Chapter - One

Introduction

1.1 . Background of the Study

This introductory unit on the title 'Development of Speaking Skill Through Group Work' consists of the background, statement of the problems, rationale of the study, objectives of the study, research questions, significance of the study,delimitation of the study and operational definitions of the key terms.

1.1.1 Teaching Speaking

Teachingspeaking in a second language involves in the development at a particular kind of communication skill. It has also received a significant position for the school level students. It is in the sense that it is the speaking ability on the bases of which our guardians and parents in particular society in general measure the learning achievement of their children. What they do is their negative attitudes you the whole education system of that very school. Therefore this school has to receive important position in teaching English language classroom. The main purpose of teaching speaking skill is to make the students able to share their ideas, opinions, feelings each other. We can't expect fluent and spontaneous conversation on the part of students until and unless. We provide them opportunities to speak in the classroom and outside the classroom. It is also true that to have a good command over English learners should have large number of vocabularies stored in their minds. Therefore, adequate number of vocabularies and practice of speaking no doubt help to develop the speaking ability on the part of students.

1.1.2 Group work

Group work is a learner centered technique that can be used in a group. The teacher cannot keep contact with each student individually because of time limitation provided for a class period. Therefore the teachers divide the class into different groups on the basis of student number , their cognitive and linguistic levels the nature of teaching item etc. Race (2000, VII as cited in Regmi, 2004,P.5) believes, "group learning is

about getting people to work together well in carefully set up learning environments and learning fromother contexts we experience."

Group work is learning activity in which students get more chance to use the target language to communicatewith each other.It encourages the students' participation in the activities and tasks given to them. For Harmer (1991,P.245), "Group work is more dynamic than pair workas there are more people to react with and against in a group and therefore there is a greater possibility of discussion." This technique essentially seems to be suitable in a context where a large number of students sit in a single class . In such situation it is almost impossible for a teacher to treat the individual student personally because of time limitation . Therefore the teacher dividesthe students in to different small groups so that he/she can control and teach such large class effectively.

Regarding the group work as a techniques, circle Murcia and Holies (10988,P. 74) write: pair work or group work activities demand that the teacher prepares all materials in advance and plan pair or group assignments well, so students can perform their task efficiently. If group is not well planned, students become confused and demand a great deal of attention simply because they are trying to understand the task. The classroom becomes quite chaotic when ten or more groups are demanding clarification of additional directions groups for task a under such circumstance it becomes virtually impossible for the class to work or the teachers to make around the room and check each groups progress.

Sharmaa and Phayak (2009,P. 122) write that for a successful group work a teacher has to follow the following strategies :
   a. Plan for each stage of group work.
   b. Carefully explain to your class how the group have been operated and how Students will be graded.

   c. Give students the skill they need to succeed in a group.

d. Create group task that require interdependence.

e.Make the group work relevant.

f. Create assignments that fill the students' skill and abilities.

g. Assign group task that allow for a fair division oflabor.

1.1.3. Advantages and Disadvantages of Group work

Harmer (2008 P.166) gives the following advantages and disadvantages of group work:

a. It dramatically increases the number of talking opportunities for individual students.

b. As there are different members in a group, there is a greater chance of different opinions and varied contributions.

c. It encourages broader skill of co-operation and negotiation and is yet more private than to work in front of the whole class.

d. It promotes learner autonomy by allowing students tomake their own decisions in the group without being told what to do by the teacher.

e. It is more dynamic than pair work.

f.It is likely to be noisy.

g. Not all the students enjoy it since they would prefer to be the center of teachers' attention rather than working in pairs where collective efforts count more than individual ones.

h. Individual roles may slip into oblivion as grouproles stand out. In such scenario, not all students' roles are acknowledged and some might prefer to stay passive whereas others may dominate.

i. Groups can take longer time to organize than pairs.

1.2 Statement of the problems

Regarding the present study, the problem that is going to be explored is whether the group technique used in the development of speaking skill is effective or not. This research will measure the effectiveness of group work for the development of speaking skill.

The ability of students to be able to communicate naturally in English is one of the long term goals that language teachers would like to achieve in class. According to Bygate (1987), "The problems in teaching a foreign language or a second language is to prepare the students to use the language.Indeed it is a demanding task for language teachers to provide sufficient inputs for students to be competent.

Speakers of English, usually students feel insecure while expressing themselves in the target language; as a result they rather remain silent as they are fearful of making mistakes and do not show activeparticipation to speaking lesson.

In addition, language teachers at schools do not give full attention to speaking activities due to some constraints. They are required to complete the syllabus by following the yearly plan to prepare materials for lessons to be involved in non-academic duties as well. Moreover some ESL teachers prefer individual and pair work in class due to the fixed address, this problem as speaking is an important element in mastering English language.

1.3 Objectives of the study

The objectives of the study are as follows:

i) To develop students'speaking skillthrough group work.

ii)To suggest some pedagogical implications.

1.4 Research Questions

The specific research questionsare listed below:

I. Does the group work develop speaking skill?
II. Which technique is used mostly in speaking skill?
III. Do students get better achievement in speaking skill through group work?

1.5 Significance of the Study

This study will be significant for those who are involved in language teaching. This study aims at findingout the effectiveness of group work for the development of speaking skill. Nowadaysgroup work technique has been quite popular and widely used technique in foreign countries such as the USA and practiced inside the classroom in our country as well.

Teaching speaking skill becomes monotonous if it is taught through teacher centered approach so group activities become quite helpful to avoid the students' monotony and make teaching learning activities fruitful. So the researcher carried out the present work which will be equally useful from the implementation point of view in relevance to our country.

The present work is useful for both teachers and students if it is applied inside the classroom. Since group work technique does not require more materials but itrathernecessitates students' participation in learning; the students of both public and private schools will be highly benefitedif it is implemented. This study also provides the way of organizingand conducting group activities inside the classroom where the focus is on the students.

Apart from the teachers and students,text book writers, syllabus designers,methodology and language planners will also be benefited from the study.

