line with a prior study conducted by Nursyamsi and Corebima (2016) that discovered that cooperative learning promotes interest and improves communication skills. Al-Tamimi and Attamimi (2014) also studied that students who learn with cooperative learning showed greater interest in learning and had higher academic performance than those who do not.

2) The data from Part II showed positive results for student participation, with a mean score of 4.09 (SD = 0.69). This indicated the highest degree

of student satisfaction. Students favor using cooperative learning to enhance their English speaking skill. In this part, item 7 that said "All CL strategies that the teacher used for teaching encourage us to participate in the learning." received the highest mean score of 4.46 (SD = 0.50). This finding revealed that a significant majority of students were happy and satisfied with cooperative learning, which encouraged them to participate in the learning. As the core objective of cooperative learning is to engage and create chances for students to participate in the learning indiscriminately, cooperative learning strategies designed by researchers had every student participate in the learning. Students learn better when they get involved and participate. Furthermore, engaging students in the learning not only makes learning better but also provides an opportunity for students to practice speaking English with their peers while participating in the activities. The previous research confirmed this finding of Ismail, Bungsu, and Shahrill (2023) that said cooperative learning enhanced student participation.

3) Part III data revealed the efficiency of cooperative learning in enhancing the English speaking skill of students by an average mean score of 3.65 (SD = 0.71), denoting a high degree of satisfaction. In this part, item 15: "CL teaching strategies encourage me to speak English." scored the highest with a mean score of 4.23 (SD = 0.62). This indicated that the majority of students believed cooperative learning encouraged them to speak English, and their vocabulary, grammar, and pronunciation have improved. It also boosted their confidence in communicating in English with their peers in the class as well as outside of the class. This finding is in line with Pattanpichet's (2011) study, which found that cooperative learning enhanced students' English speaking skill while also inspiring them to continue learning outside of class. Namaziandost, Homayouni, and Rahmani (2020) also studied that students made significant improvements in their English speaking skill after the use of cooperative learning strategies.

In conclusion, the cooperative learning strategies utilized in this study enhanced National High School students' English speaking skill to the highest level, demonstrating their effectiveness and students' satisfaction after using them.

5.2.3 Focus Group Discussion

Cooperative learning makes English speaking classes more interesting, motivating, enjoyable, and exciting. It keeps students engaged at all times, including in the learning process, allowing them to share their thoughts and express their feelings, and providing multiple opportunities for English communication (Priyantin, 2016). Students learn a lot of new things from their peers as a result of engaging in learning and participating in group work. Moreover, by increasing their relationships with one another, those students who are delayed and nervous about their participation in the class are able to conquer their feelings. The majority of students strongly believed that using cooperative learning strategies on a regular basis would significantly improve their vocabulary, grammar, and pronunciation, as well as benefit their English speaking daily lives (Nievecela & Ortega, 2019). Cooperative learning enhanced their confidence and self-esteem, allowing them to study on their own outside the classroom. This is in line with Kim and Choi's (2023) findings that cooperative learning practices allow students to talk openly and freely without fear of shame. Furthermore, in accordance with the findings of Namaziandost et al. (2020), students who learned through cooperative learning improved their speaking fluency and learning motivation significantly more than those who learned individually.

5.3 Recommendations of the Study

After conducting the research, the researcher would like to provide various recommendations, including the following:

5.3.1 Recommendation for Implementation

1) The use of cooperative learning for enhancing the English speaking skill of National High School students in Myanmar has been proven to be advantageous. However, for this study, the length of time was limited to 8 periods. To obtain additional information, it is recommended that schools and teachers consider

extending the period of cooperative learning through the regular English curriculum. The outcome may turn out differently.

2) Cooperative learning has been shown to be useful in enhancing the English speaking skill of National High School students. Cooperative learning should therefore be fostered in the other classrooms whenever teaching speaking English.

3) The success of cooperative learning for enhancing English speaking skill demonstrates how this method is capable of being utilized to promote other language skills such as reading, writing, listening, and more.

5.3.2 Recommendation for Future Study

Regarding some limitations of the study, the researcher offers recommendations for future research.

1) The study was limited to 30 students from National High School. For future studies, a similar study can be undertaken with a larger sample size and different levels of students and schools from different locations in Myanmar, which would help confirm and guarantee the reliability of the conclusions drawn from this study.

2) The content of this study was limited to only four topics from the school English textbook. Thus, further studies can include more content.

3) To look into the effectiveness of cooperative learning in different areas of language skills, such as reading comprehension, listening skills, and writing skills. Considering that cooperative learning could offer a clearer understanding of its benefits in the context of foreign language acquisition.

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Appendices

มหาวิทยาลัยรังสิต Rangsit University

Appendix A

Letter of Approval

มหาวิทยาลัยรังสิต Rangsit University

The Director
Department of Education
Restoration of the Council of Shan State

Date: 26th August, 2023

Subject: Request for Permission to Collect Data for M. Ed. Theses

Dear Sir,

I am currently pursuing my Master of Education in Curriculum and Instruction at Rangsit University, Thailand. One of the requirements to complete my Master's degree is to carry out a research on **"The Use of Cooperative Learning for Enhancing the English Speaking Skill of Loi Tai Leng National High School Students, In Myanmar".** The main focus of this study will be to enhance students' English speaking skill through the use of Cooperative Learning strategies, and to explore students' satisfaction on the strategies. I will be teaching four topics from English Textbook from 1st September, 2023 till 30th September, 2023 during the school hours. I am sure that the strategies that I will be using to teach will help in improving the English speaking skill of the students. A pretest will be conducted before the lessons are being delivered and a posttest after the intervention of the cooperative learning strategies, and students' satisfaction questionaries' will and a focus group discussion will be conducted towards the end. These tools will be solely used for the research purpose.

Thank you for your kind consideration.

Truly yours,

(Mr. Sai Aung Khan)
Student
Rangsit University, Thailand.

I give my permission to conduct the research study with Loi Tai Leng National High School students. I confirm and acknowledge that I am being made clear about the content of the research study and have read the letter provided by the researcher.

The Director
Department of Education
Restoration of the Council of Shan

มหาวิทยาลัยรังสิต Rangsit University

Appendix B

Letters of Consent Form

มหาวิทยาลัยรังสิต Rangsit University

CONSENT FORM

Date: 31st August, 2023

Subject: Request for Permission to Collect Data for M. Ed. Theses

Dear Sir/Madam,

I am currently pursuing my Master of Education in Curriculum and Instruction at Rangsit University, Thailand. One of the requirements to complete my Master's degree is to carry out a research on **"The Use of Cooperative Learning for Enhancing the English Speaking Skill of Loi Tai Leng National High School Students, In Myanmar".** The main focus of this study will be to enhance students' English speaking skill through the use of Cooperative Learning strategies, and to explore students' satisfaction on the strategies. I will be teaching four topics from English Textbook from 1st September, 2023 till 30th September, 2023 during the school hours. I am sure that the strategies that I will be using to teach will help in improving the English speaking skill of the students. A pretest will be conducted before the lessons are being delivered and a posttest after the intervention of the cooperative learning strategies, and students' satisfaction questionaries' will and a focus group discussion will be conducted towards the end. These tools will be solely used for the research purpose.

Thank you for your kind consideration.

Truly yours,

(Mr. Sai Aung Khan)
Student
Rangsit University, Thailand.

I give my consent to conduct the research study with Loi Tai Leng National High School students. I confirm and acknowledge that I am being made clear about the content of the research study and have read the letter provided by the researcher.

