



**THE USE OF GROUP INVESTIGATION TECHNIQUE TO
ENHANCE THE ENGLISH SPEAKING SKILLS OF
GRADE SIX BHUTANESE STUDENTS**

**BY
GAKI OM**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
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This study aimed to determine the enhancement of the English speaking skills and explore the learning satisfaction level of grade six Bhutanese students through the use group investigation technique. A quasi-experimental research was adopted in this study. The study was carried out in a primary school in Western Bhutan. A cluster random sampling was employed to select one section of grade six students comprising 30 students. Data were collected through speaking proficiency test (a pretest posttest design), focus group discussion and classroom behavioral observation. Lesson plans employing group investigation were used to teach the students. The Item Objective Congruence index of all the instruments indicated that the items were valid.

Data obtained from the speaking proficiency test were analyzed using paired sample t test and comparative analysis of mean and standard deviation. Data drawn from focus group discussion and students' behavioral observation were analyzed using content analysis technique. The data obtained were condensed, coded and analyzed through identification of themes. The themes that were drawn from the focus group discussion were: enjoyment, developed confidence, enhanced speaking and interaction, knowledge and positive learning behavior.

Student's Signature.....

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The findings revealed a significant difference in the posttest scores of the students indicating that group investigation was effective in enhancing English speaking skills. The mean of the pretest was 7.17 while that of the posttest was 11.14 with a difference of 3.96. The significant value (P) was 0.01 which was lower than the significant value $P < 0.05$ indicating that there was a statistically significant difference between the pretest and the posttest of the sample group. Students exhibited a high level of learning satisfaction and the study uncovered positive and interactive behaviors in students.



Student's Signature.....

Thesis Advisor's Signature.....

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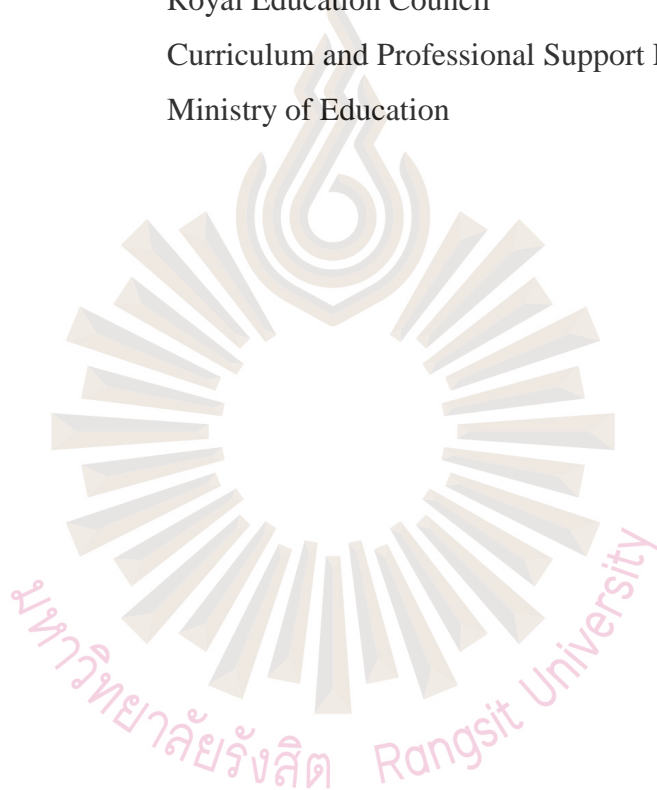
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ABBREVIATIONS

Abbreviation	Meaning
GI	Group Investigation
EFL	English as Foreign Language
BCSEA	Bhutan Council of School Examination and Assessment
CERD	Centre for Educational Research and Development
REC	Royal Education Council
CAPSD	Curriculum and Professional Support Division
MOE	Ministry of Education



CHAPTER 1

INTRODUCTION

This chapter describes the background and the rationale of the study. The objectives of the study, research questions, research hypotheses, scope and the limitations of the study are also discussed. It also provides the operational definitions and the expected outcomes of the study.

1.1 BACKGROUND AND RATIONALE OF THE STUDY

English is widely spoken in the world making it the international language. Reddy (2016) posits that English is the language of science, internet, technology, business, and aviation. It is evident that a vast knowledge of the universe has been demonstrated in English and to acquire that knowledge, it is important to have the ability to understand and communicate in this language. It is logical that people must become proficient in English as it has an impact on the culture, media, internet, youth and economy worldwide (Bunce, Phillipson, Rapatahana, & Tupas, 2016). English language learners must develop a sound language competency in the basic components of spoken English to secure a successful spoken communication with people (Arslan, 2013).

Among the four components of English language learning; listening, speaking, reading and writing, speaking is fundamental for communication, interaction and social relations; yet, it is the most ignored among the four (Nanthaboot, 2014; Pineda, 2017). Srikaew, Tangdhanakanond, and Kanjanawasee (2015) affirm that the development of speaking skill is necessary along with other language skills for students while studying and for daily communication. The ability to communicate competently can promote relationship with peers, teachers and parents (Hunt, Wright,

& Simonds, 2014; Morreale & Pearson, 2008). Hence approaches that can enhance speaking skills through oral interactions and discussions must be prioritized.

In Bhutan, English is studied as a major subject and functions as the medium of instruction for other subjects (Dorji, 2005; LaPrairie, 2014). Regardless of being exposed to English language from an early age, researchers have stated that Bhutanese children have poor communicative competence in English (Dorji, 2005; LaPrairie, 2013; Royal Education Council [REC], 2012). A study conducted by Bhutan Council of School Examinations and Assessment [BCSEA] (2013) in class ten revealed that a number of students faced difficulties in speaking and writing skills compared to listening and reading (p. 39). English speaking policy (a language policy mandating speaking of English inside the school campus) was inflicted by some of the schools to create an English speaking culture among the students. However, with the language policy in practice, students either chose to remain silent or communicated in their local dialect (Namgyel, 2012).

For Bhutanese students, English speaking has always been difficult compared to the written language as spoken language cannot be edited and revised. Arifin (2017) states that speaking happens at the actual instant where one also has to respond to the other person. Further, a number of factors constraint the English speaking culture in the Bhutanese classrooms. According to Iswardati (2016), cultural, linguistics, and psychological factors could be the causes of the students' reluctance in speaking English. Indeed, the aforementioned factors do affect the English speaking culture of the Bhutanese students.

Firstly, Bhutan is a multilingual nation and has more than nineteen different indigenous dialects, out of which sixteen are exclusively oral, these diverse dialects provide opportunity for the students to communicate in the language they are comfortable with (Driem, 2017). Therefore, the national language, Dzongkha is not everybody's mother tongue as almost every region has its own language. Students prefer to use their own dialect for communication both in and outside the classroom. Pienda (2017) also states that the dominating mother tongue of the students rarely

provide opportunity for English speaking even in the classroom and students find it unusual to use a foreign language when they have a common mother tongue (Nanthaboot, 2014). These impede their vocabulary acquisition and hinder fluency as they speak English.

Secondly the rare oral productions and negligence of oral fluency or communicative competence in the classrooms diminish the importance of speaking as a skill to be mastered (Arifin, 2017; Singye, 2018). LaPrairie (2014) points out that in the Bhutanese education system, examinations are not based on oral language but centered on knowledge of the subject content and such exclusion of oral proficiency as a part of the exams reduce the significance of speaking as a language skill to be mastered. From the four modes of discourse, speaking seems to be the most disregarded skill by the teachers due to lack of speaking proficiency examinations (Singye, 2018).

Thirdly, the lack of standardized English speaking test in the country and the vast literary text content in the English syllabus create less opportunities for the students to enhance their speaking skills (Tshomo & Sherub, 2017). Students are left with no option other than reading the textbooks and cannot enhance their speaking skill (Idrissova, Smagulova, & Tussupbekova, 2015). Further, students are not offered generous opportunities to practice speaking skills; thus, limiting the use of English language (Singye, 2018). With less speaking opportunities, there is slow growth in lexical competency and a huge implication on the pronunciation.

Fourth, the absenteeism of English speaking culture both at home and school has potentially led to low aptitude for speaking. Children's habit of communicating to their family members at home provides opportunities to build vocabulary, fluency and confidence in expressing their thoughts (Goktepe, 2014). Speaking has become painstaking for Bhutanese students especially in terms of vocabulary choice, correct pronunciation, grammar and fluency making them incompetent speakers. The absence of one of the sub-skills of speaking affects the other (Ma, 2015). For instance, students stumble upon fluency and cannot express what they want due to lack of vocabulary

and grammar incompetency (Lackman, 2010). While all the components of speaking are important to upscale the speaking competency of the students, fluency, pronunciation, vocabulary and grammar are more relevant to study in Bhutanese students.

Fifth, it is also attributed by the effect of fidelity to obsolete teaching techniques and the negligence on the importance of speaking proficiency (Singye, 2018), where students are passive recipients of knowledge hardly allowing them an opportunity to speak (Evcim & Ipeck, 2013). The notion of teacher being a lecturer and the source of all knowledge for a student, is still apparently prevalent in Bhutan and consequently lecture-based methods are still practiced at all levels of education. Sherub and Dorji (2013) state that teachers' dominance reflects teachers' belief about their role in controlling students and Bhutanese classrooms still need a major shift in this paradigm. Such situations call for advanced student-centered collaborative methods for interactions and interactive learning to be implemented in classrooms.

In the 21st century education, there is a drift towards collaboration including collaborative teaching, learning, thinking and working. Collaboration is a philosophy of interaction in groups where individuals are responsible for their achievement, including learning and respecting the abilities and contributions of their peers (Laal, 2013). Teachers are no longer experts transmitting knowledge to the students, but they act as experts who design academic programs for students, as instructors or mentors particularly in the emergent learning process. Chalermnirundorn (2015) states that students not only become responsible for their own learning but also take an active role for the success of their peers through the use of collaborative methods.

Use of collaborative strategies such as group investigation technique in the classroom allows students to interact and exchange ideas and knowledge (Baki, Yıldız, Aydın & Köğce, 2010). Group investigation involves collaborative group method emphasizing information gathering by students, interpretation of data through group discussion, cooperative inquiry, planning and completing projects (Hosseini, 2014). It is an effective approach for involving students' problems in the classroom where

learners can communicate freely and cooperate in planning and carrying out their chosen topic of investigation. Group investigation helps in promoting and guiding students' speaking providing considerable liberty for students (Hosseini, 2014; Nasruddin & Azizah, 2010; Sharan Y. & Sharan S., 1994).

Ahsanah (2015); Binnendyk (n.d.); Sharan, Y. and Sharan, S. (1992) affirm six stages of the group investigation technique:

- 1) Identification of topic by the teacher and sub-topic by the students.
- 2) Students in groups plan on their sub-topic and assign task to members.
- 3) Groups investigate the topic and gather information.
- 4) The groups analyze, evaluate and plan on the presentation.
- 5) Each group presents their sub-topic and teaches the class.
- 6) The teacher solicits feedbacks, supplements and assesses the students.

Group investigation technique develops various skills such as investigation, participation, interaction, critical thinking, logical thinking, problem solving and decision making ultimately improving their speaking skills (Agada, 2008; Siddiqui, 2013; Tsoi, Goh, & Chia, 2004). Learning results of the students who were taught using group investigation differed from those students who were taught using conventional learning methods (Akçay & Doymus, 2012; Koc, Doymus, Karacop, & Simsek, 2010; Zingaro, 2008).

Learning is a consequence of active interaction between a teacher, student and the surrounding world to which they belong. Therefore, it is likely that young learners can expand their oral communication, social interaction skills and cognitive knowledge (Agada, 2008). It provides students the opportunity to take ownership of their own learning and to exhibit their knowledge and understanding. Learners from group investigation classrooms proved to be more cooperative and selfless when interacting with others outside of their team or classroom (Zingaro, 2008). It was concluded that group investigation technique was effective and had a positive impact on the students' speaking skills (Ahsanah, 2015; Iswardati, 2016).

Speaking was found as the most challenging among the four language skills (Dorji, 2005; LaPrairie, 2013) and one main factor was the use of obsolete teaching method by the language teachers. New and varieties of teaching techniques must be adopted to develop the speaking skills of the Bhutanese students. The implementation of group investigation technique in enhancing the students' speaking skill proved successful (Ahsanah, 2015; Arifin; 2017; Parchment, 2009). The success of the use of this technique has been validated through multitude of studies carried out across the world at different grade levels. However, no studies have yet been conducted in Bhutan on this technique in teaching speaking in grade six. Therefore this study has been conducted to bridge the gap through the use of group investigation technique.

1.2 RESEARCH OBJECTIVES

1.2.1 To enhance the English speaking skills of grade six Bhutanese students using group investigation technique.

1.2.2 To explore the learning satisfaction level of grade six students after using group investigation technique.

1.3 RESEARCH QUESTIONS

1.3.1 Does group investigation technique enhance the English speaking skills of grade six Bhutanese students?

1.3.2 What is the learning satisfaction level of grade six students after using group investigation technique?

1.4 RESEARCH HYPOTHESES

1.4.1 The use of group investigation technique enhanced the English speaking skills of grade six Bhutanese student

1.4.2 There was a high level of learning satisfaction in grade six students after using group investigation technique.

1.5 SCOPE OF THE STUDY

1.5.1 Research Population

The population of the study consisted of 60 grade six students studying in a primary school. The students were distributed in two sections and each section comprised 30 students.

1.5.2 Sample

A cluster random sampling was taken up to choose one section comprising 30 students. Of the thirty students in the sample group, 14 were males and 16 were females with age ranging from 11 to 15 years old.

1.5.3 Location of the Study

The study was carried out in a primary school located in an urban district in the western part of the country. The school has grades from preprimary till grade six.

1.5.4 Timeframe

The month long study was conducted from Mid-May to Mid-June in the academic year 2018 within four weeks time.

1.5.5 Content of the Study

A total of four lesson plans were designed with different activities for speaking, employing group investigation technique. Eight sessions were conducted

and the lesson plans were used in the first sessions of every week. The second sessions were used for students' speaking activities. Each session was carried out within 45 minutes. Table 1.1 presents the content of the lessons.

Table 1.1 Content of the lesson plans

Time	Lesson Plans	Topics
Week 1	Lesson plan 1	Introduction to Group Investigation
Week 2	Lesson plan 2	Use of group investigation for oral presentation
Week 3	Lesson plan 3	Use of group investigation for role play
Week 4	Lesson plan 4	Use of group investigation for debate

1.5.6 Conceptual Framework

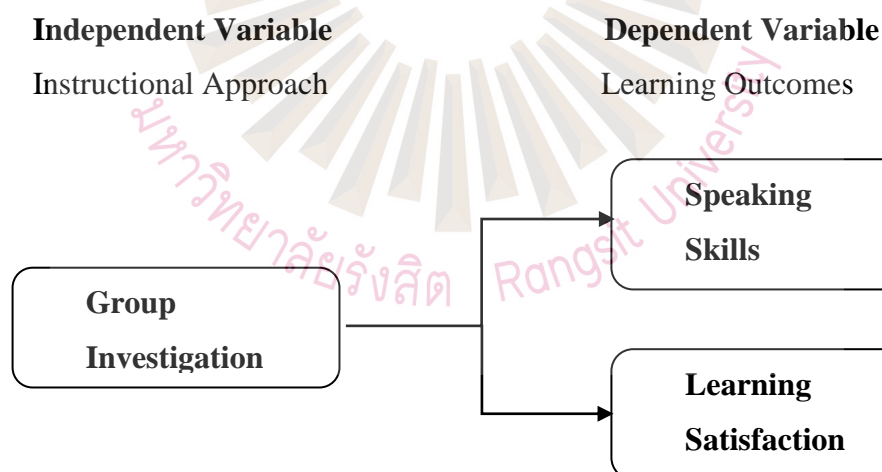


Figure 1.1 - Independent and dependent variables

According to the study, there were two variables: independent and dependent variables as shown in the figure above. The independent variable was group investigation technique and the dependent variables were speaking skills of the students and the students' learning satisfaction.

1.6 LIMITATIONS OF THE STUDY

This study had some limitations as mentioned:

1.6.1 The study was constrained by time and it was limited to four lesson plans and eight sessions only. Therefore, the result of this study would vary had it been conducted for a longer period of time.

1.6.2 Due to the small sample size, making generalization about the result of all the grade six students of the country was deemed not relevant.

1.6.3 Since the study was conducted in an urban school, the result of the study may not authenticate the learning outcomes of students in the rural schools.

1.6.4 The fairness on the assessment of the speaking proficiency test was not reliable as the pretest and the posttest were rated by the researcher who was also the teacher. Further the participants were made to speak on the same topic which could provide preparation time for some participants.

1.6.5 This study lacked a technique to ensure if all the stages of group investigation technique were followed.

1.7 OPERATIONAL DEFINITIONS

Group investigation technique refers to a collaborative learning strategy that involves the students to work in groups to investigate and synthesize the findings into a presentation to the class. This strategy is beneficial especially to the low or middle achievers as they work collaboratively with the high achievers.

Oral presentation refers to a classroom activity in which a presenter speaks keeping in account the components of speaking.

Role play refers to a classroom activity which involves an act out by students and represent a character speaking the dialogues of the character.

Debate refers to a speaking activity where groups speak favoring the topic or against the topic given. Students take turns to speak their points.

Speaking proficiency test refers to an oral test where students have to speak on a topic.

English speaking skills refers to the ability to speak English fluently and accurately using appropriate vocabulary and pronunciation without grammatical errors.

Learning satisfaction refers to the level of contentment of the students in learning after using group investigation strategy. The results of the focus group discussion and the classroom behavioral observation show the students' level of contentment.

Enhance refers to improvement in the student's speaking skills including the advancement of the students' pronunciation, intonation and fluency in reading.

Fluency refers to the ability to speak English accurately and easily during conversation, oral presentation and speaking.

Vocabulary refers to the appropriate words according to situations to convey a message while speaking.