1.6 Delimitations of the study

The research had the following limitations to make the study precise and systematic.

a. This study was limited in Shree Machchhindra Higher Secondary School, Kerabari 8, Morang district.
b. The population of the study was students of grade eight only.
c. Questionnaire and the classroom observation were the tools of the data collection.
d. The sample population of the study was limited to only thirty two students.

1.7 Definitions of the Key used

The following terms are defined to help the study.

Technique: - A teaching method, skill style, procedure which a teacher has selected to facilitate the teaching learning process where (1989) a particular trick is implemented inside the classroom.

Effectiveness: -Producing the desired results of teaching learning through the use of selected methods, techniques and tools.

English Teacher: - A person who provides planned subject matter and learning experience to develop knowledge and skill necessary for producing perfect English communication.

Teaching learning process: -They are planning for organizing and facilitating the delivery and question of knowledge and skill which leads to the change of behavioral attitudesand abilities of those involved.

Speaking skill: - Is an act of making vocal sounds, we can say that speaking means to converse or expressing one's thoughts and feeling in spoken language.

Language development: - Language development means development of all four language skills.

Action Research: - Isa a research used by teachers, Supervisors and administrators to improve the quality of their decision and action

Group Work:- Is a learner center technique that can be used in group.

Chapter-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter is related to the development and review of Theoretical, empirical related literature and conceptual framework. It has four sub- topics which are described briefly as follows.

2.1 Review of Theoretical Literature

Language is the method of human communication either spoken or written, consisting of the use of words in a structure and conventional way. Language is a means of communication. We use language in terms of four skills, i.e, listening, speaking, reading and writing. They are integrated to make the essence of communication fulland effective. These skills are often divided into two types receptive and productive. A language is basically used for information exchange. A language is used to express our feelings thoughts and so on.In order to make language teaching and learning successful, various kinds of techniquesand materials can be used.

Group work is one of the techniques which is used to teach the language skill effectively.There are different types of techniques which are used in teaching language skills i.e. group work, pair work, project work,role play etc. Among them group work involves students working in collaborationon set tasks in or out of the classroom.

There are many teacher centered techniques in the English language teaching process and the teachers' activity must revolve around those techniques. Students must have a streamlined focus on the subject matter. A friendly and interactive approach is instrumental in making students better receptive and interested in what is being instructed in the class. The teaching goals must be adapted to the needs and interests of learners, while teaching strategies should be carefully used to improve and improvise learning and make the subject matter useful.

According to several studies the teaching techniques have been found to be significantly related to student learning achievement.Learning aids are devices or mechanism designed to make learning more effective, efficient and satisfying while simplifying and organizing complex content and connecting new ideas to old ones. Yelon, (1996 P. 131) Furthermore, they are built to focus the learner's attention on what is being taughtfacilitating learning procedure and helping students recall faster through efficient instruction.P. 1320 New comb ate al (1986) classified teaching techniques into two groups namely the group techniques which include discussion, demonstration, field trips, role playing and resource people. The individualizedtechniques include supervised study experiments and independent study.Similarly,Henson (1998) calling them"strategies" mentioned others including lecture tutoring inquiry learning questioning discovery learning and simulation games.

The review of relevant literature toprovide the theoretical basis and rationale for this study was organized under the following sub-headings:

1. Teacher centered Techniques
2. Student centered Techniques
3. Individualized Techniques
4. Group Techniques

2.1.1 Language Teaching and Learning

Teaching cannot be separated from learning. According to Brown (1927, p7), "Teaching is guiding, facilitating and learning enabling the learner to learn. Setting the condition for learning is a relatively permanent change in behavior tendency and the result of reinforced practice. This definition clarifies that learning is the change in behavior pattern while teaching is to facilitate in the permanent change of behiviour.

Regarding language, teaching a language means helping learners in learning the language and to facilitate and encourage the learners in learning it. According to thr Brown, (1924,P2) "The task of language teaching begins with the questions: "Who are the learners? What is that the learners must learn and teacher should teach? How does

learning take place? "When does second language learning take place?" Where is the cultural and linguistic milieu of the second language? Why are learners attempting to acquire the second language?"

Thus language teaching has five fundamental aspects to consider and they are:

a. Who to teach? i.e identifies the learners and characterizes the nature.
b. Why to teach? i.e identifies the purpose the language being learned.
c. What to teach? i.e the contents of language teaching.
d. When to teach what? i.e the system order to teach the things to be taught.
e. How to teach? i.e the appropriate methodology to teach the things to be taught.

The aim of language teaching is to develop the communicative abilities of the learners. Communicative ability refers to the appropriate use of language in the existing situation. Proper communicative ability is concerned with the use of the grammatically correct sentences in the appropriate situation, so the teacher of language should teach the language functions accordingly providing enough opportunities to the students to commumicate freely and to develop their communicative competence.

2.1.2   Language skill

There are four basic skills in language teaching. They are listening, speaking, reading and writing. These four skills of communication are oral and written and the direction of communication is receptive and productive.

2.1.3 Teaching Speaking skill

Language is unique gift to human being which distinguishes them from animals. It is used to express thoughts and feelings. It like the other skills is more complicated than it seems at first and involves more than just pronouncing words.

Therefore, teaching of speaking is the main part of language teaching but as other skills, speaking is clearly much more than the production of speech sounds. Munby (1979) as cited in Sharma and Phyak (2006,P214) notes the following sub skills:

a. Articulating sounds in isolated forms.

b. Articulating sounds on connected speech.

c. Manipulating variation in stress in connected speech.

d. Manipulating the use of stress in connected speech.

e. Producing intonation patterns and expressing adequate meaning through variation in pitch and pause ranges.

2.1.4 Components of speaking skill

M. Ed English curriculum has prescribed the following points as the components of speaking skill. They are:

a. Articulation and production of sounds and sound sequences.

b. Production of stress and intonation pattern.

c. Connected speech.

d. Communicative skills.

e. Phatic communication.