Principal | Academic Head | Class/Subject Teacher

Loi Tai Leng National High School

มหาวิทยาลัยรังสิต Rangsit University

ဝန်ခံလိုက်နာခြင်းစာချွန်လွှာ - Consent Form

ထိုင် - လုပ်ငန်းရှင်း

ဘုန်ရှင်း ထံးကွင်,ခမ်း လုပ်ငန်းရှင်းပံုးဇံ၊လင်းသုတ်, ဧလ၊ ဇံ၊,ဂျာခင်ရှိခင်းဂျာခင်သွခင် ရှူင်းရှိခင်းဘူးသွခင်၊ ထခင်.လွှမ်လင်းသိတ်,၊ ထိုင်းထံး။ တျ,တေယပ်.ဂျာခင်ရှိခင်း ထခင်. Master ခခေခ်. ဘျ ရှင်းတေလံးရှိတ်းဂျာခင်ဆူခင်. ဘျ. တင်းရှူင်ခေးလွင်း "The Use of Cooperative Learning for Enhancing the English Speaking Skill of Loi Tai Leng National High School Students, In Myanmar" (လွှ်.လွှင်းလံးရှူမ်းရှိခင်းရှ.သေ ယုင်.မုခခ်းခမ်.ဂတ်. ဂျာခ်လျာတ်း ဘျမ်းဘင်းဂိတ်. ပခခ်လုပ်းရှိခ်း ရှူင်းရှိခ်းထိုပ်.ထျာတ်းထခ်.သုင် လွှံတံးလ်င်း၊ မိုင်းရှူမ်းတုမ်မျာခ်,မျ,) ခယပ်.။ ယိုင်းဂျာခ်းဂျာခ်ဆူခ်.ဘျ.ခ်. ပီခ်တျ,လွှ်.လွှင်းလံး ရှူမ်းရှိခ်းရှ.သေ ယုင်.မုခ်းခမ်.ဂတ်.လုပ်းရှိခ်း ဧလ၊ တျ,ထတ်းထွင်တူလုံး လွင်းရှျာခ်.လွှလုပ်းရှိခ်း ခခိုပ်လွှင်းလံးခ်.ယပ်.။

ခင်,ရှိပ်ချုရှပ်းတေလံးမျုးခေးမုခ်း တျ,ဂျာခ်ဆူခ်.ဘျ.ခခေခ်. ဘျုးတေသွခ်ရှူပ်ခေးဂျာခ်သွခ် သီ,ဂာခ် ဂာခ်မီးပံ.ခ်ွးပပ်.ဂျာခ်သွခ် တင်းဧတ,ဂာပ်ဝခ်းထိ 1 လိုခ်ထူခ်းဂပ်း ပိ 2023 တျ,ထိုင် ဝခ်းထိ 30 လိုခ်ထူခ်း ဂပ်း ပိ 2023 ထွမ်းခင်, ဓာပ်းယာမ်းဂျာခ်သွခ်ရှင်းရှိခ်းမီး ခခေခ်.ယူ,ကောျ။ ဘျုရှပ်းယုမ်,ယမ်ဝျ လွှ်းလံးရှူမ်းရှိခ်းရှ. တေဂမ်.လွှံးယုင်.မုခ်းပခ်လံး ခမ်.ဂတ်.ဂျာခ်လျာတ်းရှျာမ်းကင်းဂိတ်. လုပ်းရှိခ်းယူ,ယပ်.။ ကွခ်တျင်းတေသွခ်ခေခ်. ဘျုရှပ်းတေရှ်တ်းပျင်ထျာမ်းခမ်.ဂတ်. (Pretest)။ ဝံးခခေခ်. တေသွခ်ရှျ, ထွမ်းခင်,ဒခ်ခ်ဂျာခ်သွခ်မီးယူ,ယပ်.။ ဝံးသေသွခ်ယပ်. တေမိုခ်းထတ်းသျင်းခမ်.ဂတ်. (Posttest)။ ယပ်.ချး ပခ်ပ်ွထျာမ်ခေးထျာမ်ဂျင်လွှ လွင်းရှျာခ်.လ်ွ (Students' Satisfaction Questionaries') ခခိုပ်လွှ်းလံးသွခ် ဧလ၊ ရှူပ်.ထူပ်းကုပ်,ကူပ်းပီခ်လုမ်း (Focus Group Discussion) တွင်းထျာမ်တူလုံးသ်ဉ်ဂျင်လ့ ခခိုပ်လွှ်.လံးသွခ်ခခေခ်. ယူ,ခကောျ။ လွှ်းလံးဧလးမိုင်းမိုပ်း ခခေခ်. တေလ့.တိုပ်းခ်ွးဂျာခ်ဆူခ်.ဘျ.ခခ်.ရှလုံး။

ခင်,ရှိပ်ဂျာခ်ဆူခ်.ဘျ.ဘျုရှပ်းတေခပ်းပိုင်၊ မီးလွင်းမခ်းဂ်ခ်,ခဒိခ်းခရေ ဧလးကာခ်လွင်းယ့်,သုတ်းခခေခ်. တျ,တေလံးဘျင်.တီးတူပ်သူ ဂျေ.ပီခ်လုပ်းရှိခ်းယပ်. ဇင်,တေရှ်တိုးသျင်းဂျာခ်ဆူခ်.ဘျ. ဘျ,ယူ,ခကောျ။

ဘျုရှပ်းယိုခ်းယခ် ပခ်ချေးမခ်းလ့်လံးယူ,ဝျ ထိုပ်း၊ ချေးမုခ်းကာခ်ပခ်မျးတင်းသ်ဉ်းထိုပ်းခခေခ်. တေလ့.တိုပ်းတျ,ဂျာခ်ဆူခ်.ဘျ. ကာခ်ခ်.ပိုင်လိပ်ဂူလုံးသေ တေကာမ်,ပိုခ်ဧးပေခ်ဧ့်ခ်၊ တေဂ်ပ်းသိမ်းဝံ.လီလီ၊ ကာမ်,ပိုခ်ဧးဇလျာတ်းဧခေန်၊ တေဂ်ပ်းဝံ.ပီခ်လွင်းလပ်.ယူ,ကောျ။

ဘျုရှပ်းယိခ်းလူမ်း ဈပ်းလ့် ကာခ်ဓပ်းရှမ်းပးလွမ်းပး ခင်းဂျာခ်ဆူခ်.ဘျ.ခ်.ယူ,ကောျ။ ယိခ်းလူမ်းဘျး။

"ခပေ်.ယမ်ယ့်,ခမ်သေ"

(လံးကွင်,ခမ်း)

ဧးဆူခ်.ဘျ.

မံ၊တွင်း - လွမ်းခင်, ဘျုရှပ်းလံးလူကာခ်,တူလုံး ဧလ၊ ထွမ်,ကာခ်ဧးဆူခ်.ဘျ. သပ်းလိပ်းဧခယေပ်. ပွင်,လ့်လွင်း တျင်းဂျာခ်ဆူခ်.ဘျ.ခ်. ဧလ၊ ယိုင်းဂျာခ်းဂျာခ်ဆူခ်.ဘျ.ခ်.လီလီယပ်.သေ ယိခ်းလီဓပ်းရှမ်းပးလွမ်း ခင်းဂျာခ်ဆူခ်.ဘျ.ခ်.ယူ,ကောျ။

ထိုပ်း- ..... လံးမိုပ်း - ..... ဝခ်းထိ - 1 . 9 . 2023

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Appendix C

Lesson Plans

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Lesson Plan_1

No. of Students: 30

Teaching Date:

Teaching Hour: 3 hours

Subject: English speaking

Topic: Talking about Myself

Teaching Strategy: Cooperative Learning Strategies

Lesson Objectives: By the end of the lesson, students will -

1. Be able to talk about themselves in English more confidently.
2. Learn 8 new vocabulary items related to personality.
3. Know better about their classmates and be able to talk about themselves in English.

Teaching Objectives:

- **For students**
  1. Speak more confidently about themselves for example: name, birthplace, age, family member number, grade level
  2. Actively participate in the class activities.
- **For teacher:**
  1. To not dominate speaking time and space in the classroom
  2. To create more opportunities for students to engage and speak more in the class.

Section	Teaching Descriptions	Materials Needed
Introduction	Welcoming class - Getting to Know each other **Think-Paired-Share** 1. The teacher introduces the class by the activities. [Hello, good morning. How are you today? Are you ready to start? Today, we are going to talk about ourselves. So, first of all I want you to think about yourself. Are you a shy person? Generous, confident, talkative, hard-working, helpful, polite, naughty. 2. After that, the teacher hands out the matching worksheet about myself for students to match the sentences. Teacher models it before letting students match. After finishing, the teacher hands out another matching blank myself worksheet for students to fill in about	Myself worksheet for matching Myself worksheet for fill in person info