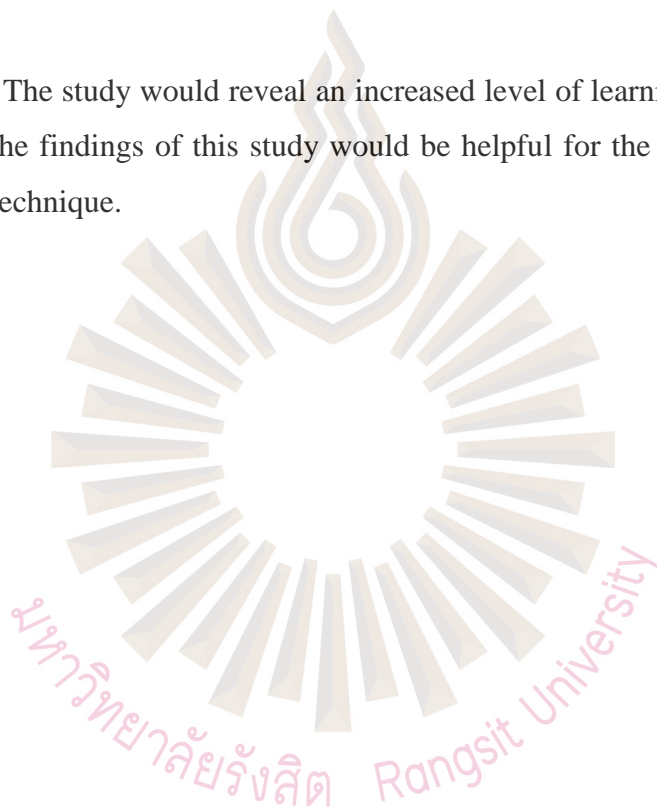
Pronunciation refers to the manner in which a word is uttered

Grammar refers to a branch of linguistics that deals with the structure of language.

1.8 EXPECTED OUTCOMES OF THE STUDY

1.8.1 The study would point out the enhancement of the English speaking skills of the students with the use of group investigation technique.

1.8.2 The study would reveal an increased level of learning satisfaction in the students and the findings of this study would be helpful for the teachers using group investigation technique.



CHAPTER 2

LITERATURE REVIEW

This chapter presents the concepts, models and literature related to the study to provide the theoretical background of the study. The study shares the results of other studies that are closely related to the one that was undertaken. The related theories are also discussed in this chapter.

2.1 ENGLISH SPEAKING IN BHUTAN

The advent of English language to Bhutan dates back to the 1960s when Bhutan looked beyond its borders and began to prepare itself for modernization, economic, jurisdictional and political reforms; and to communicate successfully with the global world (Singye, 2018). It was English Language that enabled Bhutan to interact with the international community. Thus, English was adopted as the language of instruction in the Bhutanese schools since the use of English has grown swiftly due to its stature and impact as a global language (Curriculum and Professional Support Division [CAPSD], 2014; Reddy, 2016).

The English curriculum underwent many reforms ever since the start of modern education due to the deteriorating standard of education (Rai, 2017). Through many reviews and revisions, the English curriculum was designed to make learning student centered and to improve the language competency of the students (Centre for Educational Research and Development [CERD], 2009). Today the English Curriculum (preprimary-12th standard) in Bhutan is based on the Canadian Curriculum. Hence, the curriculum consist of the four modes of discourse. The four modes are reading and literature, writing, listening and speaking and, language and grammar. Speaking is an integral part of language learning skill that should go hand in

hand with other language skills and is a crucial issue of concern in every foreign language classroom (Omari, 2015).

2.2 SPEAKING

Speaking is one of the four language skills through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints (Torky, 2006). Speaking is a medium through which much language is learnt, including English. To speak is not merely uttering sequences of words in their correct pronunciation. One is said to be a good speaker provided one manages to deliver what is in mind and to make the audience understand. Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended (Harmer, 2001).

Speaking in general is considered to be the most important of the four skills (Nombre, Rocio, & Junio, 2012.) and crucial for effective communication and language proficiency. It is the heart of human communication, be it at home at work or in the society. Omari (2015) states that it is essential for the learners to develop speaking skill. In the 21st century, the importance of English language in the academic and professional fields have instigated people to learn English language faster and more proficiently. There is a pressure to learn English speaking sensed throughout the societies of the world due to the advancement of technology and the need for communication among the people (Omari, 2015). The mounting importance of English as an international language has resulted into exploration for innovative and more effective teaching methods.

Speaking is a crucial part of second language learning and teaching. In today's world, the goal of teaching speaking is to improve students' communicative skills, as it is the best way for students to express themselves and learn to follow the social and cultural rules appropriate in each circumstance. Speaking as one of the

language skills, has given an important contribution to human work and can be seen in people's daily activities (McDonough & Shaw, 1993)

2.3 IMPORTANCE OF SPEAKING

Speaking as foreign language may seem natural and with environment and conditions, the language is learnt. The notion that speaking is as much a part of daily life has prompted people to take it for granted. Thronbury and Harmer (2005) posits that speaking is so natural and integral that people forget how they once struggled to achieve this ability until, they have to learn how to do it all over again in a foreign language. Of all the four macro English language skills, speaking seems to be the most important skill required for communication (Zaremba, 2006). While reading and listening are considered to be the two receptive skills in language learning and use, writing and speaking are the other two productive skills necessary to be integrated in the development of effective communication. It is observed that though in the educational plan for English teaching, speaking has been included, the time devoted to activities is less (Liao, 2009).

Now, speaking skill is given priority by many second language learners as people consider that the mastery of this skill means that they have mastered all the other skills (Alimi, 2015). Speaking is an essential skill that needs to be acquired according to Nazara.

Along the history of foreign language teaching and learning, speaking has always been considered as the most essential skill to be mastered for several reasons. First, approaches and methods for teaching speaking have long been major focuses of language teaching researches and conferences. Second, a huge number of conversation and other speaking course books, audios and videos are continuously published. In addition, many language learners regard speaking ability as the measure of knowing a language. (Nazara, 2011, p. 29).

Globalization has led to the necessity in speaking fluently. Professions, companies and organizations across the world hunt for fluent English speakers for the purpose of communicating with other people for all sorts of work and business (Bareket & Mohammadi , 2014; Moradi & Talebi, 2014). Consequently speaking has become an important factor that needs to be mastered in order to become fluent and achieve success in spoken communication.

2.4 COMPONENTS OF SPEAKING

According to Andryani (as cited in Omari, 2015), there are many sub skills to speaking like accuracy, fluency, grammar, vocabulary, pronunciation and comprehensibility which helps the speaker in communicating with others and Omari (2015) adds that the ability to make use of the above skills is called speaking skill of a person. The development of these skills is necessary to become a proficient English speaker. Students with good skills in reading, listening and writing are speculated to posses better speaking ability, however, it is found that students in general are hesitant to speak in English (Lindblad, 2011). The sub skills of speaking are explained as follows:

2.4.1 Fluency

Fluency is the ability to speak spontaneously, accurately and constantly. Omari (2015) defines fluency as the ability to express understandably and reasonably without uncertainty in order to convey a message keeping hold of the listener's interest. Fluency means being able to use language, listen and comprehend, and respond spontaneously . Brown (2007) explains that both fluency and grammar are required for a natural language flow to keep the conversation uninterrupted because emphasis on either of these will produce a barely understandable language.

According to Omari (2015), fluency can be explained as follows to categorize into levels from the incapability to speak to a fluent conversation:

- 1) Speech is stumbling and incomplete making conversation impossible.
- 2) Speech is sluggish and irregular except for short routine sentences.
- 3) Speech is recurrently hesitant, with unevenness caused by rephrasing.
- 4) Speech is effortless and spontaneous, but noticeable unevenness in pace.
- 5) Speech is professional, smooth and spontaneous like a native speaker.

2.4.2 Pronunciation

Pronunciation is the way a word is spoken . It is to say words in a way that is understood and the message is conveyed. According to Ma (2015), English learners learn English with the aim of improving their English speaking proficiency which includes vocabulary, grammar, pronunciation, intonation and many other components. Pronunciation is one prominent feature of speaking since English is a language spoken by different people around the globe. Pronunciation is not standardized and pronunciation differs from people to people in different regions (Ma, 2015). In fact any two people speaking different first language use English as the medium of communication and English language has become the lingua franca almost throughout the world.

2.4.3 Vocabulary

Vocabulary is defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009, p. 385). Vocabulary learning is essential and is of paramount importance to a language learner. It is a necessary part in foreign language learning as words are emphasized to convey the meaning and the lack of vocabulary impedes successful communication (Alqahtani, 2015). Improving vocabulary has a direct, positive impact on capacity to build up language proficiency and lexical knowledge is central to communicative competence for the acquisition of a second language (Schmitt, 2000). According to Alquhtani (2015), acquisition of adequate vocabulary is important for successful language use because without an extensive vocabulary, it will not be possible to use the structures and functions that

were learnt for comprehensible communication. Alharbi (2015) states that the importance of vocabulary is such that it is considered a fundamental aspect of language learning and language use.

2.4.4 Grammar

Generally, while speaking, ideas are articulated in sentences which in turn are constructed by grouping of words and phrases. Grammar, therefore consists of rules and regulations of language (Omari, 2015). Grammar includes the rules for correct writing and speaking which functions as aids to learning instead of being an object for knowledge (Kachru, 2010). Grammar includes instructions for how language should be used correctly and it has an important role because it is prerequisite for good language use (Jean & Simard, 2011).

2.5 CHALLENGES OF SPEAKING

Despite speaking being one of the most important skills in language besides listening, writing and reading most students face difficulty in speaking fluent English (Arung & Jumardin, 2016). The factors that contribute to the speaking difficulties can be categorized into external and internal factors as cited by Arung and Jumardi in 2016. Internal factors concern with personality factors such as fear and shyness. External factors are those pertaining to the environment, parents and teaching learning technique in the school. The teaching learning methods are an essential feature that influence the achievement of speaking abilities.

Speaking in the class is probably the most frequently cited concern of anxious second language learners (Liu & Jackson, 2008). One of the challenges faced by students in learning English as Second language is expressing themselves clearly and fluently. The low improvement in communication skill could be because of the learning opportunities not being used effectively enough (Segalowitz & Freed, 2004). For example, learners are sometimes reluctant to participate due to factors like anxiety

and low proficiency in English. Students fear of being laughed at in front of their peers because of mistakes in pronunciation. They struggle with speaking because of having a high anxiety level causing unintended problems. Simple fear of using English, is not being understood by their classmates and inferiority issues (Goktep, 2014).

According to Alimi (2015), there are many reasons that contribute to speaking difficulties in students like; lack of interest in the subject or lack of self confidence and so on. Further Zhang (2009) adds that students who study English as a foreign language (EFL) usually have limited opportunities to speak English outside the classroom which could be one reason demanding teachers to provide more situations and activities for students to strengthen their speaking competence (Boonkit, 2010). Generally, spoken English cannot be planned or arranged unless it is for a speech preparation or presentation (Nombre et al., 2012). While speaking, the speakers need a listener and the response of the other speaker or listener. While speaking, speakers must pay attention to gestures, intonation, stress or even pauses that other speakers are doing in order to understand the meaning of what is being said.

2.6 ACTIVITIES FOR SPEAKING

There are a number of factors relating to speaking skills to be considered for effective English speaking performance. Pronunciation, vocabulary, and collocations are singled out as important factors to be emphasized in building fluency for speakers. Providing students with a variety of situations and frequent speaking tasks play a significant role in the improvement of students' fluency when speaking (Tam, 1997). The teachers should be able to facilitate the students with various activities to ignite the enthusiasm in speaking. The teachers can facilitate language acquisition through problem solving activities and tasks which ensure learner participation and interaction naturally (Khan & Ali, 2010). There are various activities like oral presentation, speech, role play, debate, discussion, simulation, information gap, brainstorming, storytelling, interviews, story completion, picture narrating and describing so on.

2.6.1 Oral presentations

Oral presentations help develop real world communications and leaderships skills bridging the gap between language study and language use (Farabi, Hassanvand, & Gorjian, 2017). Presentation creates an environment where students can collect, inquire, organize and construct information further enhancing team work; preparing active learners. Students are required to speak and explain their ideas during presentations which help them develop the target language. This activity allows students to engage in discussions, negotiations and explanations during the planning and preparation of the presentation. With a lot of interaction before and after the presentation, students get opportunity to develop their confidence and maximize meaningful participation in the classroom.

2.6.2 Role play

Role play refers to creating a situation from a real life into the classroom and having students to imagine and perform the role of a character. Role play is a popular learning method for English speaking classes that can help reinforce or revise the vocabulary and expressions the students have learnt in the class. The primary objective of role play is to heighten students' interaction and teachers must integrate such kind of speaking activity to reflect learners' theoretical knowledge of a language in practice (Kusnierek, 2015). It provides students with opportunities to practice speaking in different social context (Fadilah, 2016). Activities involving role play works best with primary school students motivating them to speak or argue in a light-hearted manner and helps in developing their confidence, enhancing their vocabulary and getting stronger to speak fluently (Aslam, Ahmed, & Mazher, 2015). Students get to experiment the language learnt making up their own dialogue and they get an opportunity to explore beyond what has been learnt in the classroom drawing on a full range of their language competencies.

2.6.3 Debate

Debate is an effective pedagogical strategy involving all the students to express their ideas and opinions in teams making communication much easier (Desita, Supardi, & Suhartono, 2017). Debate requires multi tasking since it involves research, reading, writing and team work. Thus, it engages students in meaningful listening, speaking and writing practice besides developing argumentation and communication skills. During a debate, students are required to learn and are also engaged in critical thinking of the content and work. Fauzan (2016) states that the use of debate in English EFL classes can help eliminate the students' fear about speaking and simultaneously build up their confidence and improve their fluency, pronunciation and vocabulary.

Speaking is the key to communication. The ability to converse in English efficiently contributes to achievement of other language skills and ultimately the success of the students. It is necessary for teachers to contemplate on teaching speaking skills. A range of activities such as those listed above can contribute a great deal to students in developing basic communication and interactive skills necessary for the development of speaking skills and also other language skills. Further, employing group investigation technique can be a lively and effective in enhancing speaking skills. Celce-Murcia (2001) states that if right speaking activities are taught in the classroom, speaking can raise general learner's motivation and make the English language classroom a fun and dynamic place to be. Confidence and competence usually lead to strengths of English speaking skills. Patil (2008) asserts that building up the learner's confidence to remove fear of making mistakes is a priority that the teacher should consider in order to make the learner feel comfortable with their language use. And collaborative learning strategies such as group investigation have all the attributes in helping students cope with these shortcomings.

2.7 COLLABORATIVE LEARNING

Collaboration is a philosophy of interaction in groups where individuals are responsible for their achievement, including learning and respecting the abilities and contributions of their peers (Laal, 2013). It is an instructional approach to teaching and learning where groups of learners work together to solve a problem, complete a task, or create a product (Laal, M. & Laal, M., 2012). In collaborative learning, individuals are responsible for their own success and also the success of the group uniting their various performance levels together in small groups or pairs to achieve a common goal. Chalermnirundorn (2015) states that students not only become responsible for their own learning but also take an active role for the success of their peers. Students feel a better sense of ownership and ability towards their work and ideas as they are not dominated by the teacher (Sharma, 2015). Collaborative learning is a positive, inclusive and a powerful approach that involves students in throughout their learning and has a significant positive impact on their life. Kelly (2017) asserted that when students work in groups, they tend to learn through discussion, clarification, evaluation of others' ideas resulting in attainment of higher-level thinking and retention for a longer period of time.

Thus collaborative methods such as group investigation can enhance learning in the classroom. Through the use of group investigation technique, lower or middle achievers improve when working in diverse groups while high achievers can advance as they demonstrate and teach their peers.

2.8 GROUP INVESTIGATION

Group Investigation (GI) was originally designed by Herbert Thelen (Ahsanah, 2015) and later reintroduced and extended by Yael Sharan and Shlomo Sharan in 1989, and later refined into the present form.

Group investigation is an effective learning approach for promoting and guiding students' involvement in learning (Sharan, Y. & Sharan, S., 1992). Hosseini (2014) posits that this is a rare collaborative method that provides considerable liberty to the students. Group investigation method allows students to form their own group to work on a project or a topic of common interest. Students take an active role and work collaboratively in groups to study a common topic. According to Tan, Sharan, and Lee (2007), group investigation involves students in groups to plan and implement their investigation and present their findings to the class after analyzing and synthesizing. Students are not mere recipients but are directly involved in obtaining knowledge by themselves.

Group investigation works better with small groups rather than large groups as it is easier to share knowledge and new ideas in smaller groups. Working in investigative groups cultivates a higher level of achievement than individualistic methods. The achievement will be intellectually richer compared to the work done individually (Sharan, Y. & Sharan, S., 1990). Working in groups boost their confidence and students can express their opinions to their peers resulting to enhanced achievement. Tan et al., (2007) hypothesized that the students had increased academic achievement and high achievers were further enhanced. Students are encouraged with cross-ethnic friendships and instill in students a positive attitude towards their peers. The strategy can be used to study a broad range of subject areas in which students can formulate an interesting topic or an issue to investigate. It allows students to interact freely to investigate while teachers guide the students and assist them in reaching a high level of learning.

Agada (1998) confirms that group investigation promotes both social skills and cognitive knowledge in the students. Group investigation strategy encourages active peer interaction leading to development of social network both inside and outside the classroom setting. Mitchell, Hilary, Holder, and Stuart (2008) state that through group investigation, shy and reserved students were pushed to intermingle providing opportunities for cooperative peer group interaction and formation of social

networks. Group investigation allows multiple assessment and evaluation method such as presentation, oral or written test and discussions.

Speaking skills of students can be enhanced through the use of group investigation as this technique enables an interactive classroom leading to positive interdependence and individual responsibility collaborating their skills to discuss (Ahsanah, 2015).