2.1.5 Developing Speaking Skill

Teaching speaking skill as a second language involves the development of a particular kind of communication skill. It also holds a significant role for the school level students. It is in the sense that it is the speaking ability on the basis of which our guardians and

parents in particular and society in general measure the learning achievement of their children. Their evaluation rests on the fact that if their children cannot speak fluently and easily they express negative comments to the whole educational system at that very school. Therefore, these schools have to improve their status of English language teaching and speaking at any cost to gather favorable response from the society. The main purpose of teaching speaking skill is to make the students able to share their ideas, opinions, feelings with each other. We cannot expect fluent and spontaneous conversation on the part of students until and unless we provide them opportunities to speak in the classroom and outside the class room. It is also true that to have a good command over English, learners should have fair reserve of vocabulary stored in their minds. Therefore, adequate vocabulary and practice of speaking undoubtedly helps to develop the speaking ability on the part of the students.

Classroom activities that develop learner ability to express themselves through speech would therefore seem an important component of language course (Ur 1996 ,P.126). Here the researcher employs step by step technique in the classroom which makes use of action research.

2.1.6 Techniques of Teaching Speaking Skill

Learning a language means getting mastery over the four language skills (listening, speaking, reading and writing). Speaking is a productive and active skill. A good speaker is a person who speaks a language accurately and fluently. The goal of teaching a language communicatively is to develop accuracy and fluency in the students. And this is only possible when we give proper emphasis to speaking skill. Teaching speaking skill requires an appropriate technique during the classroom activities. (1963 P. 63-67) cited in Richards and Rodgers ,2001 P. 19) define " Technique is a implementation that which actually takes place in a classroom. It is a particular trick stratagem. Technique must consist of a method and therefore in harmony with an approach as well."

From the above definition it is clear that a techniques is an activity that takes place in a language classroom which is inevitable for the development of speaking skill in a

language classroom. Generally the following techniques are useful for the effective teaching of speaking skill.

a. Pair work
b. Group work
c. project work
d. simulation
e. role play
f. Dramatization
g. Elicitation
h. strip story

2.1.7 Problems with speaking

We have admitted that though speaking comes naturally to humans, it is not as simple as it seems .There are number of complexities and problems which are associated with speaking. These problems are most frequently seen in foreign languages. Davies and Pearse(2008) present thegenuine situationsthe learnerscomeacross while speaking:

1. Many people do not like speaking in frontof large groups of people.This is especially true in a foreign language because we may worry about producing utterancewith many errors or additives in them.
2. Recognizable pronunciation is necessary for speech to be intelligible.It is sometimeshard to understand people with strongregional accent in our own language and it is hard to interpret a non-native speaker with ease …….eat….tree…..let? as it is tree yet?"
3. Like listening, speaking takes place in 'real time' and speakers do not usually have time to contrast their utterance carefully.In conversation, the most commonkind of speaking we have to domany things all together understand what the other person is saying, what we want to say, when we get the chance to speak

be prepared for expected changes to topic and think of somethingto say when there is a long pause.

2.1.8 Current Issues in Speaking

Debates on various topics and issues in teaching speaking have been widely available in the recent literature.

Among many are:

⟩ Should speaking activities focus on texts or sentences?

⟩ Should we use only authentic texts?

⟩ What procedures are there specifically for pronunciation teaching?

⟩ Should we take a holistic or atomistic approach?

⟩ Should we focus on accuracy-based practice?

2.1.9 Benefits of Group Work in Basic Curriculum

It is the frequently used word in today's English language room. It is one of the student-centered techniques. Teachers are often found using this technique in their classes but the expected results are not observed as it should be. It is, therefore, important for the teachers to know when to use, how to use and what preparations are to be made while assigning the students into group work. The following discussion will be about how to form group work and what advantages will be avail if we organize the group work in principled way.

Forming group work: In order to form group, the teacher can use the following steps:

* Alternative rows to turn and face those in the desk.

* Four to six students should be managed in each group.

* Leader or secretary in each group should be selected.

* Group members' selection can be done in the basis of students' interest.

Mixed ability grouping can also be done.

* Rotation is also possible.

* First row turns and faces the second row.

* Teacher should be 'guide-on-the-side.'

In such group work, the teacher is a manager who plans, organizes, monitors and concludes the activity. For this, the teachers should provide clear oral instructions about what students are to practice and rapid checking of each group for tasks that should be done. Now, the group work managed in this way extends many benefits. They can be:

* Students share with each other and form each other.
* Students develop the feelings of 'We'.
* Students will have the ownership of their own learning.
* There will be recognition of individual talents.
* Students respect each other's ideas and views.
* Students know each other better.
* Students minimize mistakes.
* Students develop the sense of co-operative learning and so on.

2.1.10 Group work To Developing oral Skill

Group work is one of student-centered techniques. It is the technique which every English teacher tries to use in his/her classroom. This kind of technique will be useful while teaching any language skill-listening, speaking, reading and writing and only aspect of language vocabulary, grammar, language function and pronunciation. Group work can be organized to develop oral skills of the students in many ways. For example, the teacher can form different groups in terms of the number of students and asking each group to work to collect and present their classmates' general background. This may be about their interests, job, home, family, ambition etc. The group moves around the class and collects their friends' information on the basis of the above given criteria. When they complete doing their group task, they present it in the class. Each group should be provided an opportunity to present their work. Similarly, an English teacher can give group task from daily newspaper as homework. Each group reads the piece of newspaper article and reports in the next day class. In this way, if group work is organized and mobilized they can develop their oral skills.

