

## Is Group Investigation Technique Effective for Teaching Speaking in News Items? An Experimental Design at Senior High School

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### Abstrak

Penelitian ini bertujuan untuk mengetahui skor rata-rata kemampuan berbicara bahasa Inggris siswa pada mata pelajaran News Item sebelum dan sesudah diajar dengan menggunakan teknik Group Investigation dan untuk menguji apakah ada perbedaan yang signifikan antara teknik Group Investigation terhadap kemampuan siswa dalam Berbicara. Item Berita. Penelitian ini menggunakan desain quasi eksperimen. Sampel dalam penelitian ini adalah kelas 12 MIPA1 dan kelas 12 MIPA2 di SMAN 1 Tapung dengan jumlah masing-masing 34 siswa dan 30 siswa. Pengumpulan data dilakukan dengan tes berbicara siswa terkait artikel berita. Peneliti melakukan analisis data dengan menggunakan SPSS versi 16.0. Penelitian ini menyimpulkan bahwa rata-rata siswa setelah diajar dengan teknik Group Investigation (66,12) lebih tinggi daripada sebelum diajar dengan teknik Group Investigation (53,35). Dari data tersebut peneliti menyimpulkan bahwa terdapat perbedaan yang signifikan ( $p\text{-value} = 0,00 < 0,05$ ).

**Kata kunci:** Teknik Group Investigation, News Item, Pengajaran Berbicara

### Abstract

This study aimed to determine the average score of students' ability to speak English in the News Item subject before and after being taught using the Group Investigation technique and to test whether there is a significant difference between the Group Investigation technique on students' abilities in Speaking News Items. This study used a quasi-experimental design. The sample in this study was class 12 MIPA1 and class 12 MIPA2 at SMAN 1 Tapung with a total of 34 students and 30 students, respectively. Data collection was carried out by a student speaking test related to a news article. Researchers conducted data analysis using SPSS version 16.0. This study concluded that the average of students after being taught using the Group Investigation technique (66.12) was higher than before being taught using the Group Investigation technique (53.35).

(53.35). From these data, the researchers concluded that there was a significant difference ( $p\text{-value} = 0,00 < 0,05$ ).

**Keywords:** *Group Investigation Technique, News Item, Teaching Speaking*

## INTRODUCTION

Speaking is one of the language skills that must be mastered by language learners even though it is still difficult for students to practice and master. The students may face some difficulties associated with a lack of participation, inability to express their opinions, and low motivation to speak (Oferischa & Anwar, 2018). The ability to speak English is very important for the interaction of people who speak English almost everywhere and every day (Efrizal, 2012). Aligned with Efrizal opinions, Kayi (2006) expressed the importance of mastering speaking skills because this skill helps people communicate better and get more information. Speaking is the ability to talk, and to speak the main purpose of speaking is to send a message to others or to be able to communicate about something in language and be understood by someone who becomes a listener. Speaking is an activity to understand and gain information in verbal communication. Speaking is also the activity of expressing ideas and thoughts through verbal language (Iswardati, 2016).

In mastering speaking skills, there are some common problems with students' speaking skills that researchers often find. Many students are low in speaking ability. One of the problems faced by EFL learners is the students" will not talk about problems (Gebhard, 2000). Some students will not talk because they are too shy or have such high levels of anxiety over speaking. Some teachers still find problems applying speaking activities to their students properly. Lack of experience to conduct such effective speaking activities, the limited time of English courses and insufficient facilities might be the causes of these hinders. For the students, having speaking performances in front of their classmates sometimes makes them frustrated. They are afraid, shy, nervous, and not confident (Trisnaningsih, 2013).

Not much different, the above problems are also faced by English teachers at SMAN 1 Tapung. Based on the pre-observing that was done in the twelfth grade at SMAN 1 Tapung is one of the State Senior High Schools in Kampar which is located on Jalan Petapahan – Minas KM.93, Indra Sakti, Kec. Tapung. When the researcher asked the teacher about the students" activity, the teacher also explained that most of the students tend to use the Indonesian language or their mother language. So, the researcher found some problems. First, students speak English passively during the English learning process. Second, the traditional teaching method was applied where the teacher talks more making the students not motivated to find out more about the new vocabulary. Third, students are not confident to speak English in class, students are afraid of being wrong in pronunciation and in the arrangement of words in English. Quiet students feel nervous to speak English in front of the class, and some students feel more confident when trying to speak English with their desk mates.