2.9 PRINCIPLES OF GROUP INVESTIGATION

Sharan Y. and Sharan S. (1992) put forth four principles of group investigation. Group investigation enhances self-directed learning and lay emphasis on intrinsic motivation. Investigation involves the groups investigating a favorable topic from a wide range of topics. The students in their groups interact to explore ideas and gather information on the chosen topic and divide the work among themselves in order to engage every individual. The group members discuss their work, synthesize and elaborate on the findings to expand and clarify the ideas. In the process students are motivated as they are granted autonomy.

2.9.1 Investigation

Investigation refers to the process of inquiring on the selected topic (Zingaro, 2008). Group investigation method happens in groups of three to five members. Before the investigation, the entire class is oriented by the teacher on how to carry out their own query for the topic selected.

2.9.2 Interaction

Interaction an important feature of all collaborative and cooperative methods to explore ideas and interact with each other (Zingaro, 2008). The students are provided with ample opportunity for both intellectual and social interaction at every stage of group investigation. Students have the liberty to interact with their peers to

explore various aspects of the main topic. The students inquire, explore, discuss and elaborate on their ideas within the group.

2.9.3 Interpretation

Interpretation refers to elaboration and synthesizing of the ideas in groups. The students get together to gather information and ideas they have accumulated from various sources. The group members interpret the collected information to synthesize their ideas and information that can lead to a better presentation.

2.9.4 Intrinsic Motivation

Group Investigation technique offers the students with autonomy to determine their own learning. It emphasizes on the students' social interactions and learning in groups.

2.10 STAGES OF GROUP INVESTIGATION

Arends (2012) stated that the group investigation approach was originally designed by Herbert Thelen and later extended and refined by Sharan and his colleagues at Tel Aviv University. In this approach the students are involved in both planning and the ways to proceed with their investigations. A general topic is presented after which investigations are carried out by the groups on a chosen sub-topic for presentation to the whole class. Sharan, Y. and Sharan, S. (1990) affirmed six steps of the group investigation approach:

1) Topic selection: involves identification of the topic and sub-topic in groups. In academically and ethnically heterogeneous groups of three to six members, students decide a sub topic within an area of broad topic presented by the teacher first.

2) Cooperative planning: teacher presents the materials in accordance with the outline of the plan and groups plan on their sub-topic and assign task to members. Students and teachers plan a specific learning procedures, tasks and plan to gather information from various sources from within and outside the classroom.

3) Implementation: the groups implement the plan formulated earlier and the students are encouraged to use a variety of sources from both inside and outside of the school. The teacher keeps track of the progress of each group and offers assistance when needed.

4) Analysis and synthesis: the groups analyze, evaluate and summarize the information into an interesting presentation.

5) Presentation: each group presents an interesting presentation of the topics they have studied. The group presentations are coordinated by the teacher.

6) Evaluation: teachers and students evaluate the project which may be individual or in groups, or both.

2.11 BENEFITS OF GROUP INVESTIGATION

Group investigation enhances motivation through group work and guide to peer tutoring (Iswardati, 2016). Research has revealed that the use of group investigation technique had lead to higher and better performances by students compared to the performances by students from traditional method classrooms (Shachar & Fischer, 2004). Agada (2008) found out that learners realized gains in both social skills and cognitive knowledge. The strength of group investigation strategy are as follows:

2.11.1 Social Skills

Group investigation provides an opportunity collaborative peer interaction. The introverted and reserved students are pushed to interact more leading to better interaction and formation of social networks with peers both inside and outside the classroom (Agada, 2008). The strategy assist in developing respect for peers and valuing different opinions.

2.11.2 Cognitive Skills

Group investigation benefit students with cognitive knowledge. A sense of responsibility is developed in the students as they have to take up responsibility for their own learning and also work for the success of the group. Taking up roles in the groups and giving presentations enhance their study process and reduces anxiety (Agada, 2008). The strategy instills in students a positive attitude towards their peers and promote inter-ethnic relations. Group investigation strategy helps in development and use of students' inquiry skills. It allows students to become more actively involved in learning through participation and discussion. Students learn to become decision makers and their confidence level is heightened. A sense of independence and responsibility are developed in students.

2.11.3 Collaboration and cooperation

Collaboration and cooperation are the key towards success since students work together towards a common goal during group investigation. In groups students give and receive constructive opinions that facilitates their learning. Students tend to participate more actively and feel free in small group situations. Interaction in the groups lead to improved listening and speaking skills.

2.11.4 Teamwork

Group investigation promotes team work. As the groups work towards a common goal, members show respect, and are committed to completing the task. Working in groups promote interpersonal relationships and fosters positive attitude toward learning. The strategy reduces dominance of high achievers over low achievers.

2.12 GI PROMOTES SOCIAL THEORY

Social learning theory explains that learning happens through interactions and communications with others. Vygotsky (1980), states that the social environments influence the learning process and students' learning take place through the interactions with their peers, teachers, and other experts. Accordingly, better learning environments can be created through the use of interactive strategies to maximize interaction among the learners. Further, Wheeler (2018) explains that students learn through observation and imitation in the social environment. The use of group investigation technique help propose interaction and learning through discussion.

It is believed that learning not only occurs through reinforcement but also the presence of others influence learning. The social learning theory highlights that learning occurs from observation, imitation, and modeling. Learners learn and adopt behaviors by watching the behaviors of people who are significant to them. According to Cherry (2017) there are three core concepts at the heart of social learning theory;

- 1) Learning occurs through observation of other's behavior: observation leads to learning.
- 2) Mental states are important to learning: enthusiasm and mental state of learners determine learning. To learn through observation, motivation and internal thoughts must be directed towards learning.
- 3) Learning does not necessarily lead to a change in behavior: learning can be displayed through change in behaviors. However, in some cases learning occurs without demonstrating new behaviors. Knowledge and skills are acquired but requires time to be exhibited

Bandura (1977) states that much of the learning results from imitating models which can be either people, blue print or an inspiration to somebody, and learning through imitation is a form of operant learning as it is not a response to a specific stimuli. He has formulated four distinct processes of social learning:

1) Attention: staying focused on the task leads to learning. Very little is learnt from observing behaviors if the behavior is of least value to the learner. Bandura informs that paying attention depends on how significant the behavior is.

2) Retention: learning occurs with retention. What is observed with full attention needs to be remembered. For example to learn a motor skill, it is important to observe when somebody performs and then retain the procedure to be imitated.

3) Reproduction: imitation entails learned skills or actions into actual behavior. What is observed and remembered is reproduced when required. Practicing and rehearsing what is learnt will improve when the skill or knowledge is replicated.

4) Motivation: an observer has to be motivated and motivation originates from observation of someone else being rewarded or punished for an action or a behavior. Motivation is apparent when a skill is acquired paying much attention and retained.

Social learning theory supports group investigation technique where students learn from modeling. Learning takes place when students interact with peers observing and imitating each other. Group investigation technique allows students to interact and talk to each other which helps them develop their speaking ability.

2.13 GI PROMOTES CONSTRUCTIVISM

Knowledge is invented and reinvented as a child develops and interacts with the surrounding world. Individual constructivist theorists believe that knowledge is constructed more on a personal level from individual interaction and thoughts. Knowledge cannot be transmitted from person to person, but is constructed by an individual. They promote learner centered and self discovery oriented selves (Pass, 2004). A learner's environment and interactions are all seen as a stimulus for the cognition development. Social constructivism is derived from the work of Lev Vygotsky. Vygotsky agreed with Piaget's thought that knowledge is internalized for one's interaction with the world and also gave credit to social interaction and culture. Vygotsky further mentioned learner construct their knowledge to their learning environment which includes their interaction in the society.

Piaget studied the development of children to study how knowledge grows and logic thinking is developed. Through this, he developed the four stages of cognitive development; sensory motor, pre-operational, concrete operational and formal operational. It was through this development that he found what is known as the individual constructivism (Pass, 2004).

Lev Vygotsky created the zone of proximal development to explain how a child learns to complete a goal. The zone of proximal development states that a child will first be enabled to complete a goal and then will be out of its reach. After his assistance from a teacher or mentor providing scaffolding, he will then be able to complete the goal with help. Furthermore, after this assistance he will then be able to move on and complete the goal individually. Vygotsky shared some of Piaget's views and was more interested in how an intellectual development change involve from birth till death and he placed more emphasis on the social aspects of learning. It is because of this interesting social aspects of learning Lev Vygotsky called it as the social constructivism.

Constructivism is based on the principle that learning occurs through individual's perspective of the world. Knowledge is constructed by the learner, based on the previous experiences and linking new information. It is believed that learning should take place through contacts and should be both meaningful and applicable to the real world. Knowledge is not transferred unless it is applied. In order to have this constructivists believe that making lessons personal to students interests will help them to reach deeper level of understanding as they are motivated to see the learning purpose.

During group investigation technique, students work in groups to solve a problem and in the process of solving the problem, they need to interact and find out ways to solve the problem. Constructivist's goal includes solving complex problems, acquiring content knowledge, their complex domains, critical thinking, collaboration, reasoning, reflection and developing personal increase scale.

2.14 GI AS A PART OF DALE'S CONE OF LEARNING

The 'Learning Pyramid' or 'Dale's Cone of Learning' was first introduced by Edgar Dale in 1946. Initially it was known as the 'Cone of Experience' which showed the progression of experiences from the most concrete to the most abstract (Davis & Summers, 2014). The cone charts the retention level of the learners based on how they encounter the information. The peak of the cone is the most abstract where learners receive information through visual or verbal symbols and remain passive. Towards the base of the cone learning and retention is likely to be better. It is characterized by dramatic participation, contrived or interactive experiences and direct purposeful learning relating to everyday life. The learners become the doers resulting in greater learning and longer retention.

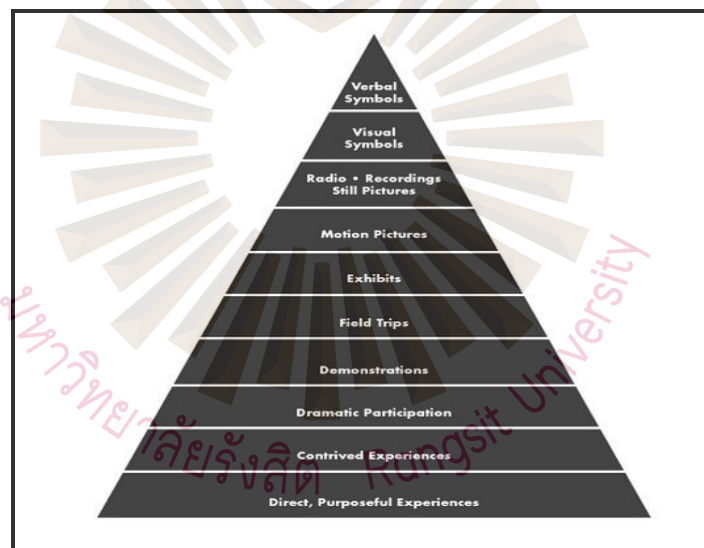


Figure 2.1 Dale's one of Experience

Source: Dale, 1946

However, the cone of experience was transformed into the ever present learning pyramid also known as Dale's cone of learning. The levels of experience are substituted by the instructional methods, with lecture occupying the tip of the pyramid, followed by reading, and so on. It indicates the various levels of retention associated with each method. According to Morrison (2016), the "Learning Pyramid", or "Dale's

"Cone of Learning" proposes that some techniques of study are more efficient than others and the different techniques will guide to better learning and retention. It is generally believed that learners learn approximately 10% of what is read, 20% of what is heard, 30% of what is seen, 50% of what is seen and heard, 70% of what is discussed, 80% of what is experienced and 90% of what is taught to others. The first four techniques; lecture, reading, audio-visual and demonstrations are passive learning methods. The learning pyramid illustrates that learning collaboratively in groups can enhance learning and leads to a higher retention of knowledge.

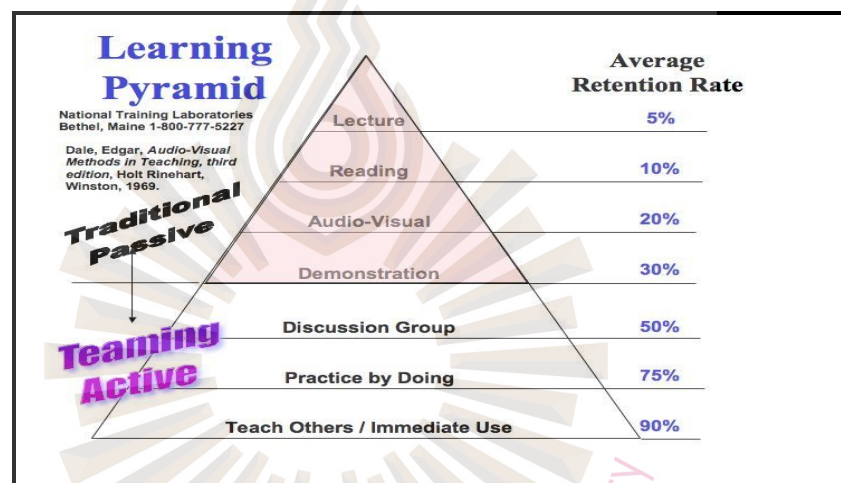


Figure 2.2 The learning pyramid

Source: Morrison, 2016

As proposed by Dale, group investigation technique is more efficient for better learning in collaborative groups. As students interact in groups, they communicate with their peers teaching and learning simultaneously thus becoming doers. As a result their retention power is enhanced and greater learning takes place.

2.15 RELATED RESEARCH AND STUDIES

Several studies have been conducted to examine the impact of group investigation technique in enhancing the speaking skills of students. This section

provides the review of the related studies and previous research done on group investigation technique.

Parchment (2009). carried out a comparative study titled; 'A Study Comparing Cooperative Learning Methods: Jigsaw & Group Investigation'. This study examined the effectiveness of jigsaw and group investigation methods in the 9th Grade. In the jigsaw method, students were divided into five home groups (Groups A, B, C, D and E) and examined various symbiotic relationships among species. The home group was dispersed into expert groups and had to redefine the symbiotic relationship. Later the definition was shared to the home group. During the group investigation activity, students investigated different environmental topics in heterogeneous groups and created posters. Quizzes were utilized in both instructional strategies to collect qualitative data. It was concluded that both the learning methods were effective and had a positive impact on the students' performance. However, the data identified group investigation as the more effective method of instruction compared to the jigsaw method.

Baki et al. (2010) aimed to determine the views of the teacher and students on the use of group investigation technique method. The subjects of the study were 20 eight graders at a public elementary school. Data were obtained through informal interviews and observation forms. It was found that the students enjoyed working in groups undertaking several roles and moved from an individual to a cooperative stance in the group. Based on the results, it was concluded that group investigation technique useful and was recommended.

Haqqi's (2013) carried out a research based on the use of group investigation in teaching speaking news item text concluded that group investigation was effective to be used in speaking news item text. It was found that the implementation of the technique had improved the students' mastery in understanding news item text and developed their speaking skills. The subjects of the study were a section of tenth graders. The students were divided into groups of two to six members and were then asked to choose the topic from a unit being learned earlier. Three research instruments

including observation, field notes and interview were employed to obtain data. Observations were carried out by the researcher during teaching and learning process.

Ahsanah (2015) conducted a descriptive quantitative research on implementation of group investigation strategy in teaching speaking for the 10th grade students in Indonesia. The researcher randomly selected a section of the tenth graders comprising 36 students. Observation checklists were used to check the effectiveness and implementation technique, and questionnaires were used to find out the students' opinions towards group investigation. A speaking proficiency test was conducted to measure the speaking ability of the students. Prior to the implementation of the strategy, the students were hesitant to speak in front of the class. The study revealed that group investigation helped to increase the speaking ability of the students. It was noted that the students were sharing ideas and opinions freely without fear within the groups. The proficiency test showed an increase in the scores and it was concluded that group investigation technique is good for student' speaking ability. The researcher also concluded group investigation strategy can train students to be more cooperative in a group in solving problem.

Maylinda (2017), conducted an experimental study on teaching speaking by using group investigation technique to improve students' speaking performance. The study aimed at examining whether the use of group investigation technique improved students' performance in English speaking ability. Pretest and posttest in the form of oral test were administered to collect data. The study results revealed that there was a significant improvement in the performance of the students' speaking ability after the implementation of group investigation technique. It was suggested that group investigation can be one of the alternative techniques in teaching English particularly teaching speaking in EFL class.

Nelli's (2015) carried out on the use of group investigation in developing speaking skill proved that the technique was effective in improving the speaking skills of students. According to the study, group investigation provided opportunities for students to explore language orally and promote their activeness. Further the technique

aided in reducing their inhibition and raised the students' interest in learning, bearing students' active participation in producing oral language, resulting in better academic achievement. The study concluded that group Investigation succeeded in developing speaking skills of the students.

Another study was carried out by Iswardati (2016), to examine how group investigation improved participation and speaking skills of the 34 second grade students in Indonesia. This study was also conducted in two cycles; each cycle consisting of four stages: planning, action, observation, and reflection. The first cycle was to test out the improvement of the students' speaking ability and in the second cycle the participation of students were tested through the use group investigation strategy. Qualitative data were collected through field notes and observation sheet and quantitative data were obtained by administering a speaking test in each cycle. The test was directed to find out the effects of the implementation of group investigation. During the test, the groups were asked to describe the teacher showed. The findings confirmed that group investigation improved students participation in the and speaking skills.

Sangadji (2016) investigated the application of group investigation learning mode in improving learning achievement of vocational school students in Indonesia. The subject of the research were first year students of Sales Skill Program at Vocational High School. The results revealed that: vocational students had better learning achievement through group investigation method concluding that the learning model can improve learning achievement.