2.1.11Task Activities Used in Teaching Speaking

A range of speaking activities, from controlled accuracy work to fairly free fluency work have been used in the communicative classroom.All the activities,whether accuracy based or fluency based can contribute to the development of speaking skill.Even non-communicative oral practice can help pronunciationHowever, maximum opportunities should be providedfor the learners to take part in natural communication. A number of activities for speaking practice and acquisition can be used in the second language classroom .They may vary because of their nature and goals.However, they are all important for the promotion of different skills of speaking.Some of the activities that can be used in the speaking lesson are:

1. Oral drills and recreation
2. Acting from scripts (dramatization)
3. Unscripted role –play (simulation)
4. Problem-solving activities
5. Speeches and prepared talks
6. pair and group work (e.g. discussion debates , projects exercise reaching a consensus picture description)
7. communication games

2.1.12 Importance of group work in speaking classroom

Different fluency related activities can be performed in the groups.The students mainly get opportunities for negotiation of meaning and for conversational adjustmentthrough the works in group. They will be supported and helped among one another.The common fluency enhancingactivities used in groups are namely, information gap activities and information exchange activities. In the information gap activities,the students make common effort supply with the information required. Similarly, in the information-exchange activities they make attempts to gain information from other   members of their group. They exchange information among one anotherand accomplishthe task given to them.

The concept of students working in groups also promotes a settingwhere collaboration and co-operation are valuablelifelong skills that are important in theprofessional workplace. Students develop communication and team-work skill.

There are several benefits for including group work in your class.Sharing these benefits with your students in a transparent manner helpsthem understand how group work can improve learning and prepare them for life experience (Taylor 2011) the benefits of group work include the following.

ʃ Students engaged in group work or cooperative learning show increased individual achievement compared tostudents working alone.

ʃ Student group work enhances communication and other professionaldevelopment skill.

2.2 Review of empirical literature

So far the various research works have been carried outwith the use of group worktechnique inteaching language skill.This is the first researchbased on a practical approach in the fieldof effectiveness of group work and it aims for the development of speaking skill.

Sharma (2003) carried out a research entitled,'Effectiveness of Role Play Technique in Teaching Communicative Function : A Practical Study'His main objective was to figure out the effectiveness of role play technique in teaching communicative functions and he used 84 students of Jana Jyoti secondary school,Motipur Kapilvastu as the primary source of data.He found that role play technique has relatively better impact in teaching the whole.Experimental group (Group-A) has improved average marks by 66.1% in different categories of the English function, whereas control group (Group-B) has 24.18% average increment percentage. His results proved that teaching with role playing (Group-A) is more effective than teaching with usual classroom Techniques (group-B).

Regmi(2004) also carried out a research on "A study on the usefulness of group work Techniques in teaching English tense" The objective of this study was to find out whether or not group work Techniques is effective in teaching English tense.For this purpose he carried out an experimental research. He divided the students into groups via control and experimental group and taught the experimental group using group work techniques. He found that these techniques were really useful in teaching tense.However the research was limited only to the present tense.

Yadav (2004) carried out a research entitled,'Problems in teaching oral skill in English'. His objectives of the study were to find out the causes of the problems.He found that the condition of the physical facilities or arrangement on most of the selected secondary schools was not satisfactory for the purpose of teaching oral skills i.e the bench-desk management; air conditions, surrounding environment etc. were notwell maintained. The policy of teaching English secondary level lack of interestfrom both teachers and students lack of teaching materials and due to the carelessness of the problems to teach oral skill.

Parajuli(2008) carried out the research entitled,"Teaching of speaking at the lower secondary level: An analysis of classroom activities".His objective was to identify the activities used for teaching speaking skill and to identity practical constraints faced by the teachers in conducting speaking activities in the classroom. He found that teachers used different activities like discussion, pair work, group work,picture description etc.The students' motivation and interest in speaking was satisfactory but interaction among students was less emphasized than the interaction among students and teachers. Similarly, more emphasis laid on reading and writing than in listening and speaking.

Luz (2015) conduct a research study entitled, "The relationship between teachers and students in the classroom: communicative language teaching approach and cooperative learning strategy to improve learning". He conducted the research to investigate how a supportive relationship between teachers and students in the classroom can improve achievement in the classroom. He found that the majority of teachers and students value

a supportive and caring relationship between them and that is essential to the teacher's student's relationship.

Mandal H.S (2015) conducted research study entitled, "Teacher views of the use of authentic materials in teaching English". He conducted a research to identify and analyze the use of authentic materials by teachers of English.He collected data by using questions .There were open-ended and close-ended questions. He found that the fifty-five percent of teachers form lower secondary school used authentic materials in their classroom as teaching learning materials in Saptari district.
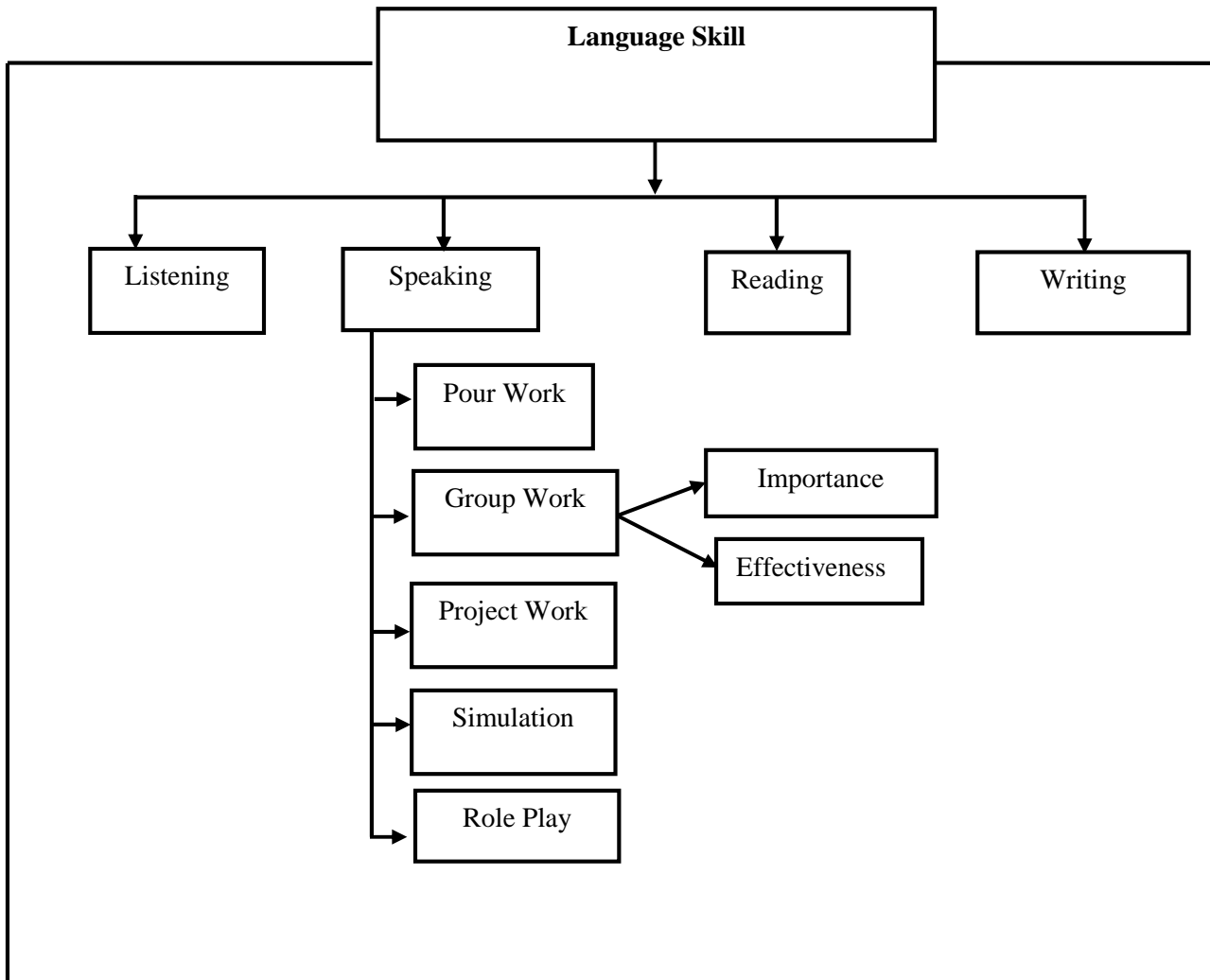
2.3 Implications of the Review