In news item lessons, learning usually be more dominant in students' reading skills, so there is a need for innovation in the learning process to continue to improve speaking skills in news item lessons. By those conditions, the researcher assumed that the teaching speaking of English must be really improved in some practical and easy ways. The teacher has to choose an appropriate technique in teaching speaking, because it will not be easy to teach English, especially speaking without using a suitable technique. One of the good techniques was Group Investigation Technique. Group Investigation is a technique that makes some groups with 4 or 5 students in one group to have a conversation to discuss something or ideas in the learning process so it can motivate students to practice their speaking and students fun in the learning process. Group Investigation is one of the techniques in the teaching and learning process. In teaching speaking, especially news items, Group Investigation seems suitable to be applied (Oferischa & Anwar, 2018). In Group Investigation, students form interest groups within which to plan and implement an investigation, and synthesize the findings into a group presentation for the class (Zingaro, 2008).

Group Investigation can motivate students since the technique has a sense of competition and fun for students. Besides, students will be motivated because they are helped by their teammates (Iswardati, 2016). Zingaro (2008) defines that Group Investigation as of four important components, they are investigation, interaction, interpretation and intrinsic motivation. In this research, the researchers used Group Investigation in News Items lessons. News Item lesson is the most appropriate lesson to use in Group Investigation Technique because students investigated news. Students are required to be able to conceive information from the news since this ability is useful for the students themselves. In comprehending the news, students need to use their communication skills. They use their communication skill either to clarify the news or to give their opinion toward the news they are reading or listening to. By using Group Investigation, it is expected that teacher in SMAN 1 Tapung could maximize their roles in increasing students' speaking competence. The researcher also hopes that the technique used could give positive contributions in teaching speaking.

Previous research has been conducted by several researchers regarding the use of Group Investigation Techniques in speaking skills with different research designs. They used classroom action research and study case (e.g Oferischa & Anwar, 2018; Iswardati, 2016; Yohana Yoshiphanungkas, 2014), and there was previous research that used an experimental design that was applied for the third semester students (Heru Setiawan, 2017).

Even though there has been research on the use of the Group Investigation Technique in speaking skills, only a few of these studies used experimental research. The researcher also used news item lessons as teaching materials in this study, where in previous studies did not specify the lessons used in the application of the Group Investigation Technique.

To overcome the existing problems the researcher decided to use the Group Investigation Technique to provide different learning so that students can learn news

item not only by reading but also by speaking during the English learning process. Thus, this study aimed to determine the average score of students' ability to speak English in the News Item subject before and after being taught using the Group Investigation technique and to test whether there is a significant difference between the Group Investigation technique on students' abilities in Speaking News Items.

### *Group Investigation Technique to Improve Speaking Skill*

Group Investigation can be an effective technique for teaching news items, especially in speaking skills. Group Investigation is one of the techniques in the teaching and learning process. In teaching speaking, especially news items, Group Investigation seems suitable to be applied (Oferischa & Anwar, 2018). In GI, students form interest groups within which to plan and implement an investigation, and synthesize the findings into a group presentation for the class (Zingaro, 2008). GI includes four important components they called the four I's: investigation, interaction, interpretation, and intrinsic motivation. Investigation refers to the fact that groups focus on the process of inquiring about a chosen topic. Interaction is a hallmark of all cooperative learning methods, required for students to explore ideas and help one another learn. Interpretation occurs when the group synthesizes and elaborates on the findings of each member in order to enhance understanding and clarity of ideas. Finally, intrinsic motivation is kindled in students by granting them autonomy in the investigative process.

There are some problems that mostly emerge in the teaching of speaking competence, specifically in reading news item text. The problems are the lack of students' English vocabulary, their lack of comprehension in using grammatically correct sentences, and the discomfort they feel caused by the lack of creativity of teachers in managing the learning process in the classroom. In order that students could comprehend news item text, the researcher selects Group Investigation as a technique used in teaching this topic. Group investigation can motivate students since the technique has a sense of competition and fun for students. Besides, students will be motivated because they are helped by their teammates (Iswardati, 2016).

Setiawan (2018) states that Group Investigation trains students to develop and improve their brain skills. The students actively will show from the first step up to the last step of the learning process. In Group Investigation, students are required to speak and express their ideas related to the news they are reading or listening to. This learning technique will be very useful since students can discuss their ideas first before delivering what is in their thoughts. More importantly, it will also boost the confidence of shy students who often find speaking with hesitance. Thus, by using Group Investigation, those shy and fearful students can slowly start to speak in a little circle, then later they can speak without having embarrassment or fear at all in a bigger forum.