Arifin (2017) conducted a study to titled 'Improving the students' speaking skills through group investigation technique of the seventh grade students of MTs Sudirman Jambu Semarang in the academic year 2017. The study was a classroom action research which aimed to identify the improvement in the speaking skills after being taught through group investigation technique. The data sources were 48 seventh grade students. Speaking test, observation and documentation were employed as data collection technique. The study was conducted in two cycles. Each cycle consisted of

four steps; planning, acting, observing, and reflecting. Pretest and posttest were conducted after each cycle and the researcher noted improvements in the posttest scores in both the cycles. The results revealed that the implementation of group investigation to improve the students' speaking skill was really successful. The researcher concluded that the use of group investigation technique improved students' speaking skills.

In the experimental research conducted by Fathoni (2017), the main objective of the research was to find out the significant influence of using group investigation technique towards students' speaking ability. The sample consisted of two sections of grade eight students; a control group and an experimental group. Group investigation technique was used for the experimental while the dialog memorization was used for the control group. Oral test which included pretest and posttest were conducted for both the groups. The researcher concluded that there was a significant influence of Group Investigation towards students' speaking ability.

2.16 CONCLUSION

In line with related studies discussed above, group investigation technique is an effective method to teach speaking and help students enhance their speaking skills. It has a positive impact on the students' motivation and participation. Besides improving the speaking skills, students enjoy exploring and putting into practice the new vocabularies and expressions. The students take pleasure in their liberty to discuss and speak in the groups. Group investigation creates an environment that allows the students to work towards a common goal promoting interpersonal relationships and fosters a positive attitudes toward learning. Further, students become active speakers as group investigation involves learning through participation and discussion bridging the gap between the high achievers and low achievers. Therefore, it can be concluded that the use of group investigation technique can successfully enhance the speaking skills of the students.

CHAPTER 3

RESEARCH METHODOLOGY

Chapter three sheds light on the methods undertaken to answer the research questions. The research methodology is explained in the following order:

- 3.1 Research Design
- 3.2 Population and Sample
- 3.3 Research Instrument
- 3.4 Validity and Reliability of research instruments
- 3.5 Data Collection Procedure
- 3.6 Data Analysis

3.1 METHODOLOGY

Research methodology presents the methods taken up by the researcher to address the research question (Crotty, 1998) in which a range of steps are adopted by the researcher to explore the research problem or question along with the logic behind it (Kothari, 2004). The methodology takes an overview of the approaches also considering the ethics (Dawson, 2002). This study employed a quasi experimental research to find out if the use of group investigation technique enhanced the English speaking skills and to explore the learning satisfaction level of the grade six students in a primary school in Western Bhutan.

3.1.1 Research Design

Research design creates the foundation of the entire research work. According to Rajasekar, Philominathan, Thanjavur, and Chinnathambi (2013), research design should specify the diverse approaches that would be employed in solving the research problem. Quasi-experimental study aim to evaluate interventions and reveal causality

between an intervention and an outcome (Anthony et al.,2006). This study adopted a quasi experimental research with one group pretest posttest. Figure 3.1 describes the research design of the study.

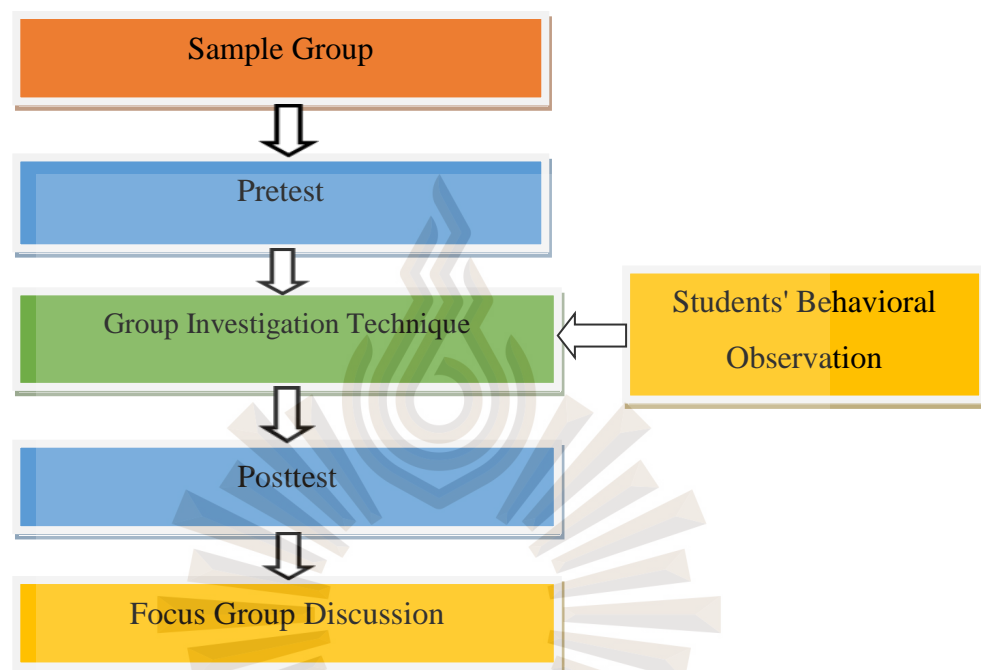


Figure 3.1 Research design

3.2 POPULATION AND SAMPLE

3.2.1 Research Population

The population of this study comprised 60 grade six students distributed in two sections. Each section consisted of 30 students with mixed gender. The age range of students were from 11 to 15 years.

3.2.2 Sample

A cluster random sampling was taken up to choose one section comprising 30 students. Of the thirty students in the sample group, 14 (46.7%) were males and 16 (53.3 %) were females as shown in the figure below.

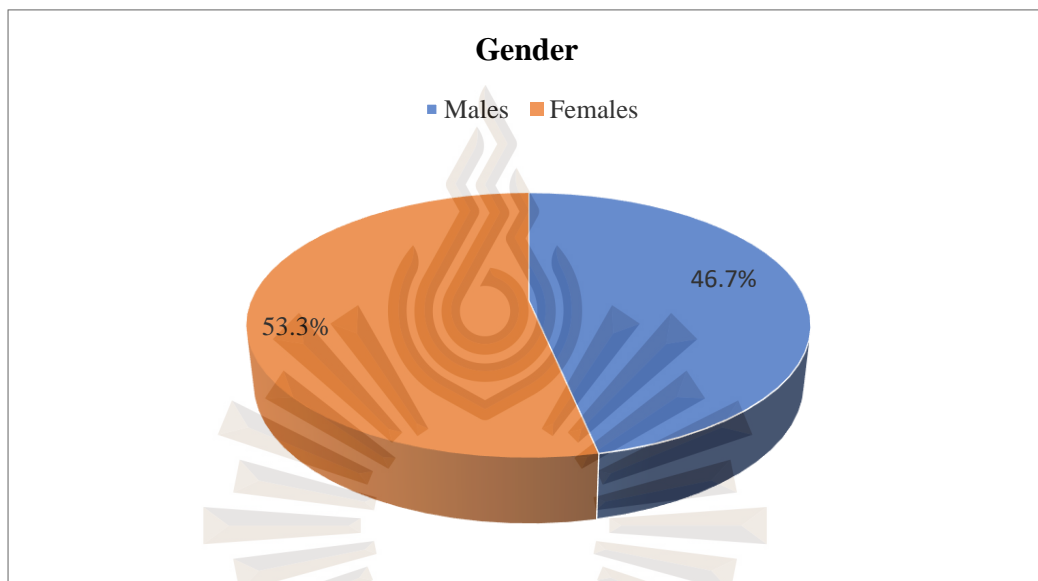


Figure 3.2 Participants' gender

Table 3.1 Age range of the participants

Age range	Frequency	Percentage
11 years old	6	20
12 years old	10	33.3
13 years old	10	33.3
14 years old	3	10
15 years old	1	3.4
Total	30	100

Table 3.1 presents the details of the age range of the participants. The participants were in the age range between 11 to 15 years of age. More than half the participants were 12 and 13 years old constituting 66.6%. 20% of the participants were 11 years and 10% of them were 14 years. The oldest was a lone (3.4%) 15 year old participant.

3.3 RESEARCH INSTRUMENTS

Research instruments are tools used to gather and measure data (Sobrepena, n.d.). This study employed classroom behavioral observation, focus group discussion lesson plans and speaking proficiency test to acquire data to justify the research questions (Creswell & Clark, 2011). Rubrics for speaking was utilized to rate the speaking proficiency of the students. All the 30 research participants were involved in five groups for the focus group discussion. Students' behavioral observations were carried out by a peer teacher. Table 3.2 explains the research instruments employed to fulfill the objectives.

Table 3.2 Instruments used for each objective

Sl. No	Research Objectives	Research Instruments
1	To enhance the English speaking skills of grade six Bhutanese students with the use of group investigation technique.	Speaking proficiency test; pretest and posttest
2	To explore the learning satisfaction level of the grade six students after using group investigation technique.	- Focus group discussion - Students' behavioral observation

3.3.1 Speaking Proficiency Test

Speaking proficiency test which was a pretest posttest design was administered to the sample group to compare the enhancement of the students' speaking skills. The pretest was administered at the beginning of the study and the posttest was conducted after the intervention which included different activities for speaking employing group investigation technique. Participants were asked to speak on the same topic for the pretest and the posttest. The students were rated based on four components of speaking; fluency, pronunciation, vocabulary and grammar. Speaking rubrics developed by Bhutanese Curriculum in 2014 (Appendix F) was employed to evaluate the speaking test.

3.3.2 Focus Group Discussion

A focus group discussion is a group interviewing technique in which people from similar backgrounds or experiences are grouped to discuss a specific topic of interest (Mishra, 2016). During a focus group discussion, an environment is created that could foster diverse ideas and gather individuals' opinion (Baki et al., 2010) that would allow getting in touch with more informants at a time and gathering of a variety of views or opinions from different group members. Thus, focus group discussion was adopted to acquire the additional data. The discussion was conducted at the end of the study. There were five guiding questions to acquire the data (Appendix H).

3.3.3 Students' Behavioral Observation

Observation is a data collection tool which allows precise observation and determines the degree of a student's behavior (Huhes, 2009). Observation provides immediate information required that is difficult to capture through other instruments especially the behaviors of the students (Hamzah, Ting, & Pendidikan, 2010). Data or information that cannot be gathered through interview or focus group discussion due to sensitive issues can be done through observation (Kawulich, 2012). In this study observations were carried out focusing on the interaction and communication among

the group members. The observations were carried out in the first sessions of the weeks when the students were engaged in group investigation. Students were observed as soon as group investigation began and continued till the end of the session. The observation sheet contained ten items for observation (Appendix J).

3.3.4 Lesson Plans

A total of four lesson plans employing group investigation technique were prepared, each lasting 45 minutes with different activities for speaking. With two sessions every week a total of eight sessions were conducted. Lesson plans were required in the first sessions of every week. Speaking activities including oral presentation, role play and debate were carried out in the second sessions of the week.

3.4 VALIDITY OF RESEARCH INSTRUMENTS.

3.4.1 Validity

Validity is the degree to which an instrument measures what it purports to determine (Kimberlin & Winterstein, 2008) and it is defined as the accuracy of the data (Noble & Smith, 2015). According to Mohamad, Sulaiman, and Sallehm (2015), it means that the research instruments are appropriate and valid. Items are rated between the score range from -1 to +1. The scores indicate:

- + : item clearly measures an objective
- 0 : shows that the items are good but unsure
- 1 : not congruent and clearly does not measure the objective.

The formula for calculating IOC is $\sum \frac{r}{n}$ where 'r' represents the sum of the scores of individual experts and 'n' represents the number of experts. If the value for any test item is in between 0.67 to 1.00, the item is considered valid and acceptable and if the value is below 0.67 to -1, the item needs to be altered.

The validity of the research instruments were ensured through a detailed scrutiny of content coverage, relevancy, language accuracy, suitability, feedbacks and recommendations by an expert from the university and two experts from Bhutan. All the items of the speaking rubrics for the speaking proficiency test, focus group discussion, classroom behavioral observation and lesson plans were valid with +1.

3.5 DATA COLLECTION PROCEDURE

Data collection refers to a plan for obtaining data and information and all the relevant norms and ethics needed to be followed when collecting data (Chalmers, 2016). Data collection procedures assist researchers to methodically collect data or information for the study (Elmusharaf, 2012). To ensure a smooth data collection, the following procedures were undertaken: ethical consideration and data collection.

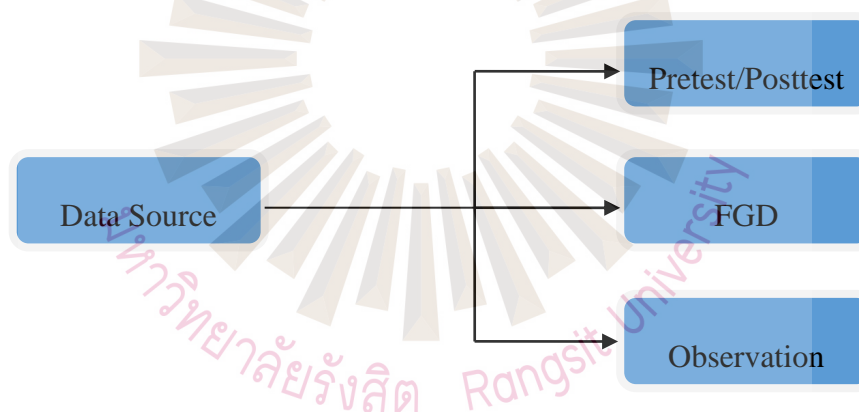


Figure 3.3 Sources of data for the study

3.5.1 Ethical Consideration

An approval to carry out the study was obtained from the Ministry of Education, Bhutan. Approvals were also sought from the District Education Office, the research school and the concerned subject teachers. Before the study, the participants were briefed about the purposes of the study. The research participants signed a consent form to ensure their legal and ethical rights. The consent form was countersigned by their parents since the research participants were below eighteen

years, (the sample of the consent form is attached in Appendix D). Every information and data were treated confidential and identities of the participants were not disclosed. Figure 3.3 above presents the sources of data for the study.

3.5.2 Data Collection

A speaking proficiency test which was a pretest posttest design was conducted. The pretest was administered to the participants at the beginning of the study. Participants were asked to speak on a given topic. Then the intervention instruments (lesson plans) were used during the sessions. Different speaking activities were carried out through group investigation. The posttest was conducted after the intervention and the scores of the pretest and the posttest were compared to examine the enhancement of the students' speaking skills. The students were asked to speak on the same topic for both the pretest and the posttest.

Focus group discussion and classroom behavioral observation were employed to collect additional data. The focus group discussion was conducted at the end of the study. The 30 participants were divided into five groups of six members each. There were five guiding questions to acquire the data. Classroom behavioral observations were carried out during the sessions to inspect the participants' behavior while working in the group and their communication in English during the group investigation. The observations were carried out during the first sessions of the week while the students were engaged in group investigation.

3.5.3 Intervention procedure

Four lesson plans of 90 minutes employing group investigation technique were used to teach the group in eight sessions (the lesson plans are in Appendix O). In the first two sessions, participants were oriented on group investigation technique carrying out each stage of the technique.

Since the classroom was set in groups, the participants were numbered to form new groups for every activity in order to have participants interacting with maximum peers. The researcher was the teacher and each stage of group investigation technique was followed as explained below.

Table 3.3 Stages of group investigation followed during the sessions

Stages of Group Investigation	How the stages were followed in the class (lesson plan 2)
Stage 1	'An Event at School' was a broad topic provided. Each team selected an event (sub topic) that happened at the school.
Stage 2	In groups, participants planned to their presentation, divided the work and assigned task to members.
Stage 3	Group members implemented the plan formulated earlier. Some members made notes and got their materials ready while others drew pictures and prepared charts.
Stage 4	The groups decided on the final points for presentation, organized, sequenced their information and prepared a presentation.
Stage 5	Groups took turns to present and presentations.
Stage 6	The teacher/researcher provided feedback and supplemented on the presentations. However, assessment on the presentations were not done.

3.6 DATA ANALYSIS

The data acquired from the pretest and posttest were analyzed using a paired sample t-test using a comparative analysis including, mean and standard deviation. The observation and focus group discussion data were analyzed using content analysis technique



CHAPTER 4

RESULTS

This study aimed to investigate the enhancement of English speaking skills and learning satisfaction level of grade six Bhutanese students using group investigation technique. The research findings were derived from the following research instruments including the speaking test; pretest posttest design, classroom behavioral observation, focus group discussion, lesson plans and speaking rubrics. Comparative analysis and content analysis technique were undertaken to observe the impact of group investigation technique and students' satisfaction level. In this chapter the findings from the data are presented as follows:

4.1 Data Analysis

4.1.1 Pretest scores of the sample group

4.1.2 Posttest scores of the sample group

4.1.3 Comparison of pretest and posttest scores of the sample group

4.1.4 Focus group discussion

4.1.5 Observation

4.1 DATA ANALYSIS

This section provides the findings of research question one concerning the enhancement of English speaking skills of grade six students using group investigation technique. The findings were derived from the speaking test. Pretest was conducted at the beginning of the study and the posttest was taken at the end of the study after the intervention of group investigation technique to measure the level of speaking enhancement of the students. For both the pretest and the posttest, the participants were asked to speak on the same topic. The participants were assessed based on four items; fluency, pronunciation, vocabulary and grammar. Rubrics for speaking

developed for the Bhutanese Curriculum (CAPSD, 2014) was used to give the scores (Appendix F).

A comparative statistical analysis was done using paired sample t-test to compare the pretest and the posttest scores of the sample group. The comparison was done based on means and standard deviation and inferential statistics with $p < 0.05$ level of significance.