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	themselves. 3. Then, ask them to form pairs with the student closest to them and share with each other about him/herself that he/she has filled in the worksheet. (Paired for 3 persons). At the same time, have students note down what their partner has said. 4. Then students introduce partners standing all together in a large circle.	
Implementation	**Numbered heads-together** **1.** Have students count off numbers 1-6 by themselves. Have students who get the same number sit together. **2.** Then in groups, students assign numbers by themselves from 1-6. 3. In groups of 6 students prioritize pre-determined topics prepared by the teacher. Each student takes a turn to order topics in their preference. They are encouraged to verbally explain their "list". Each group can prepare a presentation of common interests and most popular hobbies or activities. **4.** After that, have students of the same number to group together. Take turns talking to each other by asking the question the teacher has prepared to review vocabulary that has been prioritized in the previous grouping. **5.** The teacher randomly calls a number to have students read aloud the questions of his/her group. And randomly calls numbers to have students speak about the students he/she has asked his/her the questions to. *** Teacher asks students to stick their questions on the wall of the classroom. This becomes a reference wall of studied structures. **Three-Step Interview** **6.** Teacher posts 4 vocabs about personality on the whiteboard in 1-4 order, have each student say one word from the 4 words out loud orderly. [**i.e.: I am brave. Generous, Confident, Ambitious]** **7.** Teacher clarifies the meaning with students once again before having them sit together in a group. 8. After that, the teacher provides the interview	● Flipchart of 6 topics ● Tape ● Scissors

	questions about self that are prepared by the teacher to the group. 9. After that, student '**A'** will interview student '**B**. with the interview questions prepared by the teacher. And student '**C'** also interviews student '**D'** with the interview questions prepared by the teacher. 10. Then the teacher gives a signal for switching turns to interview another student in the group: Student '**B** will interview student '**A**. And student '**D** will interview '**B**. 11. After that, the teacher randomly calls out students and asks them to share with the whole class about the person they had interviewed.	
Assessment & Evolution	**Mix, Freeze and Pair** 1. Teacher explains the activity and has students stand up. 2. Then the teacher plays music and has students move around the classroom dancing or hopping on their feet or jumping like a rabbit to **Mix** students. 3. Then the teacher stops playing the music and students freeze where they are. 4. Then the teacher says '**Pair'**. Students pair up and face each other in 2 lines, one line will be asking questions and the other answering side. 5. After all students have paired, the teacher provides the topic "Talking about myself" on the whiteboard for students to think about. And then students in line of asking questions will ask questions about myself and the answering side will answer questions one at a time. After they interact, they join the back of the line. 6. After that, the teacher randomly picks up the pair and asks them to present to the whole class. *** While they are talking to each other: Checking their pronunciation, grammar, fluency and vocabs they use.	• Sound box

Teaching materials and worksheets used in this lesson:

1. **Myself worksheet for matching**

	Sentences	Your Answer		Answers
1.	Hello, my name is …….	**j**	**a**	Zai Aorng Kham.
2.	And I am ……. years old	**i**	**b**	29.
3.	I come from ……	**d**	**c**	Mong Kung, Southern Shan State.
4.	My birthday is on……	**h**	**d**	2nd of August
5.	I have ……..people in my family.	**k**	**e**	nine
6.	I am the …….child.	**b**	**f**	youngest
7.	I am a …….person.	**l**	**g**	generous
8.	I like ……(sports)	**e**	**h**	playing football.
9.	And I don't like ……(animal)	**a**	**i**	cat
10.	My favorite subject is ……	**c**	**j**	English
11.	And when I have free time I like to ……	**f**	**k**	read books.
12.	When I finish high school I want to ……	**g**	**l**	become a teacher.

	Sentences	Your Answer		Answers
13.	Hello, my name is …….		**a**	cat.
14.	And I am ……. years old		**b**	youngest
15.	I come from ……		**c**	English.
16.	My birthday is on……		**d**	Mong Kung, Southern Shan State
17.	I have ……..people in my family.		**e**	playing football.

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18.	I am the …….child.		**f**	read books.
19.	I am a …….person.		**g**	become a teacher.
20.	I like ……(sports)		**h**	2nd of August
21.	And I don't like ……(animal)		**i**	29
22.	My favorite subject is ……		**j**	Zai Aorng Kham.
23.	And when I have free time I like to ……		**k**	nine
24.	When I finish high school I want to ……		**l**	generous

2. **Myself worksheet for matching**

	Sentences	**myself**
25.	Hello, my name is …….	
26.	And I am ……. years old	
27.	I come from ……	
28.	My birthday is on……	
29.	I have ……..people in my family.	
30.	I am the …….child.	
31.	I am a …….person.	
32.	I like ……(sports)	
33.	And I don't like ……(animal)	
34.	My favorite subject is ……	
35.	And when I have free time I like to ……	
36.	When I finish high school I want to ……	

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3. **Questions to use for prioritizing at Number Head Together**
   a. My hometown
   b. My birthday
   c. My family
   d. My personality
   e. Things I like and don't like
   f. My free time

4. **Questions to use at Number Head Together**
   1. Where are you from? What does your hometown like?
   2. When is your birthday?
   3. How many people are there in your family? Which one are you in your family?
   4. What kind of person are you?
   5. What is it you like? (Animal, sports, food, music)
   6. What is it that you don't like? (Animal, sports, food, music)
   7. How do you spend your free time?
   8. What do you do after the class?
   9. What are you good at?
   10. What is your best moment in your life?
   11. What is your favorite subject?
   12. What do you want to do when you finish high school?
   13. Who is your favorite person? Why do you like him/her?
   14. Who is your favorite singer?
   15. Who are your best friends? What kind of person is he/she?
   16. Who is your best childhood friend?
   17. How many languages do you speak?

Questions for interviews

Questions 1:

1. Where are you from?
2. When is your birthday?
3. How many people are there in your family?
4. Which one are you in your family?

Questions 2:

5. What kind of person are you?
6. What is it you like and don't like? (Animal, sports, food, music)
7. How do you spend your free time?
8. What are you good at?

Questions 3:

9. What do you do after the class?
10. What is your best moment in your life?
11. What is your favorite subject?
12. What do you want to do when you finish high school?

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Questions 4:

13. Who is your favorite person? Why do you like him/her?
14. Who is your best friend? What is one good thing about your friend?
15. Who is your best childhood friend?
16. How many languages do you speak?

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Lesson Plan_2

No. of Students: 30

Teaching Date:

Teaching Hour: 3 hours

Subject: English speaking

Topic: Talking about family

Teaching Strategy: Cooperative Learning Strategies

Lesson Objectives: By the end of the lesson, students will -

1. Be able to talk about their family in English more confidently.
2. Learn new vocabulary items related to family.
3. Know better about their classmates' families and be able to talk about it in English.

Teaching Objectives:

- **For students**
  1. Speak more confidently about themselves for example: family member, family occupation
  2. Actively participate in the class activities.
- **For teacher:**
  1. To not dominate speaking time and space in the classroom
  2. To create more opportunities for students to engage and speak more in the class.

Section	Teaching Descriptions	Materials Needed
Introduction	**Welcoming class & Icebreaker activity (**Two truths and a lie game) **Eg.** 1. I have nine people in my family. 2. I was born on 2nd of August 3. I like cat so much. **Think-Paired-Share** 4. After done with Icebreaker activity, teacher asks students to draw one word in the Word-Number box prepared by teacher. (E.g. Father, Mother, - Son, Daughter etc….). Students stick family names on whiteboard for a quick review of their prior knowledge about family.	Family worksheet

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	<table><tr><th>Male</th><th>Female</th></tr><tr><td>Father</td><td>Mother</td></tr><tr><td>Son</td><td>Daughter</td></tr><tr><td>Uncle</td><td>aunt</td></tr></table> 5. Teacher introduce the topic **"How many people are in your family?"** for students to think about their family. 6. Teacher gives example of teacher's real family tree. Give out paper for each student to draw and label their family tree. Then students complete a small chart their own family trees. 7. In groups of 6, students pair up and take turn to explain their family tree to the other members of the group. 8. Then teacher randomly picks students to share to the whole class. (At least 5 students). Note*** Teacher to correct pronunciation, grammar if found incorrectness from students.	
Implementation	**Numbered heads-together** 1. Have students count off numbers 1-15 by themselves to make a pair. Have students who get same number sit together to form a Main group. 2. Teacher provides the pair dictation and alternating sentences with blanks worksheet for each students in pair. 3. Teacher clarify the instruction process. Then ask students to start reading the paragraphs. 4. In pair, students A is reading and student B is listening completing the blanks. Once student A has finished, student B is reading and student A is completing the blanks. 5. Once both students have done the reading and completing the blanks teacher will have students to pronounce the words that they filled in. 6. For consolidating this exercise, teacher do the reading the paragraph with blanks worksheet which is for teacher. Then students tell the words that are blanks for teacher to fill in. **Three-Step Interview**	