Literature review is the most important element to identify the problem of the study which can be solved by collecting of data . It also helps to avoid the mistakes which have already been done by earlier researchersso as to improve the research design and instrument, which was not successful at the last time. I could not get the research done by some topic. So,to fulfill the classroom'sneed of group work techniques to enhance the competence of speaking of the class eight students,I felt it is necessary to employ group work technique for the collection of data. The researcher and all the researches mentioned in the previous sub heading 2.2 are conducted in the field of English language learning and this research is also in the same field

2.4 Theoretical / conceptual framework

This study tried to measure the effectiveness of group work for the development of speaking skill most of the teacher use traditional way to teach speaking skills.The alternative ways to teach speaking skill are group work,pair work, role play, project work, which are useful to give the students clear idea and framework for this study is shown as the model showing the effectiveness of group work in teaching speaking skill.

Conceptual Framework

To conduct this study, following conceptual framework was followed:

Language Skill

| Listening | Speaking | Reading | Writing |

- Pour Work
- Group Work
  - Importance
  - Effectiveness
- Project Work
- Simulation
- Role Play

Chapter- THREE

RESEARCH METHODOLOGY

This chapter deals with the methods and procedures of the study.It includes the design of the study, population sample and sampling strategy, study area, source of data collection and data collection tools and technique.

3.1 Design and Method of the Study

To develop the speaking skill through group work technique, I followed an action research. It was done as judgmental sampling procedure. To collect data, questionnaire and interview were prepared and after teaching and preparing the students for rigorous twenty periods,same questionnaire was employed in the interview and the obtained data was analyzed.

Action research is a process in which participants examine their own education parotid, systematically and carefully, using the teaching of research.

3.2 Population, sample and sampling strategy

Population of this study were the students of grade eight studying in a government schoolMHSS of Morang district. The students studying at grade eight were selected for the sample population. The sampling procedure of this study wasjudgmental sampling procedure under non-random sampling out of the selected thirty two students.

3.3 Study Area/ field

In my convenience, I selected thirty-two students studying in grade eight at MHSS, Kerabari-8 Morang, for this study I would try to measure the development of speaking skill through group work .The students were interviewed by using the prepared questionnaire to find out the development of speaking skill.

3.4 Data collection Toolsand techniques

⟩ The major tools for the collection of data were tests. The test materials were developedbeforeclassroom teaching.These test items have been developed from the specific areas of language skill in speaking skill. The full mark was fifty to access the proficiency of the students and the environment of group work.It was the primary source of data.Similarly, the researcher consulted various booksand research works related to the top   ndary source of data.Those test itemsare given below :

⟩ Questionnaire
⟩ Observation
⟩ interview

3.5 Data collection procedures

The data wascollected using the followingstepwise procedures:

a) First of all I visited the selected school and requested theauthority for permissionto carry out the study.

b) After getting the permission from the concerned authority, I established rapport with the subject teacher and with a proper understanding of the subject, I explained the purpose and process of the research.

c) Appropriate questionnaire items which met the target of the study have been developed.

d) A written questionnaire has been asked to determine the proficiency level of the students.

e) Then I taught the selected students for a month using group work technique. (Within this period, I administeredinterviews for the last three periods.)

f) I administered some questionnaire and interviewed the students for getting findings

g) Finally the whole research has been carried out following the steps of the action research.

3.6 Data Analysis and Interpretation procedure

The obtained data was interpreted and analyzed in prose and descriptive form.The result was obtained from the questionnaire. Since it was an action research,it required a lot of information from the practical field as the major objectiveof the research as to develop speaking skill in class eight students.

CHAPTER – FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis of data and interpretation

This study has the main aim of finding the development of speaking skill at basic level in (Grade eight). Sincespeaking skill is an important aspect of any language to learn, it has also some value in English language .There are many techniques to be used in teaching speaking skill.However group work technique is one of the effective techniques.It helps the learnersto learn better if the teacher use group work techniques while teaching speaking skill.