4.1.1 Pretest Scores of the Sample Group

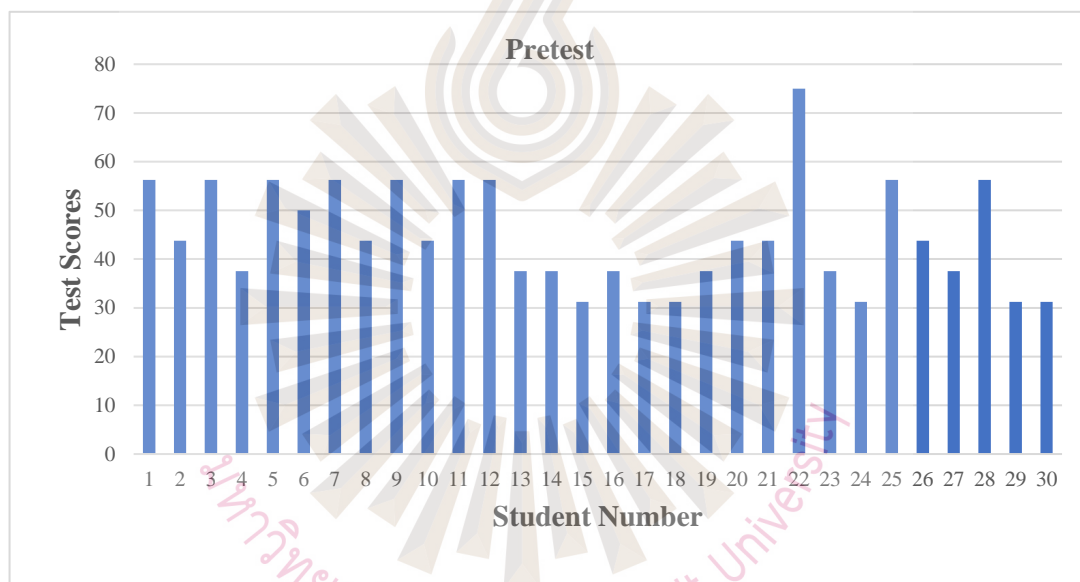


Figure 4.1 Pretest scores of the sample group

The figure above presents the pretest scores of the sample group. The pretest scores of the participants showed that the highest score was 75 and the lowest was 31. The average score of the participants was 45 which was just above the qualifying scores from total scores of 100.

4.1.2 Posttest Scores of the Sample Group

The post test scores of the participants showed a remarkable improvement in the scores. The highest score was 94 and the lowest was 50. The average score of the

participants was 56 showing an improvement an average score of 11 as presented in figure below.

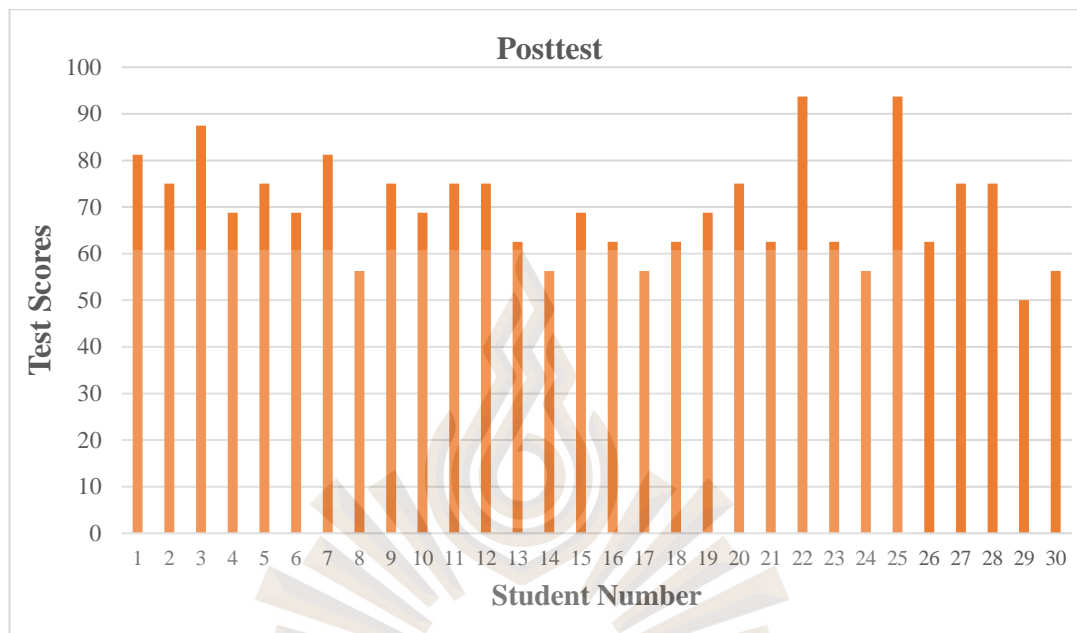


Figure 4.2 Posttest scores of the sample group

4.1.3 Comparison of Pretest and Posttest Scores of the Sample Group

The scores of the pretest and the posttest of the sample group were as presented below in Table 4.1 It was evident that the performances of the students were remarkably higher in the posttest scores. The scores of the pretest ranged from 31.3 to 75.0 with one participant scoring 75.0 and six participants scoring 31.3. The posttest scores were notably higher with a maximum score of 93.8 and minimum of 56.3. Every participant showed a remarkable improvement in the posttest scores as shown in the table below.

Table 4.1 Scores of the pretest and posttest

Student No.	Pretest	Posttest	Score Difference
1	56.3	81.3	25.0
2	43.8	75.0	31.3
3	56.3	87.5	31.3
4	37.5	68.8	31.3
5	56.3	75.0	18.8
6	50.0	68.8	18.8
7	56.3	81.3	25.0
8	43.8	56.3	12.5
9	56.3	75.0	18.8
10	43.8	68.8	25.0
11	56.3	75.0	18.8
12	56.3	75.0	18.8
13	37.5	62.5	25.0
14	37.5	56.3	18.8
15	31.3	68.8	37.5
16	37.5	62.5	25.0
17	31.3	56.3	25.0
18	31.3	62.5	31.3
19	37.5	68.8	31.3
20	43.8	75.0	31.3
21	43.8	62.5	18.8
22	75.0	93.8	18.8
23	37.5	62.5	25.0
24	31.3	56.3	25.0
25	56.3	93.8	37.5
26	43.8	62.5	18.8
27	37.5	75.0	37.5
28	56.3	75.0	18.8
29	31.3	50.0	18.8
30	31.3	56.3	25.0
\bar{x}	44.8	69.6	24.8

The mean and standard deviation of the pretest and the posttest, and the significant value (p-value) were as reflected in table below.

Table 4.2 Comparison of pretest and posttest of the sample group

Group	Pretest		Posttest		Mean Difference	t	P- value
	\bar{x}	SD	\bar{x}	SD			
Sample Group	7.17	1.783	11.13	1.776	11.13 - 7.17 =3.96	- 20.377	0.01

The mean of the pretest of the sample group was (\bar{x}) 7.17 and the standard deviation was 1.783. In the posttest, the mean was (\bar{x}) 11.13 and standard deviation was 1.776. The mean difference between the pretest and the posttest was 3.96 showing an increase in the mean of the posttest. The significant value being 0.01, lower than 0.05 ($P < 0.05$) indicated that there was statistically significant rise in the posttest scores compared to the pretest scores of the sample group. Figure 4.3 illustrates the comparison of pretest and posttest.

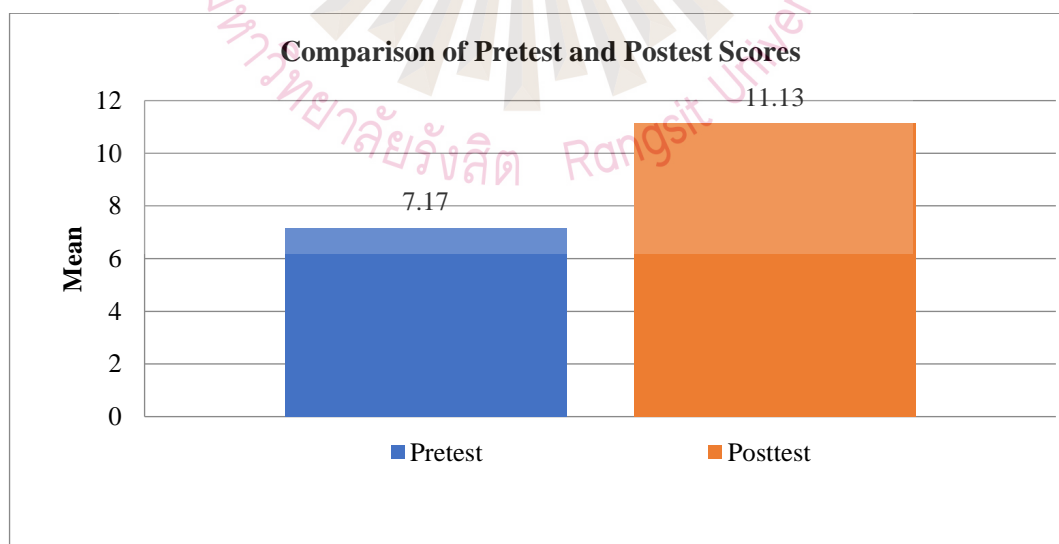


Figure 4.3 Comparison of pretest and posttest of the sample group

Figure 4.4 illustrates the difference in the level of achievement of individual student in the pretest and the posttest. The posttest scores represented by the red line confirmed a significant increase in the scores compared to the pretest scores (blue line). It reveals that every individual showed remarkable improvement in the posttest scores.

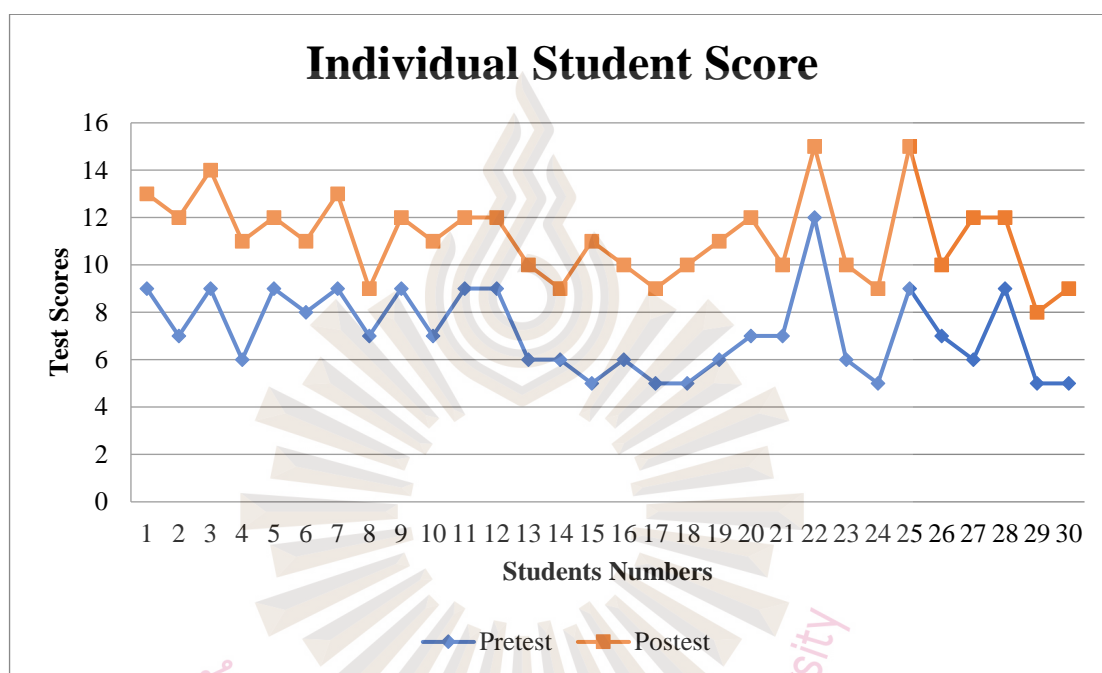


Figure 4.4 Individual student performance in pretest and posttest

Table 4.3 below shows the number of students in each score difference. All the 30 participants scored more marks in the posttest than the pretest. Of the 30 students, there was only one student whose score increased by 2 points in the posttest. The score of eleven students increased by 3 points. There were nine students whose scores increased by 4 points. Six students scored 5 points extra while another six students had increased scores in the posttest by 6 points.

Table 4.3 Number of students in each score difference

Score	2	3	4	5	6	Total
No. of students	1	11	9	6	3	30
% of students	3%	37%	30%	20%	10%	100

Figure 4.5 below represents the number of students in each score range. The scores of the majority of the students (37%) increased by 3 points followed by 30% of the students scoring 4 points more in their posttest. 20% of the students made a positive difference of 5 points and 10% of the students' scores increased by 6 points. Only 3% of the students showed a positive difference of 2 points.

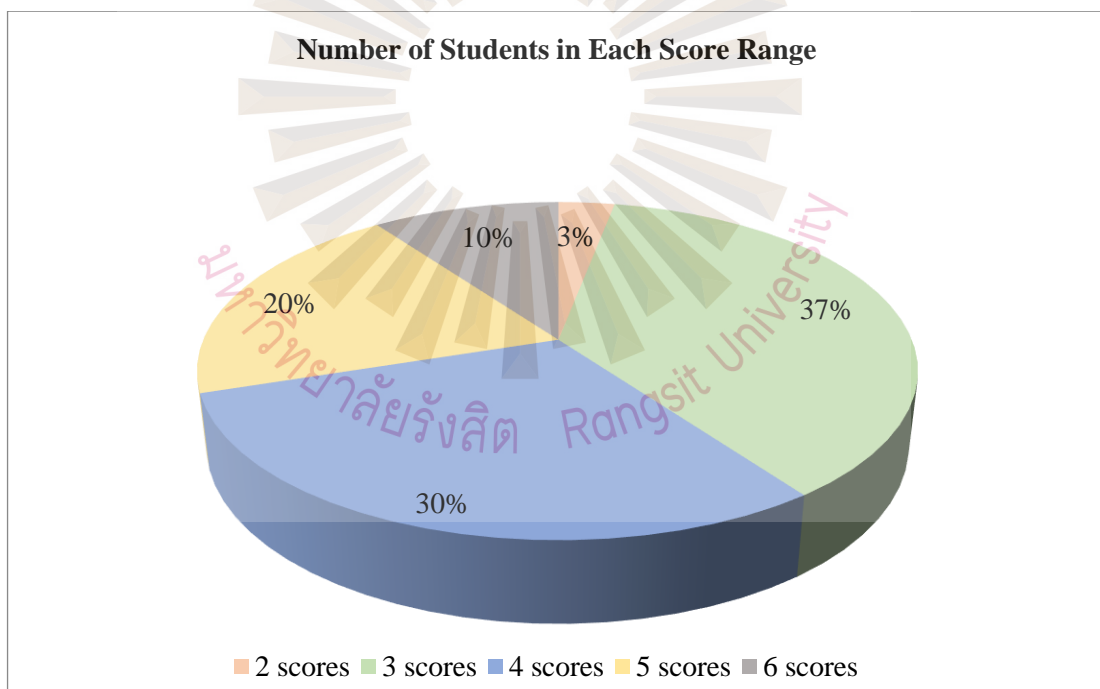


Figure 4.5 Number of students in each score range

4.1.4 Focus Group Discussion

This section presents the findings from focus group discussion and students' behavioral observation which pertains to the second research objective: to explore the level of learning satisfaction of the grade six students after using group investigation technique. Data obtained from focus group discussion and observation were analyzed using content analysis technique. Content analysis is “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns” (Hsieh & Shannon, 2005, p. 1278).

Focus group discussion was employed to examine the learning satisfaction level of the students. There were five guiding questions to acquire the data (Appendix H). Focus group discussions were conducted as it allowed getting in touch with more participants at a time and gathering of a variety of views or opinions from different group members. A discussion environment is created that would foster diverse ideas and gather individuals' opinion (Baki et al., 2010).

The data gathered through the focus group discussion were analyzed employing content analysis technique. All the 30 participants were involved in the discussion. The participants were divided into 5 groups of 6 members each. The data were transcribed without any alteration of the participants' opinion. Throughout the analysis of the interview, the participants were identified with numbers. The participants were numbered 1 to 30. The data obtained were condensed, coded and analyzed through identification of themes. The themes that were drawn from the focus group discussion were: enjoyment, developed confidence, enhanced speaking, interaction, and knowledge.

4.1.4.1 Enjoyment

The participants found that the use of group investigation technique was effective. All the participants stated that the activities were enjoyable and the use

of group investigation technique exposed them to a new interactive learning environment. The participants were also of the opinion that the absence of teacher during the discussion made them more comfortable and pleasurable to speak in English. Further, not having to face the whole class made English speaking much comfortable for the participants. Some participants expressed that the technique provided equal opportunity to speak; every group member got opportunity to share their ideas. Participants also mentioned that listening to a variety of opinions amused them and described it as a forum to exchange ideas.

"Everybody got equal opportunity to share their points and speak in English" (Participant 13 from group 3).

"We enjoyed working in groups because in the group, everyone was actively participating. They were sharing ideas, we all got chance to speak and to present" (participant 1 from group 1).

Getting ample opportunities and the liberty to share ideas were exciting as opinions differed which at times brought them into little debates within the group according to some participants. However, they supported each other's ideas most of the time which made the lesson more interesting.

"It was enjoyable because sometimes our ideas were totally different and everyone wanted to prove that their idea was the best" (Participant 28 from group 5).

"The ideas some friends shared were amazing and something that I have never thought of" (Participant 21 from group 5).

4.1.4.2 Developed Confidence

Participants revealed that the various activities such as presentations, role play and debate facilitated in developing their confidence. At the beginning the

participants were hesitant to speak English in their groups but the activities employing group investigation technique gradually helped boost their confidence.

"The speaking activities which involved a lot of discussions encouraged us to communicate and as a result, we felt more confident to speak in English" (Participant 7 from group 2).

Further, the activities involved more speaking than writing and provided them a platform to speak. The participants stated that they felt comfortable to work in groups as in groups they did not have the fear of being laughed at. Participants acknowledged that repeated activities employing group investigation technique helped them heighten their confidence.

"We felt nervous at the beginning but we gained confidence with the help of repeated speaking activities" (Participant 2 from group 1).

"We could speak confidently with anyone in the group than as a whole class" (Participant 14 from group 3).