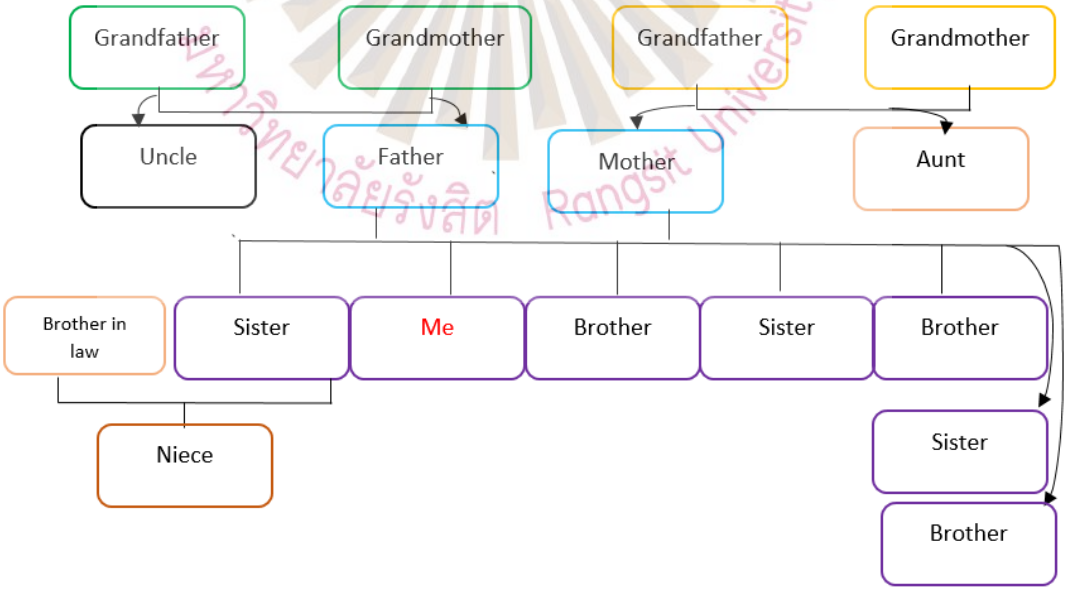
	1. Students make a group of 4 students. 2. Students in groups of 4 make questions based on the information given in the Number Heads Together activity. 3. Teacher checks the whole group for standard question formation. 4. Then they make new pairs with the questions the group has written. 5. In pairs, student '**A'** will ask student **'B'**. And student **'C'** will ask student **'D'** with the question they have written. 6. And in return**,** student '**B'** will ask student **'A'**. And student **'D'** will ask student **'D'** 7. After that, the teacher randomly calls out students and lets them share the whole class. 8. Teacher notes down what they say into a big flipchart. Then post on the class wall after class. Note*** teacher note down what mistakes students make and to correct them.	
Assessment & Evolution	**Mix, Freeze and Pair** 1. Teacher has students stand up, and explain the activity. 2. Then the teacher claps one time and has students walk around the class to **Mix** students. 3. Then the teacher claps two times to **freeze** students. 4. Then the teacher says "There **are nine (or else) people in the family"**. Students rush to make a group of nine people to form a family tree of nine people. 5. After that students present the family tree saying: This is my family. There are nine people in my family. This is my brother, this is my sister, and this is my father, so on… 6. Repeat the same process for 6 times. 7. After that, the teacher has students draw up words in the box prepared by the teacher and have them sit down in a large circle. 8. Then the teacher says "if you have the word 'father' stand up". Students who have that will student up. **9.** And asks them to pronounce and build a sentence. Note***Teachers note down what mistakes students make and to correct them.	

Teaching materials and worksheets used in this lesson:

1. Family words for drawing and sticking on whiteboard

1.	Father	1.	Mother
2.	Brother	2.	Sister
3.	Grandfather	3.	Grandfather
4.	Uncle	4.	Aunt
5.	Husband	5.	Wife
6.	Nephew	6.	Niece
7.	Son-In-Law	7.	daughter-In-Law
8.	Cousin	8.	Step mother
9.	Grandson	9.	Granddaughter

- **My family tree**



Family worksheet – Number Head Together

Person A:

1. Hello, my name is Julia and this is my family.
   My mother's name is Rachel. She is (1) ____ years old. She gets up at seven o'clock and **(3) _____** breakfast for us. She likes listening to the (5) _____.

   My (7) _____ name is David and he is 40 years old. He is a (9) _____. He goes to work after breakfast and comes back home at five in the afternoon. He likes reading (11) ____ in his free time.

   My (13) _____ name is Tony and he is 7 years old. He is very naughty. He (15) _____at a school near our house. Sometimes he____ (not do) his homework. He (17) _____ plays with his friends.

   My sister Pam is (19) _____ years old and she is a student, too. Her (21) _____ is far from our house. She is a hard-working student. She always does her (23) _____ and gets good marks. She hates playing video games.

   My (25) _____ Henry is 42 and he lives with us. He works on the farm with my (27) _____. He likes watching movies on TV. I (29) _____him very much because he always read a story book for me

Person B:

1. Hello, my name is Julia and this is my _____.
   My (2) _____name is Rachel. She is 37 years old. She (4)_____ at seven o'clock and **prepares** breakfast for us. She (6) _____ listening to the music.

   My father's name is David and he is (8) _____ years old. He is a farmer. He goes to (10) _____ after breakfast and comes back (12) _____ at about five in the afternoon. He likes reading books in his free time.

   My brother's name is Tony and he is 7 years old. He is very (14) _____. He studies at a school near our house. Sometimes he does not do his (16) _____. He likes to play with his (18) _____.

   My (20) _____ Pam is 12 years old and she is a student, too. Her school is far from our house. She is a (22) _____ student. She always does her homework and gets good marks. She hates (24) _____ video games.

   My uncle Henry is 42 and he (26) _____ with us. He works on the farm with my father. He likes (28) _____movies on TV. I love him very much because he always (20) _____ a story book for me.

For teacher:

2. Hello, my name is Julia and this is my _____.
My mother's name is Rachel. She is _____ years old. She gets up at seven o'clock and **prepares** breakfast for us. She likes _____ to the music.

My _____ name is David and he is 40 years old. He is a _____. He goes to ____ after breakfast and comes back home at about five in the _____. He likes _____ book in his free time.

My brother's name is _____ and he is 7 years old. He is _____ naughty. He studies at a school near our _____. Sometimes he _____ does his homework. He likes to play with his friends.

My sister Pam is 12 _____ old and she is a student, too. Her school is far from our _____. She is a hard-working student. She _____ does her homework and gets good marks. She _____ playing video games.

My uncle Henry is 42 and he lives with us. He works in the _____ with my father. He likes watching movies on TV. I _____ him very much because he always reads a story _____ for me.

Words for cutting and students to draw

10.	Father	10.	Mother
11.	Brother	11.	Sister
12.	Grandfather	12.	Grandfather
13.	Uncle	13.	Aunt
14.	Husband	14.	Wife
15.	Nephew	15.	Niece
16.	Son-In-Law	16.	daughter-In-Law
17.	Cousin	17.	Step mother
18.	Grandson	18.	Granddaughter

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Lesson Plan_3

No. of Students: 30

Teaching Date:

Teaching Hour: 3 hours

Subject: English speaking

Topic: Talking about family

Teaching Strategy: Cooperative Learning Strategies

Lesson Objectives: By the end of the lesson, students will -

1. Be able to talk about their friends in English more confidently.
2. Learn about friendship.

Teaching Objectives:

- **For students**
  1. Speak more confidently about themselves for example: family member, family occupation
  2. Actively participate in the class activities.
- **For teacher:**
  1. To not dominate speaking time and space in the classroom
  2. To create more opportunities for students to engage and speak more in the class.