Slavin (2005 p.24) argues that Group Investigation is a general classroom organization on a plan in which students work in a small group using cooperative

inquiry, group discussion and cooperative planning and project. The group Investigation technique implies the student to interact with each other from the planning of the project, investigating the native speakers until evaluation. Zingaro (2008) defines Group Investigation as of four important components, they are investigation, interaction, interpretation and intrinsic motivation.

In this research, the teacher should prepare some media and class to teach speaking by using Group Investigation in learning news items, such as news text that will be material in the class, the teacher divides the students into small groups of 4 to 5 members, and adjust the seat position according to the number of members. The Group Investigation Technique is applied to English-speaking practice. The topic is news item text and the students can choose the news article to discuss it. Then, the group will work together to present the report in the classroom using English.

## METHOD

The design of this research is quasi-experimental (table 1). Experimental research involves a study of the effect of the systematic manipulation of one variable on another variable. The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable (Ary & Cheser, 2010). Researchers cannot randomly assign subjects to experimental treatments for a study. Instead as in the preceding example, the researcher must use already assembled groups such as classes. In this case, the research is called quasi-experimental. Quasi-experiments include assignments, but not a random assignment of participants to groups. This is because the researcher cannot artificially create groups for the experiment (Creswell, 2011).

**Table 1. Research Design**

Groups	Pretest	Treatment	Posttest
Experimental	O <sub>1</sub>	Group Investigation Technique	O <sub>2</sub>
Control	O <sub>1</sub>	Traditional Method	O <sub>2</sub>

### Description

- O<sub>1</sub> : pretest of speaking news item  
O<sub>2</sub> : posttest of speaking news item

The research was to assess the twelfth-grade students' ability in speaking news items at the State Senior High School 1 Tapung. While the object of this research was Group Investigation Technique in teaching speaking news items. The researcher selected the population in this research of twelfth-grade students at State Senior High School 1 Tapung with a total of 224 students. The sample of this study was XII MIPA 1 as the experiment group with a total of 34 students, while the control group was taken from XII MIPA 2.

The researcher conducted a speaking test as a Pre-test. The steps of the speaking test were: students read the news, and after that students described what is the main idea about the text of news item. The speaking aspects scored are fluency, accuracy, pronunciation, intonation, and content.

To know the result of the implementation of Group Investigation, the researcher conducted a speaking test as a post-test. The steps of the speaking test were: students read the news, and after that students described what is the main idea about the text of the news item. The speaking aspects scored are fluency, accuracy, pronunciation, intonation, and content.

For comparison between two groups with data on a continuous scale a T-test can be a powerful analysis even with a fairly small number of texts and so is appropriate for this problem. In order to verify the hypotheses will propose, statistical analysis will apply. The researcher will conduct a sample T-test and an independent sample T-test. The T-test for independent samples is a parametric test of significance used to determine whether, at a selected probability level, a significant difference exists between the means of two independent samples (Gay, & Mills, 2015). If the Independent T-Test cannot be carried out because the assumption of normality is not fulfilled, Then the researcher can carry out the non-parametric Mann-Whitney U Test, also called the Wilcoxon Rank Sum Test. Both the Independent-Samples T Test and Mann-Whitney U test procedure compare means for two groups of cases.

## RESULT AND DISCUSSION

### 1. Students' speaking skills taught without using Group Investigation Technique in the news item lesson

The researcher found that the mean score evaluated in the Pre-test of the control class by rater 1 was 54.333. While the mean score evaluated by rater 2 was 52.4. Then, by summing up the scores from rater 1 and rater 2 and then dividing the result into 2, the researcher found the mean score obtained by the pre-test was 53.367. Then, the mean score post-test of the Control Class evaluated by rater 1 was 60.4, while the mean score evaluated by rater 2 was 53.333. Then, by summing up the scores from rater 1 and rater 2 and then dividing the result into 2, the researcher found the mean score obtained by the post-test was 56.867. Then, this is the table of the frequency distribution of the students' posttest in the control class.

**Table 2. The Frequency Distribution of Students' Post-Test Scores in Control Class**

	Frequency	Percent	Valid Percent	Cumulative Percent
50.00	1	2.9	3.3	3.3
52.00	2	5.9	6.7	10.0
54.00	9	26.5	30.0	40.0
56.00	6	17.6	20.0	60.0
58.00	3	8.8	10.0	70.0
60.00	2	5.9	6.7	76.7
62.00	6	17.6	20.0	96.7
64.00	1	2.9	3.3	100.0
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>100.0</b>	



Based on the table 1, it can be seen that in post-test of control class, 1 student got score 50.00 (3.3%), 2 students got score 52.00 (6.7%), 9 students got score 54.00 (30%), 6 students got score 56.00 (20%), 3 students got score 58.00 (10%), 2 students got score 60.00 (6.7%), 6 students got score 62.00 (20%), 1 student got score 64.00 (3.3%). So, the highest frequency was 9 at the score of 54.00. the highest score was 64.00 and the total frequency was 1. Descriptive statistics of pre-test and post-test in the control class. In the pre-test, the mean was 5the 3.37, standard deviation wthe as 2.632, minimum score was 48 and maximum score was 58. While in the post-test, the mean was 56.the 87, standard deviation was 3.739, minimum score was 50 and maximum score was 64.