4.1.4.3 Enhanced Speaking and Interaction

All the participants agreed that the use of group investigation had impacted positively on the speaking skills; it had enhanced their speaking skills. The participants were also of the opinion that group investigation technique triggered English speaking habit. They felt that they were empowered when they got the opportunity to select topics, being assigned roles and when involved actively in the activities. It provided all the participants a forum to speak out their ideas and was constantly encouraged by their group members.

"We get to speak more than writing and we got more practice" (Participant 8 from group 2).

Most of the participants expressed that even those who shied away felt encouraged to comment on the opinions of others. They were also of the opinion that group investigation technique was well designed that every member in the group got turn to speak, this had helped in enhancing their speaking skills.

"Some of the group members were not willing to participate but we forced them and they had to speak during their turns" (Participant 3 from group 1).

Almost all the participants found it comfortable to speak within the group members rather than the whole class. The stages in group investigation involved students speaking and interacting more at the group level which gave them more practice for presentation (5th stage of group investigation). Most participants were willing to speak English and were active throughout the session.

"I did not participate in the discussion but I spoke when I did the presentation" (Part 4 from group 1).

4.1.4.4 Knowledge

The participants expressed group investigation as an environment to expand and exchange knowledge. The participants cited sharing of ideas as exchange of knowledge. Besides enjoying listening to the opinions of group members, participants acknowledged the use of new vocabularies and the use of language. This in turn improved their vocabulary competency and enhanced their speaking.

"We felt group investigation will improve our speaking skills because within these few activities, we listened to the others speaking and learnt many new words" (Participants from group 5).

"Working in groups and having to contribute ideas encouraged us to use different words which in fact improved our vocabulary. (participant 25 from group 5).

4.1.4.5 Developed Speaking Skills

The participants agreed that group investigation technique had helped enhance their speaking skills. Their pronunciation skills improved with instant corrections by other members. As the participants took turns to speak, not only did they learn new vocabularies from their friends but also their fluency developed with continued speaking.

"We helped each other to pronounce the words correctly" (Participant 19 from group 4).

"We remembered how our friends spoke and tried to speak like them and the way they used the vocabularies." (Participant 30 from group 5).

Some of the participants considered group investigation as an opportunity to exhibit their talent as everyone was provided with opportunities to speak and do presentations. Some of the participants stated,

"I felt proud after I did my presentation. I felt that doing presentation in front of the class was a talent" (Participant 18 from group 3).

It was evident from the above analysis that students enjoyed working as a group as the technique provided them with ample opportunities to speak. It was clear that students were highly satisfied since they believed that the technique helped them enhance their speaking ability and boosted their confidence enabling them to speak more fluently.

4.1.5 Students' Behavioral Observation

4.1.5.1 Positive Learning Behavior

Students behavioral observations were carried out by a peer teacher to look into whether the use of group investigation technique brought in some changes in the behaviors of the students. Observations were carried from the first stage of group investigation technique until the fifth stage. The students were observed for three sessions by the same teacher when group investigation was being implemented.

The lessons were observed for three times and it was observed by the same teacher. There were 10 items to mark the behaviors observed. The observation showed a gradual improvement of the behaviors. In the first observation the item 'take time to speak' was observed to be dominated by some members. Similarly, it was observed that some members did not communicate in English throughout the discussion. It was also observed that not all the members shared views with others.

In the second observation except for the item 'communicates in English throughout the discussion', not all the members were engaged in speaking nor did they communicate in English. However, all the members were observed to have improved their engagement in the activities.

The final observation showed a significant improvement in all the items. All the members in the class were observed to have agreed on the plans, began work promptly and shared responsibilities exhibiting positive learning behavior. It was also observed the members respected and listened to the views of members, took turns to speak and supported each other's ideas. The item 'Communicates in English throughout the discussion' which was found difficult for the members to maintain was observed to have improved drastically.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

In this chapter the conclusion, discussion and recommendations based on the findings of this study are presented in the following order:

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Recommendations

The purpose of this study was to enhance the English speaking skills and to explore the level of learning satisfaction of the grade six Bhutanese students after the use of group investigation technique. The study was based on two main objectives:

- 1) To enhance the English speaking skills of grade six students with the use of group investigation technique.
- 2) To explore the learning satisfaction level of grade six students after using group investigation technique.

The sample group comprised 30 grade six students. A quasi experimental study was employed. Data were collected through speaking test; pretest posttest design and analyzed using a comparative statistical analysis using paired sample t test. The data obtained through focus group discussion and students' behavioral observation were analyzed employing content analysis technique (Cohen & Morrison, 2011).

5.1 CONCLUSION

5.1.1 Enhancing Speaking Skills

Speaking proficiency test was conducted to fulfill the first objective of the study; to enhance the speaking skills of grade six students with the use of group investigation technique. The speaking test consisted of pretest and posttest designed with the same topic and rubrics for speaking. Students were marked using rubrics for speaking developed for the Bhutanese Curriculum (CAPSD, 2014). Scores were awarded to the students based on 4 items; fluency, pronunciation, vocabulary and grammar. The participants were given a time of two to three minutes to speak on the given topic for both the pretest and the posttest.

A comparative statistical analysis using paired sample t test was done to compare the scores of the pretest and the posttest of the sample group. The mean of the pretest was (\bar{x}) 7.17 while that of the posttest was (\bar{x}) 11.14 with a difference of 3.96 as shown in Table 4.2 The significant value (P) was 0.01 which was lower than the significant value $P < 0.05$ and this indicated that there was a statistically significant difference between the pretest and the posttest of the sample group. Therefore, it was clear that the integration of group investigation technique had enhanced speaking skills of the students. The study based on the significant difference in the mean of the pretest and posttest concluded that group investigation technique had enhanced the speaking skills of grade six Bhutanese students. Thus, the first hypothesis (H1) which stated that the use of group investigation technique would enhance the speaking skills of the grade six Bhutanese students was accepted.

5.1.2 Students' Satisfaction Analysis

The second objective was to explore the learning satisfaction level of grade six Bhutanese students after using group investigation technique. To measure the students' satisfaction level, data were collected through focus group discussion and

observation of students' behavior by a peer teacher. The focus group discussion was conducted with 5 groups. The participants were divided into five groups of six members each. The five itemed discussion was conducted at the end of the study. The data from the focus group discussion were analyzed and interpreted using content analysis technique. The participants' responses to each item confirmed that there was a high level of satisfaction from learning through group investigation technique. The participants not only enjoyed learning in groups but also gained more knowledge from ideas contributed by their friends. They were contented for getting enough opportunities to speak and carry out presentations.

To further examine the effectiveness of the technique, students' behavioral observations were carried out by a peer teacher. The participants were observed by a peer teacher for three sessions during the implementation of group investigation. The observations showed that the participants' behaviors improved with more sessions which were marked by ten behavioral items. From the very first observation, it was observed that the participants followed the instructions and required minimal help from teachers. Group members agreed to share responsibilities with a few dominating the group. It was also observed by the peer observer that some members in some groups preferred not to speak English at the beginning.

Improvements in the behaviors were observed by the peer observer during the second observation. The peer observer found out that all the participants were actively participating and involved themselves in the discussion sharing ideas or supporting each other. It was observed that the students were motivated and group members took turns to speak and also agreed with their roles. According to the peer teacher observer, a few participants still remained reluctant to communicate in English. However, by the third and final observation, notable improvements were observed according to the observer. Every member of the group communicated in English and remained on task.

Therefore, this study concluded that there was a high level of learning satisfaction after the use of group investigation accepting the second hypothesis which

stated that there would be a high level of learning satisfaction of grade six students after using group investigation technique.

5.2 DISCUSSION

The two major findings of the study are presented in this section. The first focused on the use of group investigation to enhance the English speaking skills of grade six Bhutanese students. The second centered on examining the learning satisfaction level of the students after using group investigation technique.

5.2.1 Enhancing Speaking Skills

The first findings from the study was the enhanced English speaking skills of the grade six Bhutanese students. In alignment with the previous studies (Ahsanah, 2015; Haqqi, 2013; Iswardati, 2016; Maylinda, 2015; Nelli, 2015; Parchment, 2009), the findings from this study revealed that group investigation technique enhanced the English speaking skills of the students. The study showed significant difference in the performance of the posttest compared to the pretest. The means of the pretest and the posttest were 7.17 and 11.13 respectively showing a difference of 3.96 and a significant p-value of 0.01 ($P < 0.05$) as shown in Table 4.2 The results indicated a remarkably high difference which confirmed that the use of group investigation technique significantly improved the speaking skills of the grade six Bhutanese students.

The posttest result observed a dramatic increase in the scores. In the pretest the highest score was 75.0 and the lowest was 31.3. A significant improvement in the scores was noted in the posttest with 93.8 as the highest and lowest was 56.3. Such increase in the posttest scores and the enhancement of English speaking skills was attributed to providing platform for speaking and interaction among the group members. Such interactive behaviors induced by the use of group investigation technique has resulted in the significant improvement of students' speaking ability.

For example; as reflected in the lesson observation by the peer teacher observer, there was a gradual improvement in the students' participation in the group and students were observed to communicate in English throughout the discussion in their groups.

Maylinda (2015) conducted a study to examine whether the use of group investigation technique improved students' performance in English speaking ability which also revealed a significant improvement in the students' speaking ability.

Further, the result of this study were parallel to findings of Parchment (2009) who sought to compare the effectiveness of GI and Jigsaw learning methods using ninth graders as research participants and the study concluded that GI was more effective than Jigsaw method. It is therefore evident from the findings of the research studies that using group investigation technique can enhance speaking skills of the students.

5.2.2 Students' Satisfaction

A focus group discussion was carried out to explore the learning satisfaction level of the students after the use of group investigation. The focus group discussion was guided by five questions. The students opined their excitement in being able to communicate throughout the lesson in English. Students also found that the activities employing group investigation were enjoyable and interactive. According to the responses given by the participants, GI provided them with equal opportunities to speak. The participants also shared that they had equal opportunity to make presentations which helped in building confidence and also in improving their speaking ability. They were also of the opinion that working in groups fostered in them a sense of team work, respect for views and ideas, and being conscious of accurate outcomes.

The second finding was, that the students had a high level of learning satisfaction after using GI technique. It was in line with the findings of Nelli (2015)

who conducted a study on 'The Use of Group Investigation in Developing Speaking Skills' and concluded that GI succeeded in raising students' enjoyment in learning, participation in speaking and sharing opinions. The finding was further supported by the research finding of Haqqi (2013) that confirmed the effectiveness of GI to be used in speaking news items and also that students enjoyed joining lessons according to the results of the interview.

The study also found that participants exhibited a high level of learning satisfaction which helped to enhance their speaking skills and stimulated them to be more interactive. This result was in line with what Iswardati (2016) had found out; GI helped reduce the students' reluctance to speak, worry of making mistakes and minimized their fear of being laughed at. Similarly, it was observed that before the implementation of GI technique, students had difficulties in speaking. However, with the use of GI students were observed to enjoy the activities and students were observed sharing their opinion freely and did not shy away. It was also observed that students encouraged each other boosting confidence and removing fear of making mistakes while speaking.

Students' behavioral observation was carried out to further check on their participation in communication during the implementation of GI. Three observations were carried out by the same teacher. Each observation lasted for about forty five minutes when GI was being implemented. The observations indicated a gradual improvement in the behavior of the participants. With topics allotted to each group and roles assigned to individuals within the group, the group members began work promptly and were on the task. Members shared ideas and were found to be participative. Similar findings were highlighted by Haqqi (2013) in his study that GI technique can run well during the teaching and learning process.

5.3 RECOMMENDATIONS

Based on the findings and conclusions made from the study, the following recommendations are proposed;

5.3.1 Recommendations for Implementation

1) The use of GI technique has been found to enhance the English speaking skills of grade six students. Therefore, the use of this technique should be encouraged in teaching speaking skills in the other grades too.

2) Teachers should use the GI technique to teach reading using literary text such as essays, poems and stories in English besides teaching speaking.

3) GI technique can be used in teaching other subjects such to examine if the technique bring similar outcomes.

4) Teachers can employ GI technique in enhancing listening skills.

5.3.2 Recommendations for Future Research

Considering some of the limitations of this study, the researcher recommends the following for further research:

1) This study was limited to a class of 30 sixth graders of a primary school. Further research is recommended with different grade levels and a larger sample size.

2) This study was constrained by time and was carried out within a month of experimental teaching, the researcher recommends further research to be conducted for a longer period in order to acquire more reliable and significant study result.

3) Similar study can be carried out in different class levels in different geographical areas. This will further help in validating the effectiveness of GI and the findings presented in this study.

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APPENDICES



The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a circular arrangement of radiating lines, with the university's name in Thai and English below it.

APPENDIX A

CONFIRMATION LETTER FROM THE EXPERTS

มหาวิทยาลัยรังสิต Rangsit University

Experts Who Validated the Instruments

Sl No.	Name	Position tile	Institution
1	Dr. Sirsamorn Pumsa-ard	Lecturer	Rangsit University Thailand
2	Mr. Dawa Drakpa	Principal	Sherubgatshel Lower Secondary School Samtse Bhutan
3	Ms. Tshering Tshomo	Senior Teacher Head of English Department	Gaupey Lower Secondary School Paro Bhutan




Dear Gaki,

This is to confirm that I have read all the research instruments that you have developed for your study titled " The use of group investigation to enhance the speaking skills of grade six Bhutanese students. The lesson plans, items for focus group discussion, items of the observation, the test items and rubrics are all valid and reliable.

I wish you all the best in your research endeavor.

Thanking you



Dr. Sirsamorn Pumsa-ard
Professor
Suryadep Teachers College
Rangsit University





དཔལ་ལྷན་འབྲུག་གཞུང་གི་འཕེལ་རྒྱུ་ལྷན་ཁག།
Royal Government of Bhutan
Ministry of Education
SherubGatshel Lower Secondary School
TashicholingDungkhagSamtseDzongkhag



Ref. SD/SGLSS/(22)2017-2018/ 2951

10 May, 2018

Dear Gaki,

This is to confirm that I have checked all the research instruments that you have developed for your study titled "The use of group investigation to enhance the speaking skills of grade six Bhutanese students. I have read all the lesson plans, items for focus group discussion, items of the observation, the test items and rubrics. Further, I have evaluated them with necessary feedback.

I wish you all the best in your research endeavor.

(Handwritten signature)
 Dawa Drakpa

Principal
 Sherub Gatshel Lower Secondary School
 Tashicholing Dungkhag
 Samtse



มหาวิทยาลัยรังสิต Rangsit University

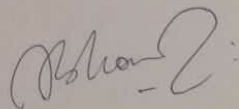
10 May 2018

Dear Gaki,

This is to confirm that I have checked all the research instruments that you have developed for your study titled " The use of group investigation to enhance the speaking skills of grade six Bhutanese students. I have read all the lesson plans, items for focus group discussion, items of the observation, the test items and rubrics. Further, I have evaluated them with necessary feedback.

I wish you all the best in your research endeavor.

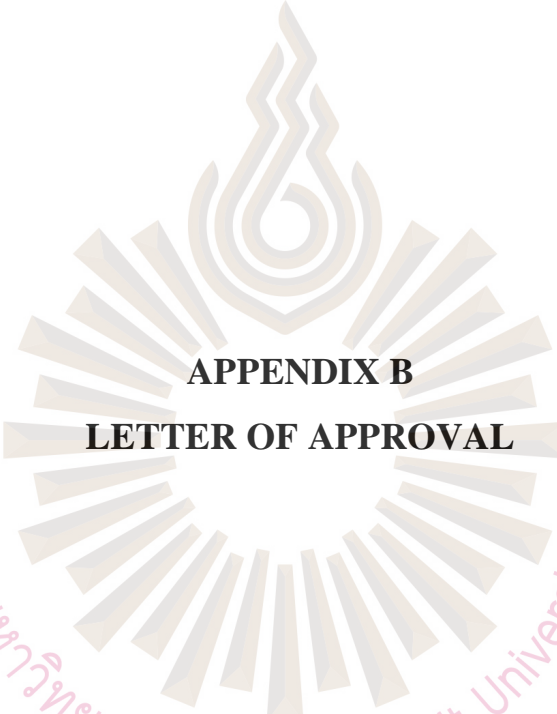
Thanking you



Tshering Tshomo
Teacher
Gaupel Lower Secondary School
Paro Bhutan



มหาวิทยาลัยรังสิต Rangsit University



APPENDIX B
LETTER OF APPROVAL

มหาวิทยาลัยรังสิต Rangsit University

Letter of Approval



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan
Ministry of Education

Department of School Education

School Planning and Coordination Division



--Rethinking Education--

MoE/DSE/SPCD/SLCU(2.1)2018/ ༡༠ |

17th May, 2018

The Chief Dzongkhag/Thromde Education Officers
Dzongkhag/Thromde Administration
Samdrupjongkhar, Chukha, Mongar, Wangdue, Thimphu Thromde, Paro and Dagana.

Subject: An approval to carry out data collection.

Sir(s) Madam(s),

The Dean of Faculty of Education, Rangsit University, Thailand has written to the department to seek permission for 11 Bhutanese M.Ed candidates to collect data for their thesis.

In this regard, the Department of School Education is pleased to accord an approval for the candidates to collect data from the schools allocated to them as per the attached letter from the Dean.

Therefore, you are requested to kindly facilitate them to carry out the data collection without disturbing the normal school routine.

The letter dated 10th May and 14th May, 2018 from the Dean of Faculty of Education, Rangsit University, Thailand is attached for your reference please.