<table>
<tr><th>Section</th><th>Teaching Descriptions</th><th>Materials Needed</th></tr>
<tr><td>Introduction</td><td>Welcoming class & Icebreaker activity

1. Teacher draws a T-Chart on a whiteboard with two columns.
2. Then separate students into 2 groups, let each draw the topics [Animals and fruits). Then ask them to complete the chart that relates to topics that get.
Eg:
<table><tr><td>Cat</td><td>apple</td></tr><tr><td>cow</td><td>orange</td></tr><tr><td>dog</td><td>mango</td></tr></table>
Think-Paired-Share

3. Teacher introduces the topic saying: “Today, we are going to talk about friends. So, raise your</td><td>Flipchart

Maker pen</td></tr>
</table>

	hand if you have 10 friends. 6 friends, 4 friends, and 1 friend. After that, teachers ask students to think about their best friend for a while. (What is he likes, where he/she lives, how many family members he/she have, how you met him/her, and what he/she is good at etc.) 4. Teacher hands out a "find someone who" worksheet for students and asks them to go around the class and pair with their friends and ask what they have in common. 5. Then the teacher asks randomly to pick students to share with the whole class. (At least 5 students). Note*** Teacher to correct pronunciation, grammar if found incorrectness from students.	
Implementation	**Numbered heads-together** **1.** Have students count off numbers 1-5 by themselves. Have students who get the same number sit together to form a group. **2.** Teacher provides the cut pieces of sentences that are prepared by teachers and have every group read and put sentences in order as their preferences. **3.** After they finish, the teacher asks them to go and check how other groups put the sentences in order. Then come back to their group and make final changes. **4.** The teacher has every group read out how they put the sentences in orders. **5.** Once every group finished they checked the correct order of sentences together with the teacher. **Three-Step Interview** 1. Teacher asks students to stand up and then have them draw one piece of paper with cut-sentence prepared by the teacher. 2. After that, the teacher asks students who get the first part of the sentence to walk around the class and look for the second part of the sentences. When found then pair up. 3. Teacher provides the interview topics **"Asking about your best friend"** for students to create questions. 4. Before interviewing, the teacher clarifies the	

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	standard questions. 5. In pairs, student '**1**' and student '**2**' will take turns to interview each other. 6. Then have student form a group of 4 students. Then talk to each in a group about their best friends. **7.** After that, teacher randomly calls out students and let them share to whole class.	
Assessment & Evaluation	**Mix, Freeze and Pair** 1. Teacher has students stand up and have them stand in two layers of circles in the classroom to **Mix** students. Then students move in the opposite direction. 2. Then the teacher gives a sign for students to stop moving and students to **freeze** facing each other. 3. Then the teacher announces the questions (attached in materials used in this lesson). Then students take turns speaking to each other about the topics. 4. Repeat the same process for 6 questions. 5. Teacher randomly picks the pair to share with what they talk to the whole class.	

Teaching materials and worksheets used in this lesson:

Find your friends who

likes cat. _____	has 4 family members. _____	was born in the same moth. _____	likes English. _____
can speak 3 languages _____	likes the same movies I do. _____	can play guitar _____	loves reading in free time _____
likes playing football.	is good at math.	has younger brother.	has elder sister

_____	_____	_____	_____
can cook delicious food _____	is rich. _____	has relative at this school _____	was born at Loi Tai Leng _____

Friendship paragraphs for cutting and have students put in order of their preference.

Everyone must have friends in life. And especially best friends. Best friend is a person whom you can share your experiences with.

I have many friends but John is my best friend. He was born in the same month and he also is my classmate. He is the best in our class. He wants to become a doctor in the future.

He is a very generous, polite, hard-working man and a little bit talkative. He is very helpful. He is always there for me when you need help with my study.

There are five people in his family: his father, his mother, his elder brother, his younger sister and him. His father and mother work on the farm.

He is good at English and math and can speak 3 languages, English, Thai and Shan. When we have free time we play guitar and sing songs together. Sometimes we play football in our school together. He can also cook delicious food. I like his cooking very much.

I am very lucky to have John as my best friend.

Sentences to cut and let student draw to make pair

No	First part	Second part
1	Everyone must	have friends in life.
2	Best friend is a person whom	you can share your experiences with.
3	I have many friends but	John is my best friends.
4	He was born in the same month with me and	he also is my classmate. He is the best in our class.

5	He is very helpful.	He is always there for me when you need help with my study.
6	He is very generous, polite, hard-working man	man but a little bit talkative
7	There are five people in his family.	his mother, his elder brother, his younger sister and him.
8	He is good at English and math	and can speak 3 languages, English, Thai and Shan.
9	When we have free time we play	guitar and sing songs together.
10	Sometimes we play football	in our school together.
11	He can also cook	delicious food.
12	I likes his	cooking very much.
13	He wants to become	a doctor in the future.
14	I am very lucky to have	John as my best friend.
15	His father and mother are farmers	and they work in the farm.

Sentences to cut and let student draw to make pair

No	First part	No	Second part
1	Everyone must	a	have friends in life.
2	Best friend is a person whom	b	you can share your experiences with.
3	I have many friends but	c	John is my best friend.
4	He was born in the same month with me and	d	he also is my classmate. He is the best in our class.
5	He is very helpful.	e	He is always there for me when you need help with my study.
6	He is very generous, polite, hard-working man	f	man but a little bit talkative

7	There are five people in his family.	g	his mother, his elder brother, his younger sister and him.
8	He is good at English and math	h	and can speak 3 languages, English, Thai and Shan.
9	When we have free time we play	i	guitar and sing songs together.
10	Sometimes we play football	j	in our school together.
11	He can also cook	k	delicious food.
12	I likes his	l	cooking very much.
13	He wants to become	m	a doctor in the future.
14	I am very lucky to have	n	John as my best friend.
15	His father and mother are farmers	o	and they work in the farm.

Topics for review at MFP

1. Who is your best friend?
2. When and where did you meet him/her?
3. The best gift you ever get from your friend?
4. What are three things you have in common?
5. What do you like about your friend?
6. Student makes question 1
7. Student makes question 2

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Lesson Plan_4

No. of Students: 30

Teaching Date:

Teaching Hour: 3 hours

Subject: English speaking

Topic: Talking about my favorite person.

Teaching Strategy: Cooperative Learning Strategies

Lesson Objectives: By the end of the lesson, students will -

1. Be able to talk about their favorites in English more confidently.
2. Know more famous people.

Teaching Objectives:

- **For students**
  1. Speak more confidently about their favorite person.
  2. Actively participate in the class activities.
- **For teacher:**
  1. To not dominate speaking time and space in the classroom
  2. To create more opportunities for students to engage and speak more in the class.

Section	Teaching Descriptions	Materials Needed
Introduction	**Welcoming class & Icebreaker activity (Matching game)** 1. Students separate into 6 groups. 2. Then the teacher hands out pictures, name cards and job cards of famous people to each group. And ask students to match the name card and job card to the correct picture. Once finished, each group presents their matching. 3. Then the teacher asks each student to pick up one picture of their preference and give a few minutes telling the class about that person. 4. Teacher clarified the meaning of the words. **Think-Paired-Share** 1. Teacher introduce the lesson will involve talking about "favorite person" 2. Then students think about their favorite person for a while. After that the teacher provides 'My favorites worksheet'. Students complete their favorite person. 3. After that, ask students to pair with students who are closest to them. Then share about their	

	favorite person in pairs. 4. Then the teacher randomly picks students to share with the whole class.	
Implementation	**Numbered heads-together** **1.** Have students count off numbers 1-5 by themselves. Have students who get the same number sit together to form a group. **2.** Teachers give them a picture of famous people to group without letting the other group know who that person is. Then in group teachers ask students to list down about that person as much as they can. **3.** After that let each group take turns describe that person without saying a word, only acting and let other groups guess who that person is. 4. If other groups cannot guess, the group reveals who their person is. **Three-Step Interview** 5. Teachers have students pair with who is closest to them. And the teacher provides interview questions to each group. 6. In pairs, student '**1'** and student **'2'** take turns asking each other about their favorite person. 7. When students finish the interview the teacher asks them to form a group of 4 with a pair near to them. Then share with each other about their favorite person in the group.	
Assessment & Evaluation	**Mix, Freeze and Pair** 1. Teacher has students stand up and move around the classroom to **Mix** students. 2. Then teachers give signs for students to stop moving and students to **freeze** where they are. 3. Then the teacher says '**Pair'**. Students pair up with the person closest to them facing each other in two lines. One line faces the teacher and one line back to the teacher. 4. After that teacher quickly shows a picture to students who are facing the teacher. Then they describe it to their partner. The student who is backing the teacher is trying to say who that person is. 5. After that the teacher asks the student to switch roles and show other pictures. 6. Repeat the same process for 5 times.	

Teaching materials and worksheets used in this lesson:

1. **Famous people for Matching**

Barak Obama

Jack Ma

Cristiano Ronaldo

Jackie Chan

Tylor Swift

Aung La Nsang

J.K Rolling

Michelle Yeoh

President, Businessman, Footballer, Writer, Actor, Singer, Fighter, Actress

2. **My favorite worksheet**
   1. **My favorite** President ……
   2. **My favorite** Businessman ……
   3. **My favorite** Footballer ……
   4. **My favorite** Writer ……
   5. **My favorite** Actor ……
   6. **My favorite** Actress ……
   7. **My favorite** Singer ……
   8. **My favorite** Fighter ……

3. Guessing our favorite person's name [NHT]

Three step interview questions

1. Who is your favorite person?
2. Why do you like him/her?
3. What are three things you have in common?
4. Does your favorite person like reading?
5. Does your favorite person like singing?
6. How do you like to spend your free time?
7. What color does your favorite person like?
8. Can your favorite person cook delicious food?
9. How many family members does your favorite person have?
10. How many languages does your favorite person speak?