**Table 3. Score Classification of Students' Speaking Skills in Experimental Class**

No	Categories	Score	Frequency	Percentage
1	Very Good	86-100	0	0%
2	Good	71-85	0	0%
3	Enough	56-70	18	60%
4	Less	≤ 55	12	40%
<b>Total</b>			30	100%

From table IV.4, it can be seen that there was no student in the very good and good category, with a percentage was 0%. 18 students were in enough category, with a percentage of 60%. 12 students were in less category, with a percentage 40of %. In conclusion, students" scores on speaking skills in the control class were classified into "Enough" category.

## 2. Students' speaking skills taught by using Group Investigation Technique in news item lesson

The researcher found that, the mean score pre-test in experimental class evaluated by the rater 1 was 55.529. While, the mean score evaluated by rater 2 was 55.176. Then, by summing up the scores from rater 1 and rater 2 and then dividing the result into 2, the researcher found the mean score obtained by the pre-test was 53.353. Then, the mean score post-test of experimental Class evaluated by rater 1 was 73.529. while, the mean score evaluated by rater 2 was 56.706. Then, by summing up the scores from rater 1 and rater 2 and then dividing the result into 2, the researcher found the mean score obtained by the post-test was 66.118. Then, this is the table of the frequency distribution of the students" posttest in the experimental class.

**Table 4. The Frequency Distribution of Students' Post-Test Scores in Experimental Class**

	Frequency	Percent	Valid Percent	Cumulative Percent
58.00	1	2.9	2.9	2.9
60.00	5	14.7	14.7	17.6
62.00	1	2.9	2.9	20.6
64.00	6	17.6	17.6	38.2

	Frequency	Percent	Valid Percent	Cumulative Percent
66.00	8	23.5	23.5	61.8
68.00	4	11.8	11.8	73.5
70.00	4	11.8	11.8	85.3
72.00	3	8.8	8.8	94.1
74.00	2	5.9	5.9	100.0
<b>Total</b>	<b>34</b>	<b>100.0</b>	<b>100.0</b>	

Based on table 3, it can be seen that in the frequency distribution of the students' posttest in the experimental class, 1 student got score 58.00 (2.9%); 5 students got score 60.00 (14.7%); 1 student got score 62.00 (2.9%); 6 students got score 64.00 (17.6%); 8 students got score 66.00 (23.5%); 4 students got score 68.00 (11.8%); 4 students got score 70.00 (11.8%); 3 students got score 72.00 (8.8%); 2 students got score 74.00 (5.9%). So, the highest frequency is 8 at the score of 66.00. then, the highest score was 74.00 and the total frequency was 2. While, The mean score of post-test in experimental class was 66.12, standard deviation was 4.262, minimum score was 58 and maximum score was 74.

**Table 5. Score Classification of Students' Speaking Skills in Experimental Class**

No	Categories	Score	Frequency	Percentage
1	Very Good	86-100	-	-
2	Good	71-85	5	14.7%
3	Enough	56-70	29	85.3%
4	Less	≤ 55	-	-
<b>Total</b>			<b>34</b>	<b>100%</b>

From the table above, it can be seen that there was no student at very good category, with a percentage 0%; 5 students were at good category, with a percentage 14.7%; 29 students were in enough category, with the percentage of 85.3%. Base on the explanation above, the researcher concluded that students' scores speaking skill in experimental class were classified into "Good" category.