Thanking you,

Sincerely yours,

(Karma Tshering)
Director General

CC:

1. The Dasho Dzongdag/Thrompoen, Samdrupjongkhar, Chukha, Mongar, Wangdue, Thimphu Thromde, Paro, Dagana for kind information
2. Assistant Professor Anchalee Chayanuvat, Ed.D. the Dean of Faculty of Education, Rangsit University for kind information
3. The Offtg. Chief Program Officer, SPCD for information
4. M.Ed candidates for information and follow up



The Director General
Department of School Education
Ministry of Education
Thimphu, Bhutan

Date: 10 May 2018

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

Dear Sir/Madam,

The Faculty of Education for the M. Ed. Program in Curriculum and Instruction would like to request your permission for seven M. Ed. candidates to collect data in Bhutan in the period of 17 May 2018 – 14 June 2018. The details of the candidates are shown below:

Sl. No	Name	Research Title	Research School
1	Lobzang Nima	Tenses for ESL Writing Tenses: A Case Study of Bhutanese Secondary Students	Lungtenphu Lower Secondary School and Loselling Middle Secondary School, Thimphu.
2	Tashi	The Use of Role play to Reduce ESL Students' Speaking Anxiety: A case study of Grade Six Bhutanese Classroom	Wangdue Primary School, Wangduephodrang.
3	Sherub Gyeltshen	Secondary School Students' Reading Comprehension in Bhutanese History Through the Use of KWL Model	Bajo Higher Secondary School, Wangduephodrang.
4	Deki Peldon	The Effects of Cooperative Learning Strategies on Grade Six Bhutanese students' learning satisfaction in social studies class	Wangchu Middle Secondary School, Chukha.
5	Gaki om	The Use of Group Investigation Technique to Enhance English Speaking Skills of Grade Six Bhutanese Students	Taju Primary School, Paro.
6	Kinley wangmo	The Use of Mind Mapping Technique to Enhance Descriptive Writing Skills of Grade Four Bhutanese Students	Bailaygang Primary School, Dagana.
7	Kinley Dema T	The Use of Field Trip On Eighth Grade Students Learning Experience: A qualitative study	Woochu Lower Secondary School, Paro.

Thank you for your kind consideration.

Truly yours,

Assistant Professor Anchalee Chayanuvat, Ed.D.
Dean of Faculty of Education
Rangsit University
Muang-Ake. Paholyothin Road
Lakhok, Pathumtani 12000 THAILAND

Tel +662-997-2222 ext. 1275, 1276
Fax +662-997-2222 ext. 1277

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APPENDIX C
LETTER OF COMMENDATION

มหาวิทยาลัยรังสิต Rangsit University

Letter of Commendation



ཤེས་རིག་ལྷན་ཁག་ཏུ་རྒྱལ་སྐོབ་བླ་མུང་བཀའ་སྐོར་

Ministry of Education
Department of School Education
Taju Primary School
PARO

ཤེས་རིག་

SHERIG-TAJU(-35)/2018/ 42

Dated : 14th June 2018

The Dean
Faculty of Education
Rangsit University
MaungAke, Paholyonthin Road
Lakhok, Pathum Thani 1200 Thailand



Subject: Completion of Data Collection for M.Ed Thesis

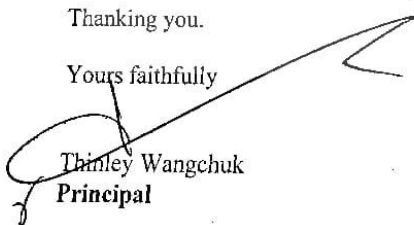
Respected Sir/Madam,

The administration of Taju Primary School under Paro District is pleased to inform your good office that Ms. Gaki Om bearing student ID 6006084 has successfully completed her data collection in this school. Her month long research started from May 17th to June 14th as per the letter number MoE/DSE/SPCD/SLCU (2.1)2018/901 dated 17th May 2018 from the Ministry of Education, Thimphu.

We wish her luck for the successful completion of her studies.

Thanking you.

Yours faithfully


Thinley Wangchuk
Principal

Principal
Taju Primary School

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APPENDIX D
PARENTAL CONSENT LETTER

มหาวิทยาลัยรังสิต Rangsit University

21/05/2008

Parental Consent Letter

Dear Parent/Guardian,

I am currently enrolled in the Master of Education (Curriculum and Instruction) at Rangsit University, Thailand. I am conducting a study on the use of group investigation technique to enhance the speaking skills of grade six Bhutanese students. A total of 8 sessions will be conducted from mid May to Mid June with 2 sessions in a week. Observation forms will be used to examine their behavior during the sessions and an interview will also be conducted towards the end. The content will be based on the curriculum. The contents of the observation forms and interview will be used exclusively for this research study. Anonymity of the school and the students will be maintained, and all the information obtained will remain confidential. I would appreciate your consent to let your child participate in this study.

Thank you for your support.

Sincerely,

Gaki Om
Student
Master of Education (Curriculum and Instruction)
Rangsit University
Thailand

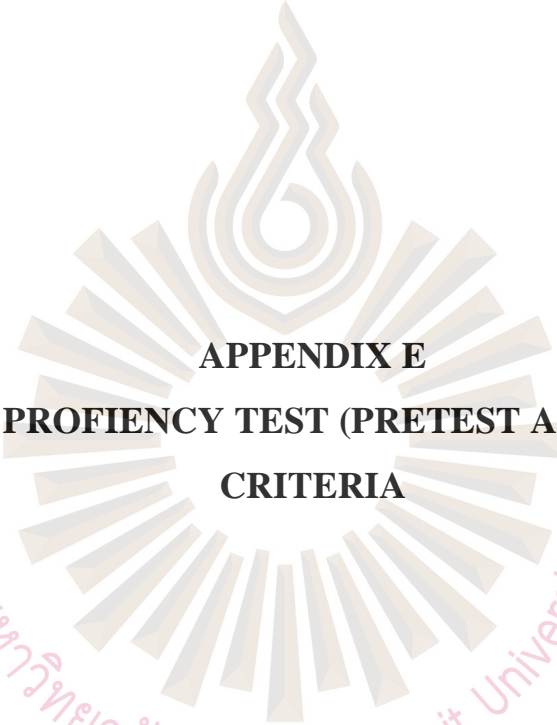
Child's Name: _____

I acknowledge that the content of this research study has been thoroughly explained. I agree to let my child (_____) participate in the research process for the study described.

Parent/Guardian's _____ name
:.....

Signature:.....

Date:.....



APPENDIX E
SPEAKING PROFICIENCY TEST (PRETEST AND POSTTEST)
CRITERIA

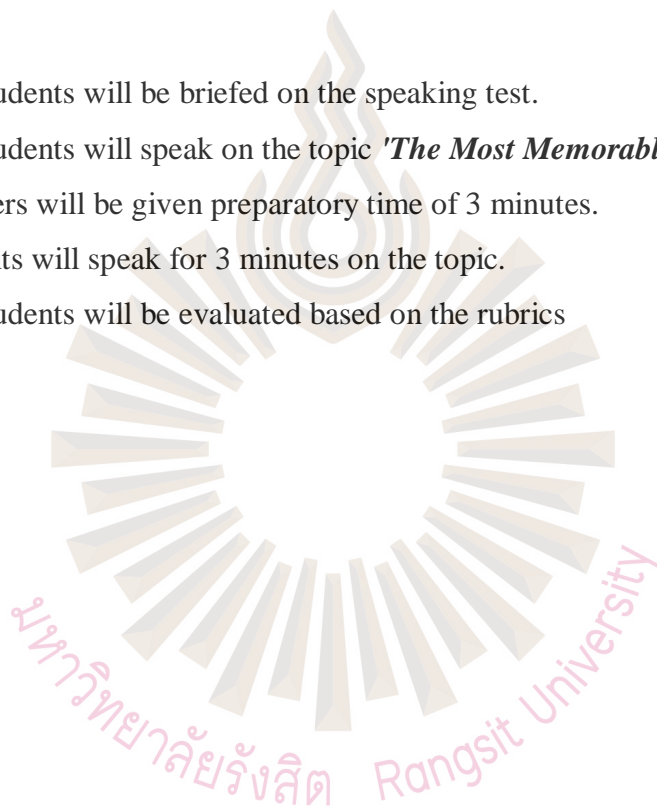
มหาวิทยาลัยรังสิต Rangsit University

Speaking Proficiency Test (Pretest and Posttest) Criteria

The speaking proficiency test will be a pretest, posttest design. The pretest will be conducted at the beginning of the study and the posttest will be conducted at the end of the study. The students will be asked to speak on the same topic for both the pretest and the posttest.

Procedure

1. The students will be briefed on the speaking test.
2. The students will speak on the topic '*The Most Memorable Day in My Life.*'
3. Speakers will be given preparatory time of 3 minutes.
4. Students will speak for 3 minutes on the topic.
5. The students will be evaluated based on the rubrics



APPENDIX F
RUBRICS FOR SPEAKING

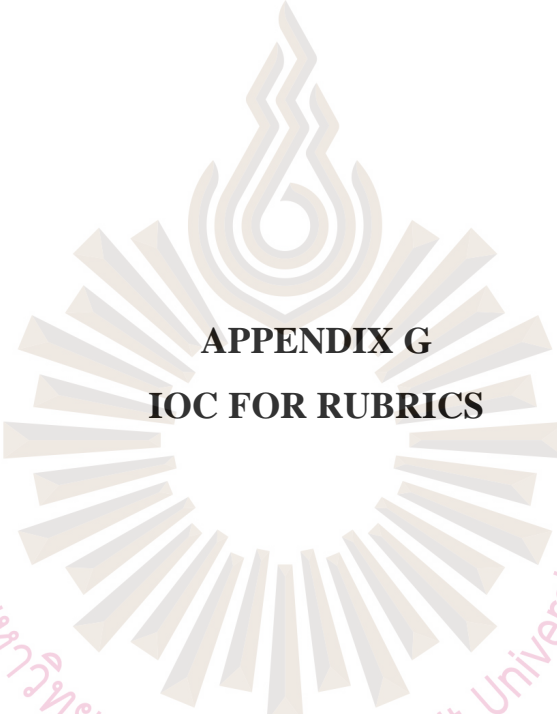


Rubrics for Speaking

Category	4	3	2	1
Fluency	Smooth and fluent without hesitations;	Mostly smooth and fluent but with some hesitation	Not very fluent, slow and often hesitant	Not fluent at all, very slow and certain
Pronunciation	Speaks clearly and distinctly all the time with correct pronunciation.	Speaks clearly and distinctly most of the time with a few mispronunciations	Cannot speak clearly and distinctly with many mispronunciations	Often mumbles or cannot be understood and mispronounces all the words
Grammar	Use appropriate language without any grammatical errors.	Use appropriate language but has a few grammatical errors.	Use appropriate language but has some grammatical errors.	Can use appropriate language but has lots of grammatical errors.
Vocabulary	Rich, precise and usage of suitable vocabulary	Usage of suitable words in an accurate manner.	Usage of suitable words but repetitive	Inadequate and unsuitable use of words

(Adopted from English Curriculum of Bhutan 2014)



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APPENDIX G
IOC FOR RUBRICS

มหาวิทยาลัยรังสิต Rangsit University

Item Objective Congruence for Rubrics

1. If rating is +1, the item clearly matches the objective or ensures that the following measures meet the objectives stated.
2. If the rating is 0, it means that the item is unclear or unsure of whether the measures meet the objectives or not.
3. If the rating is -1, the item clearly does not match objectives or ensures that measures does not meet the stated objectives.

Sl. No	Lesson Plan No.	Expert 1	Expert 2	Expert 3	Average	Congruence
1	The rubrics contain a clear set of criteria.	+1	+1	+1	+1	Congruent
2	All the descriptors of the rubrics reflect consistent levels of continuity	+1	+1	+1	+1	Congruent
3	The scales describe how each band of the task is performed	+1	+1	+1	+1	Congruent
4	The language used to describe the differences in each performance level under each band makes scoring easy.	+1	+1	+1	+1	Congruent



APPENDIX H
FOCUS GROUP DISCUSSION GUIDELINES

มหาวิทยาลัยรังสิต Rangsit University

Focus Group Discussion Guidelines

1. Did you enjoy working in groups? Why?
2. How do you feel when you speak and share your ideas in your group?
3. What are some differences that you find between group investigation learning and the normal learning styles? Explain.
4. In your group, was everyone willing to speak and share their ideas? Why or why not?
5. How do you think group investigation will help improve your speaking ability





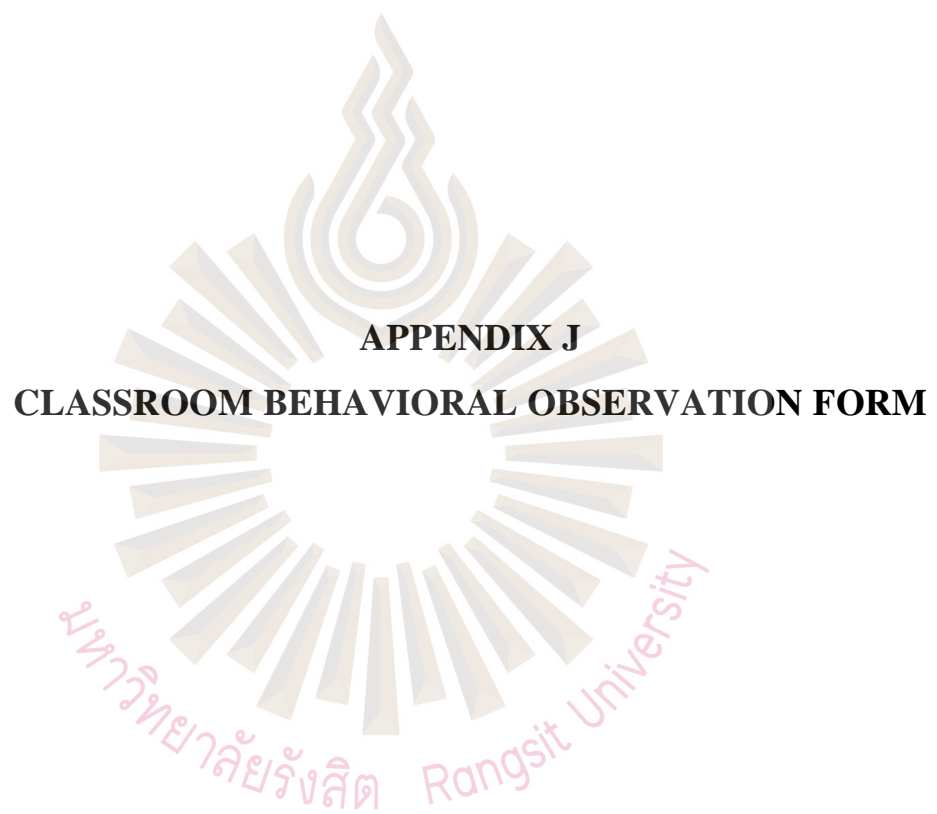
APPENDIX I
IOC FOR FOCUS GROUP DISCUSSION GUIDELINES

มหาวิทยาลัยรังสิต Rangsit University

Item Objective Congruence for Focus Group Discussion

1. If rating is +1, the item clearly matches the objective or ensures that the following measures meet the objectives stated.
2. If the rating is 0, it means that the item is unclear or unsure of whether the measures meet the objectives or not.
3. If the rating is -1, the item clearly does not match objectives or ensures that measures does not meet the stated objectives.

Sl. No	Lesson Plan No.	Expert 1	Expert 2	Expert 3	Average	Remarks
1	Did you enjoy working in groups? Why?	+1	+1	+1	+1	Congruent
2	How do you feel when you speak and share your ideas in your group? Explain.	+1	+1	+1	+1	Congruent
3	What are some differences you find between group investigation learning and the normal learning styles? Explain.	+1	+1	+1	+1	Congruent
4	Was everyone willing to speak and share their ideas? Why or why not?	+1	+1	+1	+1	Congruent
5	Do you think group investigation will help improve your speaking ability? How?	+1	+1	+1	+1	Congruent



APPENDIX J

CLASSROOM BEHAVIORAL OBSERVATION FORM

Classroom Behavioral Observation Form

Behaviors observed	All Members	Most Members	Some Members	Few Members
1. Group members agree on an agenda or plan.				
2. Begin work promptly.				
3. Figure things out with minimal teacher's help.				
4. Share responsibilities and/or assign roles.				
5. Engage in group discussion actively.				
6. Share views and ideas with group members.				
7. Respects and listens to ideas and views of members.				
8. Add ideas and support each other's ideas.				
9. Takes turn to speak				
10. Communicates in English throughout the discussion.				

(Adapted from Oxford University Press Canada, 2005; www.novelapproachpbl.com)

The logo of Rangsit University is a watermark in the background. It features a central emblem with a flame-like top and a circular base composed of radiating lines. Below the emblem, the university's name is written in Thai and English.

APPENDIX K

IOC FOR CLASSROOM BEHAVIORAL OBSERVATION

มหาวิทยาลัยรังสิต Rangsit University

Item Objective Congruence for Classroom Behavioral Observation

1. If rating is +1, the item clearly matches the objective or ensures that the following measures meet the objectives stated.
2. If the rating is 0, it means that the item is unclear or unsure of whether the measures meet the objectives or not.
3. If the rating is -1, the item clearly does not match objectives or ensures that measures does not meet the stated objectives.