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4. Pictures for Mix freeze pair

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Appendix D

IOC of Lesson Plans

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Sl. No	Lesson	Rating by Experts			IOC	Remarks
		Expert 1	Expert 2	Expert 3		
1	Lesson plan 1	+1	+1	+1	1	Congruent
2	Lesson plan 2	+1	+1	+1	1	Congruent
3	Lesson plan 3	+1	+1	+1	1	Congruent
4	Lesson plan 4	+1	+1	+1	1	Congruent
Overall					1	Congruent

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Appendix E

English Speaking Skill Test

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TOPIC 1: Talking about myself. (လၢတ်ဒုးလွင်ဒုးတူဝ်ဒဝ်ဓၢဒူး)

Guide Questions: (ဇေၢ်ဒုးဧခဧ်ခမိုး)

- Your name, age, place of birth, and your grade. What kind of person you are? What do you like to do in your free time? What kind of books do you like to read? လိုဝ်ဒု၊ ဘၢ့ယူ့၊ တီဒုးဘိုတ်ဒု၊ ဍခန်ဝ ၊ ဍဝ်ဒုးဘဝ်ဒု၊ပီခန်ဘူခန်းလိုင်ဝ်.ဘိုဝ် ၊ ဓၢဝ်းယၢမိုးတခန်းခဧ် လံၤလွဉ်ဒ်တ်းသင် ၊ လံၤလွဉ်လူပပ်.သင်၊ ဘျိူဉ်ဒုး ဍဘွၢ့

TOPIC 2: Talking about my family. (လၢတ်ဒုးလွင်ဒုးဘူခန်းဒိူခန်းဒုဝ်း)

Guide Questions: (ဇေၢ်ဒုးဧခဧ်ခမိုး)

- Who are the people in your family? What do they do for a living? What activities do your family usually do together at home? ဘူခန်းခင်းခဧၢ့ဒိူခန်းသူမီးဒၣ်လံၤလံၤ။ မီးလံၤဧၢ့၊ ဓဝ်ဒ်တ်းဘၢခန်သင်၊ သူဘံ.ဒ်တ်းသင် လွမ်းဘခန် ဍဘွၢ့

TOPIC 3: Talking about my friend. (လၢတ်ဒုးလွင်ဒုးတံၤဧၢ့.ဘဝ်ဓၢဒူး)

Guide Questions: (ဇေၢ်ဒုးဧခဧ်ခမိုး)

- Name, age, what does he/she do? How did you meet each other? What kind of person is he/she? What are the good things about your friend? What are the best memories you have together? လိုဝ်ဒု၊ ဘၢ့ယူ့၊ ခဧၢ့ဘၢခန်၊ ဒ်တ်းဒိုဝ်ထူပ်းဘခန်၊ မခန်းပ်ခန်ဘူခန်း လိုင်.ဘိုဝ်၊ လွင်းလီတံၤဧၢ့.သူမီး သင်၊ လွင်းလီလီ တီဒုးမံၤတွင်းဘခန်သူယၢမ်းဒ်တ်းဘူမ်း ဘခန်မီးသင် ဒွင်း

TOPIC 4: Talking about my favorite person. (လၢတ်ဒုးလွင်ဒုးဘူခန်းဧၢ့.ဘာခန်ဓၢဒူးလံၤလွဉ်)

Guide Questions:

- Name, age, what does he/she do? In what ways do you like him/her? How has he/she inspired you? What do you learn from him? Why is he/she your favorite person? လိုဝ်ဒု၊ မခန်းဒ်တ်းဘၢခန်သင်၊ သူလံၤလွဉ်သင်ဓဝ်၊ ဓဝ်ပီခန်ဘီခန်ဒ််ဒ်းတၢ့ သူလိုင်.ဘိုင်၊ ဘွပ်ဒုသင်လံၤသူ လံၤလွဉ်ဓဝ်

Appendix F

IOC of English Speaking Test

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No	TOPICS	Expert 1	Expert 2	Expert 3	IOC	Remark
1	**Talking about myself** Guide Questions: -Your name, age, place of birth, and your grade. -What kind of person you are? -What do you like to do in your free time? -What kind of books do you like to read?	+1	+1	+1	1	Congruent
2	**Talking about my family** Guide Questions: -Who are the people in your family? -What do they do for a living? -What activities do your family usually do together at home?	+1	+1	+1	1	Congruent
3	**Talking about my friend** Guide Questions: -How did you meet each other? -What kind of person is he/she? What are the good things about your friend? -What are the best memories you have together?	+1	+1	+1	1	Congruent
4	**Talking about my favorite person** Guide Questions: -In what ways do you like him/her? How has he/she inspired you? -What do you learn from him? Why is he/she your favorite person?	+1	+1	+1	1	Congruent
Overall					1	Congruent

มหาวิทยาลัยรังสิต Rangsit University

Appendix G

English Speaking Assessment Rubric

มหาวิทยาลัยรังสิต Rangsit University

Criteria	1	2	3	4	Scores
Vocabulary	Student doesn't have enough vocabulary to talk about the topics.	Student has basic vocabulary relevant to the issue, but cannot expand details or create new sentences.	Student has some vocabulary which allows them to talk about the topic but may require clarification.	Student has a functional vocabulary for their level and can use it to speak about the subject confidently.	
Fluency	The speaking is low and there are many long pauses. It's difficult to understand.	There are several pauses. But student can continue.	The talking is mostly natural with only minor pauses in trying to find words.	No unnatural pauses, student can finish the talking naturally.	
Pronunciation	The pronunciation is very clear and easy to understand.	The pronunciation is good, and it did not impede him when presenting the topics.	Student's pronunciation is a little unclear , but can mostly be understood.	Student's pronunciation is poor, and is difficult to understand.	
Grammar	The student's grammar is negligible and impedes communication.	The student's ability to use grammar is noticeably weak, causing his/her speaking to stop frequently.	The student makes many embedded grammar mistakes and searches for correct usage.	The student makes minor embedded grammar mistakes but communicate well.	
		Total Scores			

มหาวิทยาลัยรังสิต Rangsit University

Appendix H

IOC of English Speaking Assessment Rubric

มหาวิทยาลัยรังสิต Rangsit University

Scores	Criteria	Expert 1	Expert 2	Expert 3	IOC	Remarks
Vocabulary						
4	Student has a functional vocabulary for their level and can use it to speak about the subject confidently.	+1	+1	+1	1	Congruent
3	Student has some vocabulary which allows them to talk about the topic but may require clarification.	+1	+1	+1	1	Congruent
2	Student has basic vocabulary relevant to the issue, but cannot expand details or create new sentences.	+1	+1	+1	1	Congruent
1	Student doesn't have enough vocabulary to talk about the topics.	+1	+1	+1	1	Congruent
Fluency						
4	No unnatural pauses, student can finish the talking naturally.	+1	+1	+1	1	Congruent
3	The talking is mostly natural with only minor pauses in trying to find words.	+1	+1	+1	1	Congruent
2	There are several pauses. But student can continue.	+1	+1	+1	1	Congruent
1	The speaking is low and there are many long pauses. It's difficult to understand.	+1	+1	+1	1	Congruent

มหาวิทยาลัยรังสิต Rangsit University

Pronunciation						
4	Student's pronunciation is clear, and easy to understand.	+1	+1	+1	1	Congruent
3	Student's pronunciation is a little unclear , but can mostly be understood.	+1	+1	+1	1	Congruent
2	The pronunciation is good, and it did not impede him when presenting the topics.	+1	+1	+1	1	Congruent
1	Student's pronunciation is poor, and is difficult to understand.	+1	+1	+1	1	Congruent
Grammar						
4	The student makes minor embedded grammar mistakes but communicates well.	+1	+1	+1	1	Congruent
3	The student makes many embedded grammar mistakes and searches for correct usage.	+1	+1	+1	1	Congruent
2	The student's ability to use grammar is noticeably weak, causing his/her speaking to stop frequently.	+1	+1	+1	1	Congruent
1	The student's grammar is negligible and impedes communication.	+1	+1	+1	1	Congruent
Overall					1	Congruent

มหาวิทยาลัยรังสิต Rangsit University

Appendix I

Students' Satisfaction Questionnaire

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Students' Satisfaction Questionnaire - ဝိဉ္ဇာဉ်းထၢမ်လွင်းရၢၢခ်ၤလ့ဲလုဉ်းရှိၣ်ခ်ီး

Part I: Students' Information
တွၢခ်းခိုင်း - ဒၢးမုခ်ီးလုဉ်းရှိၣ်ခ်ီး

Name (ထိုဝ်း): _____Age (ဘၢးယူၤ): _____Gender(ထံး/ယိင်း): _____

Part II: Students' Satisfaction
တွၢခ်းသွင် - လွင်းရၢၢခ်ၤလ့ဲလုဉ်းရှိၣ်ခ်ီး

Mark your level of satisfaction from 1-5 (Very satisfied to Very Dissatisfied) to each statement. And put a tick mark (√) in the brackets for your preference. The description of each scale 1-5 is as shown in the table below.