The collected data are analyzed here.All together twenty five questions were asked to the students.Tenclosed ended questions were asked and fifteenquestions we open ended which respondents expressed their opinion pertaining to the use of methods / techniques with yes/no response.The example questionnaire is as follows:

-) Who is your best friend?
-) Describe your school?
-) Do you help your parents?
-) Have you ever driven a motorbike?
  Questionnaire were collected and data obtainedwere tabulated in table and expressed in terms of percentage value.

4.1.1 Analysis and interpretation of results

The collected data analyzed with the help of tables,illustrations and diagrams is as follows:

Analysis and interpretation of data collected with the help of the questionnaire   to the studentsrelating to the techniques:

A written questionnaire has been asked to determine the proficiency level od the student and then I taught the selected student for a month using group work questionnaire, interview and observation and then I administered some questionnaire and interviewed the student's for getting finding.

Table: 1

Analysis and interpretation of data from the questionnaire to the students in relation to the techniques

S.N	Students and their responses in Yes and No percentages				
		No	%	No	%
1	Willing to give answer	32	100%	-	-
2	Enjoy in group work	26	84%	6	19%
3	Willing to interact with friends in the class room	23	72%	9	28%
4	Teacher centered techniques encourage self-learning	20	63%	12	37%
5	Student centered techniques related to speaking skill	29	91%	3	9%
6	Group work helps to develop speaking skill	23	72%	9	28%
7	Get pleasure on integration	22	68%	10	31%

[Note :- The numbers after decimal are arranged according to system]

The above table shows that 100% of the students are interested in giving answers of given questionnaire.No one was unwilling to give the answers. Students were activity involved in giving answer.

The above table shows that 81% of the students enjoyed group work techniques. They were interested to interact with their friends about the questionnaire but nineteen of the students wereunwilling to show their activities or they feltuncomfortable in group interaction.

The above table shows that 72% of the students responded that they are interested to interact with friends in the classroom about the speaking classes whereas 28% of them have no interest in interaction with friends about the speaking classes.

The above table shows that 63% of the students agreed to teacher centered techniques that encouraged them towards self-learning but 33% of them didn't agree.They responded that only student-centered techniques cannot encourage self-learning and critical thinking. The above table shows that 91% of the studentsagreewith studentcenteredtechniques that encourage them to learn speaking skill whereas 9% of them didn't agree.

The above table shows that 72% of students responded that group work techniques help to develop speaking skill but 28% of the students didn't respond that group work technique help to develop speaking skill.

The above table shows that 69% of students were interested to get pleasure of interaction they feel pleasure in group interaction on the other hand,31% of students were not interested to get pleasure of interaction.They have no response.

Figure -1

Students' Responses in terms of teaching techniques
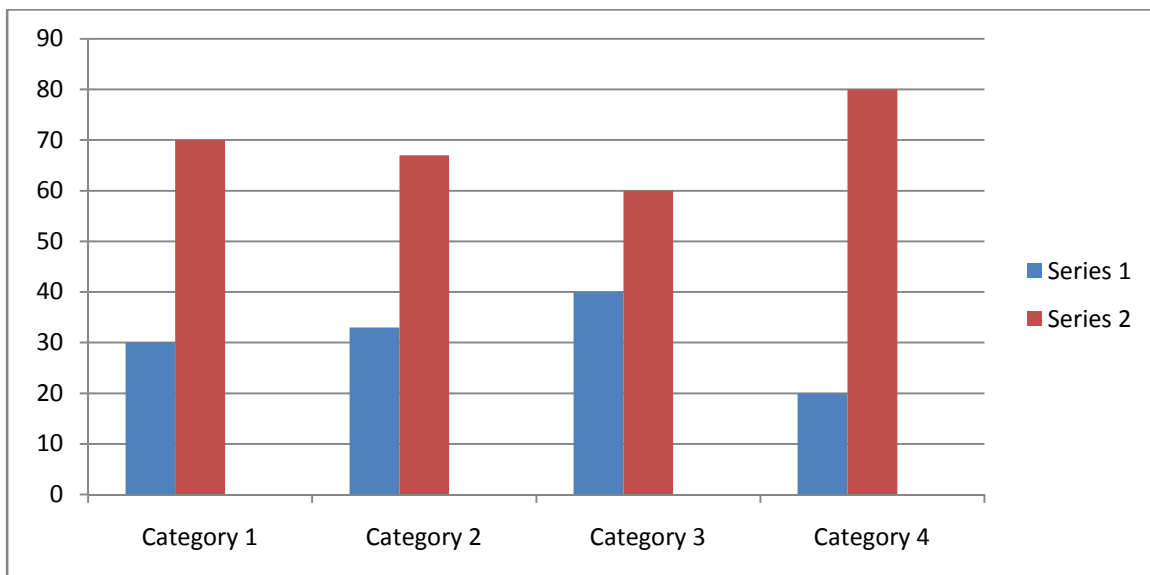
As shown in the figure 1.1 more students preferred students centered techniques in speaking skill classes. Most of the students showed their interestin group work techniques. According to figure 80% students always wanted to learn with the help of group work techniques. They are eagerly interested in group work techniques they are getting interested in group work techniques. This figure shows that groupwork technique involves speaking classes whereby the best results will come and the students'knowledge also can develop.

Similarly another techniques just like role play according to this figure role play techniques covered 70% students whereas 30% off them don't want to learn with role play techniques.

According to the above figure few of the students 33% showed their high interest in lecture methods whereas 67% of students showed less interest in lecture method. That means student does not want to learn in lecture methods.

According to the above figure most of the students 60% showed less interest in speaking with the help of project work whereas 40% students showed their high interest in speaking with the help of project work here 60% students showed less interest in project work. During the research, I found that the language teacher do notinvolve the students in project work. So the high percent of students do not show interest in project work.

The average students in a large number prefer the student-centered techniques.They showed high interest in learning speaking skill. Figure shows that
Most of the students learn high motivation in the classes that the teacher-centered techniques are used in comparison to students-centered techniques.