### 3. The Significant Difference of Students' Speaking Skill Taught by Using and Taught Without Using Group Investigation Technique at Twelfth Grade Senior High School 1 Tapung

The data used to present the significant difference of Group Investigation Technique in speaking skills in news item lesson were obtained from the pre-test scores and post test scores classes calculated by using SPSS. In order to know whether the data used parametric or non-parametric analysis, the researcher previously needed to apply normality analysis by using Shapiro Wilk method in SPSS 16.0

**Table 6. Test of Normality of Pre-Test and Post-Test in Experimental Class and Control Class**



Tests of Normality						
Classes	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Experimental Class Pretest	.134	34	.129	.931	34	.033
Experimental Class Posttest	.129	34	.167	.957	34	.204
Control Class Pretest	.195	30	.005	.930	30	.049
Control Class Posttest	.192	30	.006	.914	30	.019

For normality test, if the significant level (Asymp. Sig) is bigger than 0.05 (Asymp.Sig >  $\alpha = 0.05$ ), the data distribution is normal. From the table above, it can be seen that the asymp significant value for pre-test experimental class score was 0.033 ( $0.033 > \alpha = 0.05$ ). And the asymp significant value for post-test score was 0.204 ( $0.204 > \alpha = 0.05$ ). So, it can be concluded that the data are not normal. Therefore, the analysis of using Group Investigation Technique in teaching speaking news items could be continued using Man Whitney Test.

After knowing the data were not normally distributed, the researcher would show the description of Mann-Whitney Test analysis as follows:

**Table 7. Data Analysis of Mann-Whitney Test**

Ranks				
	Classes	N	Mean Rank	Sum of Ranks
Result	Experimental Class	34	45.81	1557.50
	Control Class	30	17.42	522.50
	Total	64		

**Table 8. Significant Difference between Pre-Test and Post-Test Score**  
**Test Statistics<sup>a</sup>**

	Result
Mann-Whitney U	57.500
Wilcoxon W	522.500
Z	-6.119
Asymp. Sig. (2-tailed)	.000

Based on the output SPSS above,  $H_a$  is accepted because  $0.000 < 0.05$ . it means that the variance of the population is not identical. From the output above, it also can be seen that the sig (2-tailed) value is 0.000. It can be stated that  $0.000 < 0.05$ . It means that null hypothesis ( $H_0$ ) is rejected, while the alternative hypothesis ( $H_a$ ) is accepted. It can be concluded  $H_a$  is accepted and  $H_0$  is rejected.

In conclusion, teaching speaking in news items after using Group Investigation Technique in the twelfth grade at Senior High School 1 Tapung is better than before using Group Investigation Technique. Thus, there is a significant difference of the students' ability in speaking news items before and after being taught by using Group Investigation Technique at Senior High School 1 Tapung.

The Group Investigation Technique is a technique that refers to the development of students' creativity, tolerance, and cooperation, especially in speaking English. Students investigate news texts with their group mates and then present the results of their investigation in front of the class. The teacher as an observer and guide of the learning process, and students can ask questions using English if there is a text that is not understood.

Based on the findings of the research, it shows that used Group Investigation Technique in speaking news items had a significant difference in the students' skills in speaking news items. It can be seen that the average score of students' skills in speaking news items taught by using Group Investigation Technique had a higher score than taught without using Group Investigation Technique. Based on the research that the researcher has done, the average pre-test value for the experimental class is 53.35 and the pre-test for the control class is 53.37. Then the average post-test score for the control class was 56.87. After being given treatment and doing a posttest, the final result of the experimental class was 66.12 which was higher. It can be concluded that using Group Investigation Technique in speaking news items was successful.

These findings confirmed the theory from Zingaro (2008) that Group Investigation can be an effective technique in teaching English because there are four components. The components are investigation, interaction, interpretation, and intrinsic motivation. Besides, Iswardati (2016) also stated that Group Investigation can motivate students since the technique has a sense of competition and fun for students. Setiawan (2018) states that in Group Investigation, students are required to speak and express their ideas related to the news they are reading or listening to. Therefore this technique can be a learning method that can be used by teachers in teaching English, especially in speaking.

## **CONCLUSION**

The average score of the students' speaking skills taught without using Group Investigation Technique in news item lesson at the twelfth grade in senior high school 1 Tapung in the post-test control class was 56.87. It was classified as enough categories. The average score of the students' speaking skills taught using Group Investigation Technique in news item lesson at the twelfth grade in senior high school 1 Tapung in post-test control class was 66.12 It was classified as good category. Students' speaking skill taught by using Group Investigation Technique in a news item lesson in the twelfth grade in senior high school 1 Tapung was improved. The students' speaking skill taught by using and taught without using Group Investigation Technique in the news item lesson in the twelfth grade in senior high school 1 Tapung, by 0.000 <

0.05. It means that null hypothesis (H<sub>0</sub>) is rejected, while the alternative hypothesis (H<sub>a</sub>) is accepted. There is a significant difference between the twelfth graders' speaking skill taught by using and taught without using Group Investigation Technique in news item lesson at the twelfth grade in senior high school 1 Tapung

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