ဓခ်ၤ,ပခ်လွင်းရၢၢခ်ၤလ့ဲတူဝ်ဘဝ်, ခ်ဲး 5 ထိုင် 1 (ရၢၢခ်ၤလ့ဲခၤေ့ခၤေ့, တေ့ထိုင် ဘမ်,ရၢၢခ်ၤလ့ဲသေဘိတ်း) ပခ်ဒၢးထၢမ်တီးတွဲးခ်ံၤလူး။ ဓခ်ၤ,ပခ် မံၤဘခ်တူဝ်ဘဝ်,ရၢၢခ်ၤလ့ဲခခ်ၤတေ့။ ဒၢးသပ်းလ်ဉ်း ထၢခ်းလွင်းရၢၢခ်ၤလ့ဲခခ်ၤ ဧခဝံၤခင်, တီးတွဲးခ်ံၤယဝ်။

Satisfaction Levels - ထၢခ်းလွင်းရၢၢခ်ၤလ့ဲ
- Very satisfied (ရၢၢခ်ၤလ့ဲခၤေ့ခၤေ့) - 5
- Satisfied (ရၢၢခ်ၤလ့ဲ) - 4
- Moderate (ဘမ်,မခ်းလ့ဲ) - 3
- Unsatisfied (ဘမ်,ရၢၢခ်ၤလ့ဲ) - 2
- Very Unsatisfied (ဘမ်,ရၢၢခ်ၤလ့ဲသေဘိတ်း) - 1

Part III: Definition
တွၢခ်းသၢမ် - တီးပွင်,ဒၢးရွၢမ်း

Cooperative Learning (CL) refers to an active learning method and small group-based teaching method where students work together in groups to help one another achieve their shared learning goals.

Cooperative Learning - (တူဝ်ယေၤ့ - CL) ရွူမ်းရှိၣ်ခ်ီးရွူ. မံၤထိုင်လွဉ်းလံၤးသွခ် ဘခ်မီးလွင်းတူင်. တိုခ်ၤ, ဘခ်ဇီဉ်,လုဉ်းရှိၣ်ခ်ီး ပိခ်လုမ်းလီဉ်.လီဉ်.သေ ရွဲးဓဝ်လီပ်းရှိၣ်ခ်ီးလွမ်းဘခ်၊ ဒ်ိင်,လွဲးထိမ်ဘခ် ရွဲးပေၤထိုင်ယိုင်းဘၢၤခ်ီး ဘၢခ်ရှိၣ်ခ်ီးဓဝ် ခခ်ၤယဝ်။

Sl. No. ဓပ်.	Items - ဒၢးထၢမ်	5	4	3	2	1
PART I: INTEREST AND MOTIVATION **တွၢခ်းခိုင်း - လွင်းသူခ်လ့ဲ ဧလး လွင်းဇခ်လ့ဲ**						

1.	Learning English speaking with Cooperative Learning (CL) strategies is interesting. လွ်ံ့လွှဉ်းလံၤးရှူမ်ၤန်ၣ်ခၢင်းးရှူ.သေ လီပ်ၤန်ၣ်ခၢင်းးဘျၢမ်းးဘာင်းးဂိတ်. ခၤ်. လီသူခၢင်လွ်ံတေ.။					
2.	CL strategies make learning English speaking fun and easier to understand. လွှဉ်းလံၤးရှူမ်ၤန့ၣ်ခၢင်းးရှူ.ခၤ်. န့်တ်ၤန့ၣ်ၤးဘၢၤခၢင်ၣ်ခၢင်းးဘာင်းးဂိတ်. မူခၢင်ၤသိုဉ်းဧလ ပွဉ်ၵလွ်ံငံၤ့ယဝ်.။					
3.	CL strategies make learning English speaking more enjoyable. လွှဉ်းလံၤးရှူမ်ၤန့ၣ်ခၢင်းးရှူ.ခၤ်. န့်တ်ၤန့ၣ်ၤးဘၢၤခၢင်လီပ်ၤန့ၣ်ခၢင်းးဘျၢမ်းးဘာင်း ဂိတ်.လီမူခၢင်ၤသိုဉ်းမၤးလိုဉ်ယဝ်.။					
4.	CL strategies help me increase my confidence in speaking English. လွှဉ်းလံၤးရှူမ်ၤန့ၣ်ခၢင်းးရှူ.ခၤ်. လွံၤသၢင်ၤပခၢင်ရွှဲးဘျၤမခၢင်ၤလွံ့ ခၣ်းးဘၢၤခၢင်လၢတ်ၤးဘျၢမ်းးဘာင်းးဂိတ်းမၤးယဝ်.။					
5.	CL strategies motivate me to speak English. လွှဉ်းလံၤးရှူမ်ၤန့ၣ်ခၢင်းးရှူ.ခၤ်. လၢခၢင်လ့ွဉ်ရွှဲးဘျၤန့ွဲးလၢတ်ၤးဘျၢမ်း ဘာင်းးဂိတ်.ယဝ်.။					
PART II: STUDENT PARTICIPATION **တွခၢင်ၤသွင် - လွင်ၤဒဝ်ၤရှူမ်ၤခၣ်းးဘၢၤခၢင်သွခၢင်**						
6.	The teaching strategies give me chances to speak in the class. လွှဉ်းလံၤးသွခၢင်ခၤ်. ပခၢင်တိုဝ်.တၢၢင်ၣ်ၤးဘျၤလံၤ့ လၢတ်ၤးဘျၢမ်းးဘာင်းးဂိတ်. ခၣ်းးရွင်ၤန့ၣ်ခၢင်းးဘောၤ့။					
7.	The teaching strategies help me engage in the class activities. လွှဉ်းလံၤးသွခၢင်ခၤ်. လွံၤ့ၣ်ၤးဘျၤလံၤ့ဒဝ်ၤရှူမ်ၤပၤးခၣ်းးဘၢၤခၢင်တူင်.ခဲိုင် ခၣ်းးရွင်ၤန့ၣ်ခၢင်းးဘောၤ့။					
8.	I can contribute to group work and help my classmates. ဘျၤန့ဝ်းလံၤ့လွံၤ့ထိမ်ၵၢၤခၢင်လုမ်း ဧလၤ့ လွံၤ့ထိမ်တံၤးဘျၤ့ရှူမ်ၤ့ န့်ခၢင်း ဘျၤ့ဘောၤ့။					
9.	The teaching strategies get every student involved in the learning. လွှဉ်းလံၤးသွခၢင်ခၤ်. န့်တ်ၤန့ၣ်ၤးလုဉ်ၤန့ၣ်ခၢင်းးဘူးဘျၤ့လံၤ့ဒဝ်ၤရှူမ်ၤပၤး ခၣ်းးဘၢၤခၢင်သွခၢင်ဘောၤ့။					
10.	The teaching strategies encouraged me to think and express myself. လွှဉ်းလံၤးသွခၢင်ခၤ်. တိုဉ်းသူခၢင်းးန့ၣ်းဘျၤလံၤ့ဝူခၢင်.၊					