4.2 Findings in terms of students Responses

On the basis of students'responses, the researcher finds out that the students centered-techniques were the most preferred techniques by the learners in the speaking classes. The learners are found more active and creative in terms of learning when teachers employed student centered group work technique. On the contrary,the students were found lessactive andless creative in teacher-centered techniques applied in the classes. They became passive.They listened carefully but without availing effective learning outcome.

The researcher has applied bothtechniques inspeaking skill classes. After teaching them using the group work techniques,she/headministered questionnaire to the selected students and their response were gathered and analyzed which showed that the number of the students who preferred students centered techniques are high than those students who preferred teacher-centered techniques.

I have observed the classes while applying those teacher centered and student centered (group work) techniques.By that observation what I found was that those studentswho were taught through student-centered techniques developed more creativity than those taught otherwise. They were active or creative in group techniques.On the other hand they showedless creativity in teacher centered techniques.When I asked them about the

techniques, they responded that student centered(group work) techniques were the best for them in speaking classes.They furthermore responded that teacher-centered techniques are boring and dominating in which they get no opportunity to express and discuss and it lacks any creative activities.

4.3 Summary of findings

The researcher found out the most effective and less effective techniques among the techniques i.e teacher centered and group work techniques in teaching speaking skill at basis level.The researcher has used both techniques in teaching speaking skill in the classroom. The students were taught for twenty-six days and questionnaire were asked to the students and data were collected on the basis of students' response. During the period of speaking skill of grade eight students the researcher used different teacher centered techniques also such as lecture illustration translation etc. And she also used the student centered techniques such as group work and letter she distributed questionnaire to the students to whom she taught through group work techniques. The response collected from them are analyzed here in this report.It is found that respondents (students) attraction was most in student-centered techniques. They preferred these techniques highly in speaking classes at basic level (class eight).Many positive changes also evolved in the students i.e. fluency in speaking,curiosity in giving answers, active participation in activities in group, enhanced creativityetc. It is also found that they speak English with eachother in extra time also.

On the other hand less creativity and passivenesswas found in the teacher-centeredtechniques used in the classes. It is also found that the learning outcome is not satisfactory.Lack of active role breeds passivity and severely cripples curiosity. It doesn't assist them in being creative and hinders self-learning.

Students' responses were collected by administeringquestionnaire and the questions were open ended. They were asked both (Yes) and (No) questions on which most of their responses were positive on the use of student centered techniques .On the basis of their

response, researcher summarized that the most preferred technique is the student-centered technique in learning of English speaking at basic level.

Similarly, they get more opportunity in student-centered techniques whereas less opportunity in teacher centered techniques. They desired to have more opportunity and participation in the teaching and learning activity in the classroom.

The research is carried out to find out the most preferredand leastpreferredtechniques at teaching speaking skill at grade eight classes. The researcher has selected a government school and taught students of grade eight using both techniques,i.e teacher centered and student centered for twenty six days at Machihhindra Higher Secondary School Kerabari-8 Morang. So Machihhindra Higher Secondary School is resource center for sample data collection and research.
The population of this study were thirty two students of Machihhindra Higher Secondary School gradeeight and the sampling procedure was judgmentalsamplingprocedures.

Questionnaires were used as main tools to gather the responses.However, the researcherhas used interview and observation as toolsfor data collection. On the basis of data collected, she/he performed interpretation and analysis and came to a conclusion.

The total collected data were analyzed and enteredwith the use of percentage chart. After the analysis and interpretation of data; the following findings have been derived.

1. It was found thatthere wereboth techniques; teacher-centered and student-centeredthat were used inspeaking classes.
2. It was found that most of the students became active and enjoyed a lot in student centered (group work) techniques used in speaking classes.
3. It was found that few of the students felt shy and found itdifficultwhile giving answers from questionnaire in class whereas others were active.
4. It was found that most of the students were active in group work techniques usedin the classes and they were actively participatory in such classes.

5. It was found that that teacher centered techniques were not preferred much by the learners in speaking classes they remained passive in such techniques used in the classes.

6. It was found that they showed high interestand became more active in the class when they got chance to perform different speaking related activities in theclass.

CHAPTER – FIVE

Finally the summary and conclusion of the study was written onthe basis of the results. Similarly, some pedagogical implications are also given.

5.1 Conclusions

On the basis of the findings of the study the researcher concluded that the students centered group work techniques are highly preferred in the speaking classes.Among the techniques used by the teachers in speaking classes,teacher-centered techniques are less preferred by learners in the speaking classes. The researcher has adopted student centered and teacher-centered techniques on teaching speaking for the grade eight students and the questionnaire were asked to the learners to collect their response about the development of speaking skill. Group work techniques is highly effective in speaking classes.Group work techniques help to develop the speaking skill. The questionnaires were asked two times; firstly through student centered (group work) techniques.During this period, the students showed high interest in group work techniques.

Most of the students responded that the students centered (group work) techniques helped them to learn,how to speak in front of teacher and friends without hesitation and to participate in the speaking related activities inside the classroom. They were very curios and excited to learn with group work technique in the class. Therefore,high preference of the students lay on the student-centered techniques rather than the teacher centered ones.

5.2 Recommendations

The researcher puts forward the following recommendations.

5.2.1 PolicyRelated Recommendation

Most of the students depend on the text book, so, curriculum designershould provide many speaking related exercises in the text books.They shouldbe conscious about thetools used inspeaking skill classes.Curriculumshould give equal emphasis onskills related to listening, speaking, reading and writing.The exercises given in the text book are not sufficient so government should make policy to develop speaking skill of basic

level students through different tools.Government should implement effective research on educational field.Curriculum designershould include group work techniques to develop speaking skill.

5.2.2 Practice Related Recommendation

This research shows that the students who were taught speaking skill by using group work techniques preformed relativity better than those who were taught without using group work techniques. It showed an effective way to teach speaking skill.Itimpliesthat these techniques should be applied in teaching speaking skill in the classrooms.Teachers shouldbe well-trained, confidentand skillful to apply the techniques of speaking skill to the classroom.More priority should be given tothe students while they are learning to develop their speaking skill.Teachers should be encouraged to use group work techniques in teaching speaking skill and for this purpose the schools should introduce necessary teaching activities in their routine like debate,discussions, brainstorming, picture description, speech competition etc. to enhance the aptitude of the students towards speaking.