Sl. No	Lesson Plan No.	Expert 1	Expert 2	Expert 3	Average	Remarks
1	Group members agree on an agenda or plan.	+1	+1	+1	+1	Congruent
2	Begin work promptly	+1	+1	+1	+1	Congruent
3	Figure things out with minimal teacher's help.	+1	+1	+1	+1	Congruent
4	Share responsibilities and/or assign roles.	+1	+1	+1	+1	Congruent
5	Engage in group discussion actively.	+1	+1	+1	+1	Congruent
6	Share views and ideas with group members.	+1	+1	+1	+1	Congruent
7	Respects and listens to ideas and views of group members.	+1	+1	+1	+1	Congruent
8	Add ideas and support each other's ideas in the group.	+1	+1	+1	+1	Congruent
9	Take turn to speak.	+1	+1	+1	+1	Congruent
10	Communicates in English throughout the discussion.	+1	+1	+1	+1	Congruent



Observation Form

Behaviors observed	All Members	Most Members	Some Members	Few Members
1. Group members agree on an agenda or plan.	✓			
2. Begin work promptly.	✓			
3. Figure things out with minimal teacher's help.	✓			
4. Share responsibilities and/or assign roles.	✓			
5. Engage in group discussion actively.	✓			
6. Share views and ideas with group members.		✓		
7. Respects and listens to ideas and views of members.	✓			
8. Add ideas and support each other's ideas.	✓			
9. Take turn to speak			✓	
10. Communicates in English throughout the discussion.			✓	

(Adopted from Oxford University Press Canada, 2005; www.novelapproachpbl.com)



 Sonam ^{Devi} ₂₀₁₅

 Rangsit University

Observation Form

Behaviors observed	All Members	Most Members	Some Members	Few Members
1. Group members agree on an agenda or plan.	✓			
2. Begin work promptly.	✓			
3. Figure things out with minimal teacher's help.	✓			
4. Share responsibilities and/or assign roles.	✓			
5. Engage in group discussion actively.	✓			
6. Share views and ideas with group members.	✓			
7. Respects and listens to ideas and views of members.	✓			
8. Add ideas and support each other's ideas.	✓			
9. Take turn to speak	✓			
10. Communicates in English throughout the discussion.		✓		

(Adopted from Oxford University Press Canada, 2005; www.novelapproachpbl.com)

Sam
30/5/2018


Samran Neli

มหาวิทยาลัยรังสิต Rangsit University

Observation Form

Behaviors observed	All Members	Most Members	Some Members	Few Members
1. Group members agree on an agenda or plan.	✓			
2. Begin work promptly.	✓			
3. Figure things out with minimal teacher's help.	✓			
4. Share responsibilities and/or assign roles.	✓			
5. Engage in group discussion actively.	✓			
6. Share views and ideas with group members.	✓			
7. Respects and listens to ideas and views of members.	✓			
8. Add ideas and support each other's ideas.	✓			
9. Take turn to speak	✓			
10. Communicates in English throughout the discussion.	✓			

(Adopted from Oxford University Press Canada, 2005; www.novelapproachpbl.com)



 Hem
 9/6/2018
 (Sonam Seki)



APPENDIX M
RESEARCHER'S LOG

มหาวิทยาลัยรังสิต Rangsit University

Researcher's Log

28/05/2018	<p>Students' behavioral observations were carried out by a peer teacher to evaluate the behavior of the students during the implementation of GI technique. The observation sheet contained 10 behavioral items to measure the learning behavior of the students. A total of eight sessions; 2 session for each lesson plan and observations were carried out during every first session of each plan.</p> <p>The first observation was carried out during the 2nd session of the first plan. Observation began as soon as the implementation of GI started. For the first five items, it was observed that all the members were involved and the students displayed positive learning behavior. However, the observer stated that not all the members in the group were willing to share their ideas freely. Similarly, some members preferred to speak in their local language while some never took part in their discussion. It was observed that some members in the group dominated the group and spoke throughout the discussion.</p> <p>It was observed that groups managed to complete their task on the stipulated time. The use of GI could not involve all the students during the speaking activity.</p>
30/05/2018	<p>During the second observation, it was observed that students were opening up and most members in all the groups were found active and engaged. Except for the tenth item in the observation sheet 'communicates in English throughout the lesson', all the members were observed to have improved their engagement in the activities.</p> <p>The observer stated that a few students still preferred to speak in their local language to deliver their thoughts and were hesitant to speak in English. However, the students were able to complete the task and improvements were observed compared to the first observation.</p>
09.06/2018	<p>The final observation showed a significant improvement in all the items. All the members in the class were observed to have agreed on the plans, began work promptly and shared responsibilities exhibiting positive learning behavior. The observer noted that the members respected and listened to the views of members, took turn to speak and supported each other's in sharing ideas.</p>

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APPENDIX N
IOC FOR LESSON PLANS

มหาวิทยาลัยรังสิต Rangsit University

Item Objective Congruence for Lesson Plans

4. If rating is +1, the item clearly matches the objective or ensures that the following measures meet the objectives stated.
5. If the rating is 0, it means that the item is unclear or unsure of whether the measures meet the objectives or not.
6. If the rating is -1, the item clearly does not match objectives or ensures that measures does not meet the stated objectives.

Lesson Plan No.	Rating by Expert 1	Rating by Expert 2	Rating of Expert 3	Average	Congruence
Lesson 1	+1	+1	+1	+1	Congruent
Lesson 2	+1	+1	+1	+1	Congruent
Lesson 3	+1	+1	+1	+1	Congruent
Lesson 4	+1	+1	+1	+1	Congruent

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APPENDIX O
LESSON PLANS

มหาวิทยาลัยรังสิต Rangsit University

Lesson Plan 01 (Session 1 &2)

<p>Class : VI Date:</p> <p>Subject : English Time: 90 minutes</p> <p>Topic: Introduction to Group Investigation</p> <p>Strategy : GROUP INVESTIGATION TECHNIQUE</p> <p>Teaching Materials : chalkboard, chalk, chart, marker, projector, laptop, grammar books, articles, library</p> <p>No. of students : 30</p> <p>Previous Knowledge of the students: Students had done speaking activities and group discussions.</p> <p>Objectives: At the end of the lesson, the students will be able to:</p> <ul style="list-style-type: none"> • List the 6 stages of group investigation technique • Explain what happens in each stage • Do a presentation 		
Teacher's Activities	Students' Activities	Time
<p>INTRODUCTION Exchange greetings Introduction and familiarization with the research participants. Ask the following questions to inquire about their previous knowledge.</p> <ul style="list-style-type: none"> • Did you work in groups in the class? • What are some of the activities you do in group? • What are some group activities on speaking? 	<p>Exchange of greeting</p> <p>Students listen to the questions and answer on Volunteer basis.</p>	<p>10 minutes</p>

<p>LESSON DEVELOPMENT</p> <p>Activity 1</p> <ul style="list-style-type: none"> • Create new groups in the class. Divide the students into 5 groups with six members each. Number the students from 1-5 and let the same numbers get into the same group and let students settle down. <p>Activity 2</p> <ul style="list-style-type: none"> • Ask students to discuss in the groups about reading; what they know about reading. • As the groups present their idea, list them on the board. • Tell the groups that we are going to discuss about reading. • Let the groups discuss their ideas on reading and share to the class. • Let the groups present their discussion. • After the groups have presented, ask for any comments or teacher solicit the groups. • Let students know that what they just did is a learning technique or method. <p>Input</p> <ul style="list-style-type: none"> • Introduce the term Group Investigation and explain the term and let students know that it is a method of learning • Tell them that what they did are the stages of group investigation. • Use the PowerPoint to explain Group Investigation Technique. 	<p>Follow instructions and fall into groups.</p> <p>Discussion</p>	<p>5 minutes</p> <p>40 minutes</p> <p>30 minutes</p>
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<ul style="list-style-type: none"> • Explain the stages of group investigation in detail once again. <p>CLOSURE (5 minutes)</p> <p>Have some students volunteer to answer the following questions.</p> <ol style="list-style-type: none"> 1. What did you learn today? 2. How many stages did we follow? 3. What are the stages of group investigation? 		5 minutes
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Lesson Plan 02 (Session 3 & 4)

<p>Class : VI Date:</p> <p>Subject : English Time: 90 minutes</p> <p>Topic: An Event at School (Oral presentation)</p> <p>Strategy : GROUP INVESTIGATION TECHNIQUE</p> <p>Teaching Materials : chalkboard, chalk, chart, marker, library, others,</p> <p>No of Students : 30</p> <p>Previous Knowledge of the students: Students were involved or have witnessed the events/ celebrations in the school.</p> <p>Objectives: At the end of the lesson, the students will be able to:</p> <ul style="list-style-type: none"> • Produce a presentation in groups • Do a presentation 		
Teacher's Activities	Students' Activities	Time
<p>INTRODUCTION</p> <p>Exchange greetings</p> <p>Talk about their day and the plans for the day.</p> <p>Ask the following questions to recapitulate the previous lesson</p> <ol style="list-style-type: none"> 1. What did you learn in the previous class?? 2. What is the name of the technique/method? 3. What are the stages of group investigation? 4. What else did you do? 5. Did you enjoy ? why? <p>Present the chart containing the stages of group</p>	<p>Exchange of greeting</p> <p>Share about their plans and ideas</p> <p>Students listen to the questions and answer on Volunteer basis.</p>	<p>5 minutes</p>

<p>investigation and have it on the wall of the classroom for reference.</p> <div style="background-color: #76b82a; color: white; padding: 10px; border-radius: 15px; text-align: center;"> <p>STAGES OF GROUP INVESTIGATION</p> <ol style="list-style-type: none"> 1. Topic selection : choose a topic. 2. Planning: plan and divide the work among group members. 3. Implementation: carryout the work according to the plan. 4. Analysis and synthesis: discuss, summarize and prepare presentation 5. Presentation: groups do a presentation.. 6. Evaluation: teacher and students provide comments and teacher evaluate the presentations </div>		
<p>LESSON DEVELOPMENT</p> <p><i>Activity 1</i></p> <ul style="list-style-type: none"> • Create new groups in the class once again. Divide the students into 5 groups with six members each. Number the students from 1-5 and let the same numbers get into the same group and let students settle down in their new groups. <p><i>Instructions</i></p> <ul style="list-style-type: none"> • Each group will prepare a presentation. • Every member must present a part of the presentation. • Each group will be given 7 minutes for presentation 	<p>Follow instructions and fall into groups.</p>	<p>2 minutes</p> <p>3 minutes</p>

<ul style="list-style-type: none"> The groups can look for sources from the library or may get help from other teachers or friends <p>The topic '<i>An Event at School</i>' will be written on the board. Each group will be asked to select one event that happened at the school.</p> <p>Activity 2</p> <ul style="list-style-type: none"> The groups prepare for the oral presentations following the group investigation technique. 	<p>Group members discuss and share ideas</p>	<p>35 minutes</p>
<p>SESSION 2 (45 minutes)</p>		
<p>Activity 3</p> <ul style="list-style-type: none"> Groups take turns to do the presentations After the presentations teacher asks for comments and suggestion and teacher provides feedback. <p>CLOSURE</p> <p>Carryout 3, 2, 1 paper to close the lesson.</p>	<p>Exchange greeting presentations</p>	<p>40 minutes</p> <p>5 minutes</p>

Lesson Plan 03 (Session 5 & 6)

<p>Class : VI Date:</p> <p>Subject : English Time: 90 minutes</p> <p>Topic: Role play</p> <p>Strategy : GROUP INVESTIGATION TECHNIQUE</p> <p>Teaching Materials : chalkboard, chalk, text(handouts) ,</p> <p>No of Students : 30</p> <p>Previous Knowledge of the students: Students had carried out role play in the class.</p> <p>Objectives: At the end of the lesson, the students will be able to:</p> <ul style="list-style-type: none"> • Carry out a role play in groups • speak their part of the dialogue 		
Teacher's Activities	Students' Activities	Time
<p>INTRODUCTION</p> <p>Exchange greetings</p> <p>Talk about their day and the plans for the day.</p> <p>Ask the following questions to recapitulate the previous lesson</p> <ol style="list-style-type: none"> 6. What are the stages of group investigation? 7. What did you learn in the previous class?? 8. Did you enjoy ? why or why not? <p>Tell students that in this lesson too, a speaking activity is going to be carried out</p>	<p>Exchange of greeting</p> <p>Share about their plans and ideas</p> <p>Students listen to the questions and answer on Volunteer basis.</p>	<p>5 minutes</p>

LESSON DEVELOPMENT		
<p>Activity 1</p> <ul style="list-style-type: none"> • Create new groups in the class once again. Divide the students into 5 groups with 6 members each. Number the students from 1-5 and let the same numbers get into the same group and let students settle down in their new groups. 	Follow instructions and fall into groups.	5 minutes
<p>Instruction</p> <ul style="list-style-type: none"> • The groups will perform a role play. • Every member must be a character of the play. • Use group investigation to prepare for the role play. • Use the text provided and sort out the roles and dialogues <p>Teacher provides the texts to let the groups prepare for the role play. The text include:</p> <ol style="list-style-type: none"> 1. A pet for Mrs. Arbuckle 2. The mirror 3. The wise old woman 4. Treasures of another kind 5. Siena's fun run 	Listen to the instructions and ask questions in case of doubt.	5 minutes
<p>Activity 2</p> <p>The groups plan and prepare for the role play following the group investigation technique</p>	Group members discuss and sort out the character, mark the dialogue for each character and prepare for the presentation	30 minutes

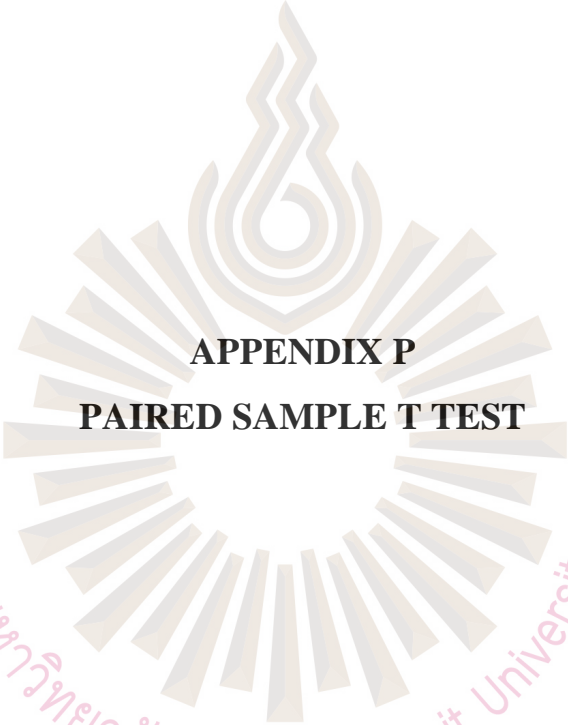
SESSION 2 (45 minutes)		
<p>Activity 3</p> <ul style="list-style-type: none"> • Groups take turns to do the role play. • After every group the teach asks for comments and suggestion from other groups and teacher provides feedback. 	Role play by different groups	40 minutes
<p>CLOSURE</p> <p>Summarize the test and have a discussion. Carry out 1 minute paper to end the lesson</p>	Discussion and do the 1 minute paper.	5 minutes

Lesson Plan 04 (Session 7 & 8)

<p>Class : VI Date:</p> <p>Subject : English Time:90 minutes</p> <p>Topic: Debate on '<i>Use of mobile phones is good for us</i></p> <p>Strategy : GROUP INVESTIGATION TECHNIQUE</p> <p>Teaching Materials : chalkboard, chalk, library, magazines, articles...</p> <p>No of Students : 30</p> <p>Previous knowledge of the students: they have taken part or attended debates in the school.</p> <p>Objectives: At the end of the lesson, the students will be able to:</p> <ul style="list-style-type: none"> • Participate in a debate 		
Teacher's Activities	Students' Activities	Time
<p>INTRODUCTION</p> <p>Exchange greetings</p> <p>Let students share about their well being and their day and the plans for the day.</p> <ul style="list-style-type: none"> • Write the topic 'Debate' on the board and let students share their ideas. • Discuss and explain about how a debate is carried out. <p>LESSON DEVELOPMENT</p> <p><i>Activity 1</i></p> <ul style="list-style-type: none"> • Create new groups in the class. Divide the students into 6 groups with 5 members 	<p>Exchange of greeting</p> <p>Share about their plans and ideas</p> <p>Students answer on Volunteer basis.</p> <p>Follow instructions and fall into groups.</p>	<p>5 minutes</p> <p>5 minutes</p>

<p>each. Number the students from 1-6 and let the same numbers get into the same group and let students settle down in their new groups.</p> <ul style="list-style-type: none"> • Once the groups are set introduce the topic of the debate ' <i>Use of mobile phones is good for us</i>' • Let students know that a debate will be carried out in the class. 		
<p>Instruction</p> <ul style="list-style-type: none"> • The topic of the debate is ' <i>Use of Mobile Phone is Good for Us</i>'. • Groups must discuss the points, collect information from the library, other teachers or friends. • Three groups will speak for the motion and the other three will speak against the motion. • Each member must speak for 2 minutes. 	<p>Listen to the instructions and ask questions in case of doubt.</p> <p>Group members discuss and sort out the character, mark the dialogue for each character and prepare for the presentation</p>	<p>5 minutes</p>
<p>To decide the speaking for the motion and against the motion, a member representing the group will be asked to pick a paper from the teacher's table (there will be two papers written 1 and 2). The groups getting 1 will speak for the motion and the group getting two will speak against the motion.</p>		<p>30 minutes</p>

<p>Activity 2</p> <p>The groups plan and prepare for the debate following the group investigation technique</p>		
<p>SESSION 2 (45 minutes)</p>		
<p>(The class will be already set up for the debate) The groups will pick a number like they did earlier to decide which group will speak first. Each group member will be given 1.5 minutes to speak.</p> <p>LESSON DEVELOPMENT</p> <p>The debate is carried out. Each group member will be given 2 minutes to speak.</p> <p>CLOSURE</p> <p>Use I minute paper to close the lesson</p>	<p>debate</p> <p>.</p>	<p>45 minutes</p> <p>1 minute</p>



APPENDIX P
PAIRED SAMPLE T TEST

มหาวิทยาลัยรังสิต Rangsit University

Paired Sample T Test

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	7/17	30	1.783	.325
Posttest	11.13	30	1.776	.324

Paired Samples Correlations

	N	Correlation	Sig
Pair 1 Pretest & Posttest	30	.820	.01

Paired Samples Test

	Paired Differences					t	df	Sig (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-3.967	1.066	.195	-4.365	-3.569	-20.377	29	.01

The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a circular arrangement of radiating lines, with the university's name in Thai and English below it.

APPENDIX Q
GROUP INVESTIGATION TECHNIQUE

มหาวิทยาลัยรังสิต Rangsit University



BIOGRAPHY

Name	Gaki Om
Date of Birth	April 5, 1984
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