มหาวิทยาลัยรังสิต Rangsit University

	လံ့းလၢတ်ဒ်းကွာ်, ခင်းလွဲဓၢ်ဒုးကျော်။					
PART III: EFFECTIVENESS OF CL **တွခၣ်ဒ်းသၢမ် - လွင်ဒ်တိူဝ်.ယမ် ၍ွင်လွာ်းလံၤ ရှုမ်ဒ်ာ်ခၣ်းရှူ.**						
11.	CL teaching strategies improve my vocabulary and my pronunciation. လွာ်းလံၤသွခၣ်ခံ. ာ်တ်းရှ်ဒ်းဓေၢ်ဒွၢ်မ်း၊ သီင်ကွာ်, ဓၢ်ဒ့ တိူဝ်းတွခၣ်း မၤးကျော်။					
12.	I can speak with little pauses and without thinking about grammatical rules. ဓၢ်ဒ့ာ်ဝ်းလၢတ်ဒ့လံ့ဒွၢ်မ်းကင်းဂိတ်. ကာမ်,ပေၤ်ဂိုတ်းပေၤ်ဓမ်၊ ကာမ်,ပေၤ် ဝူခၣ်.သွခၣ်လွင်ဒ့ပိူင်တမ်းလိာ်ဒ့ယဝ်.ဓၢ်ဒ့။					
13.	I can speak with my friends in English more confidently in the class. ဓၢ်ဒ့ာ်ဝ်းမီးလွင်ဒ့မခၣ်ဒ့လွဲ ခင်းဂၢၤခၣ်လၢတ်ဒ့ဒွၢ်မ်းကင်းဂိတ်. တေါ့တံး ဂေါ့. ခင်းာ်ွင်ဒ့ာ်ခၣ်းလီမၤ်းကျော်။					
14.	I can speak English more confidently in my daily life. ဓၢ်ဒ့ာ်ဝ်းမီးလွင်ဒ့မခၣ်ဒ့လွဲ ခင်းဂၢၤခၣ်လွဲ.ဒွၢ်မ်းကင်းဂိတ်. ဥုဒ့ဝခၣ်း ဝခၣ်းယဝ်.။					
15.	Teacher should use these CL teaching strategies more often. ဓူးသွခၣ်ထုာ်,လီ ဥံ့.ဥံ.လွဲ.လွာ်းလံၤခံ. သွခၣ်ပခၣ်ကျော်။					

มหาวิทยาลัยรังสิต Rangsit University

Appendix J

IOC of Students' Satisfaction Questionnaire

มหาวิทยาลัยรังสิต Rangsit University

No	Students' Satisfaction Questionnaire	Expert 1	Expert 2	Expert 3	IOC	Remark
PART I: INTEREST AND MOTIVATION						
1.	Learning English speaking with CL strategies is interesting.	+1	+1	+1	+1	Congruent
2.	CL strategies make learning English speaking fun and easier to understand.	+1	+1	+1	+1	Congruent
3.	CL strategies make learning English speaking more enjoyable.	+1	+1	+1	+1	Congruent
4.	CL strategies help me increase my confidence in speaking English.	+1	+1	+1	+1	Congruent
5.	CL strategies motivate me to speak English.	+1	+1	+1	+1	Congruent
PART II: STUDENT PARTICIPATION						
6.	The teaching strategies give me chances to speak in the class.	+1	+1	+1	+1	Congruent
7.	The teaching strategies help me engage in the class activities.	+1	+1	+1	+1	Congruent
8.	I can contribute to group work and help my classmates.	+1	+1	+1	+1	Congruent
9.	The teaching strategies get every student involved in the learning.	+1	+1	+1	+1	Congruent
10.	The teaching strategies encouraged me to think and express myself.	+1	+1	+1	+1	Congruent
PART III: EFFECTIVENESS OF CL						
11.	CL teaching strategies improve my vocabulary and my pronunciation.	+1	+1	+1	+1	Congruent
12.	I can speak with little pauses and without thinking about grammatical rules.	+1	+1	+1	+1	Congruent
13.	I can speak with my friends in English more confidently in the class.	+1	+1	+1	+1	Congruent
14.	I can speak English more confidently in my daily life.	+1	+1	+1	+1	Congruent
15.	Teacher should use these CL teaching strategies more often.	+1	+1	+1	+1	Congruent
Overall					1	Congruent

มหาวิทยาลัยรังสิต Rangsit University

Appendix K

Focus Group Discussion

มหาวิทยาลัยรังสิต Rangsit University

FOCUS GROUP DISCUSSION

PART I: INTEREST AND MOTIVATION

Prompts:

- How did you find learning to speak English using CL? သူနှခင်ထိုင်ခဋိုဝ်ဂၢခင်လွ်.ရှုမ်းနှီခင်းရှု. သေ လီပ်းနှီခင်းဂျာမ်းလၢတ်းကင်းဂိတ်.လိုင်.ရှိုဝ်။
- Did any one of the CL Strategies motivate you to learn? How? လွင်,လွဂ်းလံၢးရှုမ်းနှီခင်းရှု. ခဇံ. နှီတ်းရှ်းသူမီးလွ်ခွ်းလီပ်းနှီခင်းမၤးရှၤ.။ သင်ဝၤးမီးခဇံ လိုင်.ရှိုဝ်။

PART II: STUDENT PARTICIPATION

Prompts:

- Did you feel engaged in the learning with CL Strategies? How? လွင်,သူခုလ်.ရှခင်ဝၤး သူခဝ်းရှုမ်းပၤးလွမ်း ခဋ်းဂၢခင်နှီခင်းရှ။ သင်ဝၤးခုလ်.ရှခင်ခဇံ လိုင်.ရှိုဝ်။
- Did CL strategies encourage you to participate in the classroom activities? How? လွင်,လွဂ်းလံၢးရှုမ်းနှီခင်းရှု.ခဇံ. တိုဂ်းသူခင်းရှ်းသူလံးခဝ်းရှုမ်းတူင်.ခဋိုင် ပၤးလွမ်း လွင်းတူင်.ခဋိုင် ခဋ်းရှင်းနှီခင်းယူ,ရှိုဝ်။ သင်ဝၤးသူခင်းယူင်းယူ,ခဇံ လိုင်.ရှိုဝ်။

PART III: EFFECTIVENESS OF CL

Prompts:

- How do you think using CL Strategies regularly in English class can help you improve your vocabulary, grammar and pronunciation? သင်ဝၤးလွ်.လွဂ်းလံၢးရှုမ်းနှီခင်းရှု. ပုင်,မၢခင်,သေ သွခင် ခဇံ လွင်,သူဝူခင်.ဝၤး ဆေၤးဂျာမ်း၊ လံၢးဝံ.ဝၢင်းလိဂ်း ဧလ; သီင်ကွဂ်,သူ တေလီခိုခင်းမၤးယူ,ရှိုဝ်။
- What do you think about CL Strategies for enhancing English speaking in your daily life? လွင်,သူ ဝူခင်.ဝၤးလွဂ်းလံၢးရှုမ်းနှီခင်းရှု.ခဇံ. လီတၤ,ယုဂ်.မုခင်းထိမ်ပခင် ဂၢခင်လၢတ်းဂျာမ်းကင်းဂိတ်. ခဋ်းလူဝ်းပၢခင် သူဂူးဝခင်းဝခင်းယူ,ရှိုဝ်။

Appendix L

IOC of Focus Group Discussion

มหาวิทยาลัยรังสิต Rangsit University

No	TOPICS	Expert 1	Expert 2	Expert 3	IOC	Remark
1	**INTEREST AND MOTIVATION** **Prompts:** How did you find learning to speak English using CL? Did any one of the CL Strategies motivate you to learn? How?	1+	+1	+1	1	Congruent
2	**STUDENT PARTICIPATION** Prompts: Did you feel engaged in the learning with CL Strategies? How? Did CL strategies encourage you to participate in the classroom activities? How?	+1	+1	+1	1	Congruent
3	**EFFECTIVENESS OF CL** Prompts: How do you think using CL Strategies regularly in English class can help you improve your vocabulary, grammar and pronunciation? What do you think about CL Strategies for enhancing English speaking in your daily life?	+1	+1	+1	1	Congruent
Overall					1	Congruent

มหาวิทยาลัยรังสิต Rangsit University

Appendix M

Experts Who Validated Instruments

มหาวิทยาลัยรังสิต Rangsit University

SI NO.	Name	Position tile	Institution
1	Mary Moroney	Visiting Assistant Professor	University of Rochester
2	Nang Mwe Hkur	Deputy Director, Principal, English Teacher	Department of Education, Restoration Council of Shan State National High School
3	Nang Tzarm Noon	Former English Teacher	National High School

มหาวิทยาลัยรังสิต Rangsit University

Appendix N

Reliability Test

มหาวิทยาลัยรังสิต Rangsit University

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.74	.74	15

มหาวิทยาลัยรังสิต Rangsit University

Biography

Name	Sai Aung Khan
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มหาวิทยาลัยรังสิต Rangsit University