5.2.1 Further researchrelated recommendation

This study has been successful enough in meeting itsobjectives. However it was limited to only thirty-two students of government schools of Nepal.It cannot be claimed that the findings of this study are applicable for all Nepali but this research will provide a valuable secondary source for the researcher. It will provide new research areas which are left to be investigated such as on cohesion and coherence free composition.

Group work creates more opportunities for critical thinking and can promote student learning and achievement. Student's group work enhances communication and other professional development skill. This research may help the new commerce who wants to do research in spiking skill.

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Lesson plan no. 1

Class: Eight

Topic: Reading comprehension   Date 2075/   /

No. of subject 32   time: - .marks 45

Specific objectives

On the completion of this lesson, the students will beenabledto :

) Answer the given questions.

   -When were you born?

   -When is your birthday?

) Tell the description of school

   Materials: flannel boarded question chart and other daily used materials

   Teaching learning Activities

   Presentation of the teacher by relating to her life story motivates the students. Then the teacher gives clues upon which they brainstorm with the teacher being suggestive of something about the school.

   Practice: The teacher divides the students into groups and s/he shows the question chart with the help of flannel board like;

                    : When were you born?

                    : When is your birthday?

   Then the group tries to answer and the teacher gives feedback.

Evaluation:

The teacher asks these questions.

- When were you born?
- When was your birthday ?

Describe about your school.

If the students give the answer correctly the teacher gives them some question as homework. If they are not able to answer correctly the lesson is repeated again to make the students clear.

Lesson plan no. 2

Class: Eight

Topic: Reading comprehension   Date 2075/   /

No. of subject 32   Time: - .marks 45

Specific objectives

On the completion of this lesson the students will be enabled to :

Give answer of the following questions.

-Have you ever sang in public?

-Why do you love your friend?

-Do you help your parents?

Tell the description of family

Materials: flannel board question charts and other charts and daily used materials.

Teaching Learning activities

Presentation: The teacher motivates the students by telling the story of one family. Then the teacher gives clues so that they can guess the teacher describe about her family.

Practice: The teacher divides the students into groups and she shows question chart with the help of flannel board like:

-Have you ever sung in public?

-Why do you love your friend?

-Do you help your parents?

Then the group tries to give answers turn by turn and the teacher gives feedback to them. The teacher asks the students to describe their family in cooperation with their friends and finally s/he makes correction of the description.

Evaluation:

The teacher asks the questions:

-Have you ever sang in public?

-Why do you love your friend?

-Do you help your parents?

Describe about your family:

If the students give the answers correctly the teacher gives them some questions as homework. If they are not able to answer correctly the teacher repeats the lesson again to make the students understand.

Appendix –III

Dear Sir,

   As a student of M.Ed. 2nd year in English, and a researcher, I am trying to carry out a study on development of speaking skill through group work. I want to administerthis questionnaire to your students to solicit authentic information. My research hinges upon my own teaching experience with the grade eight students, equipped with your fruitful guidelines and suggestions.

Thank you for your co-operation and support.

YashodaGhimire

Researcher

Appendix – IV

This questionnaire and interview are meant for data collection for the purpose of my research only, entitled, 'Development of speaking skill through Group work '.

Questionnaire to the students

Name of the student ……………………………..

School

Grade

1. What is your name?

2. How old are you?

3. Where were you born?

4. When is your birthday?

5. What is your address?

6. Describe your school?

7. Do you like your school?

8. Who is your English teacher?

9. What are your hobbies?

10. What is your father's occupation?

11. How many people are in your family?

12. Do you speak English at your home?

13. How's the weather today?

14. Do you play any musical instruments?

15. Do you like sports? Which sports do you like most?

16. Do you play computer game?

17 Which is your favorite game?

18. Have you ever fallen down from the stairs?

19. Have you ever eaten horse meat?

20. Have you ever driven a motorbike?

21. Why do you love your friends?

22. Who is your best friend?

23. Have you ever sang in public?

24. Do you help your parents?

25. Which fruit do you like most?

Appendix

Scored marks by the students

S.N	F.M	Pre test	Post test
1.	50	20	40
2	50	20	40
3	50	18	35
4	50	19	36
5	50	19	36
6	50	18	35
7	50	16	35
8	50	16	30
9	50	14	30
10	50	15	33
11	50	16	34
12	50	15	30
13	50	12	32
14	50	13	33
15	50	14	28
16	50	15	38
17	50	16	30
18	50	14	28
19	50	16	36
20	50	17	33
21	50	19	30
22	50	16	30
23	50	18	33
24	50	14	34
25	50	18	36
26	50	12	30

27	50	12	30
28	50	14	33
29	50	15	36
30	50	20	34
31	50	16	36
32	50	18	32

Appendix –IV

Namelist of the sample population

S.n	Name of the Students
01.	Karan Pandey
02.	AnjanaBasnet
03 .	Monika Limbu
04.	ChahanaAdhikari
05.	TrisikaSunam
06.	JyotiKhanal
07.	Ganesh Prasad Acharya
08.	RoshanShrestha
09.	Arpana ,Limbu
10.	Srijana Limbu
11.	Reshma Karki
12.	Rosika Limbu
13.	Puspa Rai
14.	AsmitaKhatiwada
15.	SarojAcharya
16.	Ritu Rai
17 .	Kousila Rai
18.	Anita Limbu

19.   Sanlamuna Tamang

20.   RoshanUrau

21.   NabinShrestha

22 .   SarmilaPoudel

23.   Raj Kumar Bhujel

24.   AprikshaB.K

25.   Diwash Rai

26.   HomkalaSarki

27 .   DipikaMangrati

28.   SarmilaPariyar

29.   Bal Bahadur Pokhrel

30.   Rabi Pariyar

31.   KuntaSarki

32.   SatuGurung