TEACHERS' BELIEFS OF USING GROUP INVESTIGATION (GI) TECHNIQUE IN TEACHING READING ANALYTICAL EXPOSITION TEXT

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Abstract

This study focuses on exploring EFL teachers' beliefs regarding the teaching of reading Analytical Exposition Text through the Group Investigation (GI) technique. Employing a qualitative approach with a case study design, the study involved two teachers from a senior high school in Karawang: one novice and one experienced. Data was gathered through semi-structured interviews featuring open-ended questions. The findings are categorized into two main areas: the origins of teachers' beliefs and their beliefs specifically about using Group Investigation for teaching reading Analytical Exposition Text. The study recommends that teachers integrate opportunities for evaluation and feedback to further enhance the efficacy of the GI technique.

Keywords: Teachers' Beliefs; Teaching Reading; Analytical Exposition Text; Group Investigation

INTRODUCTION

Analytical Exposition Text is an essential component of school reading, with significant relevance in both academic and daily life. This type of writing aims to persuade readers or listeners about a specific topic (Gerrot, L., & Wignell, 2013). According to Mali-Jali (2007) as cited in Putri (2013), the social function of Analytical Exposition Text is to present arguments and supporting evidence for the author's viewpoint on a particular subject. For students aspiring to attend college, familiarity with this type of reading is invaluable. Additionally, students are frequently required to engage with expository materials such as essays, articles, journals, and research papers as part of their coursework.

Teachers are responsible for ensuring that students understand the text and reach the curriculum goals by using appropriate teaching and learning methods. The effectiveness of these methods depends on the teachers' beliefs and confidence in using them, as stated by Pajares (1992). Teachers' beliefs have a greater impact on their lesson design, decision making, and classroom practice than their knowledge. Beliefs shape teachers' behavior and influence their practice by providing an interpretive framework for their actions in the classroom (Diaz Larenas, C., Alarcon Hernandez, P., & Ortiz Navarrete, 2015). Kindsvatter et al (1988) in Richards, J. C., & Lockhart (1996) identified the sources of teachers' beliefs as: (1) their experience as language learners, (2) established practice, (3) teaching approach, method, or technique, (4) teaching experience, (5) teacher's personality, and (6) education, research, or professional development. Furthermore, Richards, J. C., & Lockhart (1996) classified teacher's beliefs about teaching and learning into five categories: beliefs about English, beliefs about learning English, beliefs about teaching English, beliefs about programs and curriculum, and beliefs about teaching languages as a profession.

In the 21st century, Cooperative Learning has emerged as one of the most popular learning models, providing students with the opportunity to develop social skills in diverse classroom environments. Various approaches such as Cooperative Integrated Reading and Composition (CIRC), Student Teams Achievement Divisions (STAD), Let's Ask and Learn Together, Group Investigation (GI), Think-Pair-Share, and Jigsaw can be used to teach reading. Group Investigation (GI) gives students more control over their learning compared to traditional teaching techniques or other cooperative learning methods (Sharan, Y., & Sharan, 1990). The stages of group investigation include selecting the research question, forming study groups, conducting the investigation, writing a final report, presenting the results, and evaluating the findings (Sharan, Y., & Sharan, 1990). This learning technique is frequently used in the school where the current study was conducted, especially in English subjects.

Observations in a public senior high school in Karawang revealed that English classes were only held once a week for two lesson hours, which was relatively short. As a result, teachers often shortened the time allocated for reading activities by using Group Investigation. However, a previous study indicated that although students could read English words, they did not necessarily comprehend what they read (Maleng, A. V., & Hartati, 2021). Therefore, this study aimed to investigate how teachers believe students develop English language abilities, particularly reading, through the use of Group Investigation when teaching Analytical Exposition Text.

METHOD

The study employed a qualitative approach with a case study design, aiming to delve into an in-depth investigation of teachers' beliefs regarding the use of the Group Investigation (GI) technique when teaching reading an Analytical Exposition Text. As described by Bromley (1990) and cited in Zucker (2009), a case study involves a systematic exploration of an incident or a series of related occurrences to describe and explain the phenomena of interest. This design was chosen to facilitate a close examination of the topic, in line with Yin's (2016) perspective on case study research. The researcher utilized purposive sampling to select participants, targeting both novice and experienced English teachers of the 11th grade. Novice teachers were defined as having three years or less of experience, while experienced teachers had more than three years of teaching experience (Farrell & Bennis, 2013). Purposive sampling was employed to ensure that the selected participants possessed characteristics relevant to the investigation, as explained by Turner (2020). Data for the study was gathered through semi-structured interviews, and the analysis was conducted using the interactive model of Miles and Huberman (1994). This model involves a sequence of steps, including data collection, data reduction, data display, and conclusion drawing/verification. This rigorous approach was chosen to ensure a comprehensive and systematic analysis of the collected data.

RESULTS AND DISCUSSION

Results

The study was carried out at a public Senior High School in Karawang, West Java, with input gathered from TN, a novice English teacher, and TH, an experienced English teacher. Semi-structured interviews were employed to delve into the teachers' perspectives on teaching reading Analytical Exposition Text using the Group Investigation technique. In the presentation and analysis of data, "T1" and "T2" were used to code TN and TH, respectively.

A. Source of Teachers' Beliefs of Using Group Investigation Technique in Teaching Reading Analytical Exposition Text

The study began by examining the sources of teachers' beliefs. According to Kindsvatter, Willen, and Ishler (1988) as cited in Richards, J. C., & Lockhart (1996), teachers' beliefs are shaped by their learning experiences, established practices, teaching approaches, methods or techniques, teaching experiences, personalities, and education, research, or professional development. To further investigate the sources of teachers' beliefs regarding the use of Group Investigation in teaching reading Analytical Exposition Text, the researcher conducted interviews with them. However, it was noted that two out of the six aspects, specifically teachers' learning experiences and education, research, or professional development, did not significantly influence teachers' beliefs in using Group Investigation in teaching reading Analytical Exposition Text. The remaining four aspects are detailed below.

1. Established Practice

In educational institutions such as schools or colleges, when both teachers teach or are students, there are several teaching styles and practices that are usually applied.

TI stated:

> ***Here at our school, cooperative learning methods such as Group Investigation are frequently employed*** *as we have shifted towards a more cooperative and student-centered approach to education. Therefore, the traditional method of standing in front of the class and lecturing is discouraged. However, there are still instances where lecturing is appropriate, depending on the learning context, situation, and timing. Additionally, we have also implemented Project Based Learning (PBL) as part of our instructional approach.*

T2 stated:

> *In this school, reading activities often involve role play and project-based learning (PJBL).* ***Additionally, group investigation tasks are commonly utilized***.

T1 and T2 described a shift in the approach to learning, emphasizing cooperative and student-centered methods such as Group Investigation and Project Based Learning. While traditional lecture-style teaching still exists in certain contexts, the focus is now on more interactive and project-based learning experiences. At the school where the study was conducted, reading activities often involve role play and project-based learning (PJBL), with Group Investigation being commonly used for cooperative work.

In conclusion, both teachers highlighted the variety of teaching techniques currently applied at the school, with Group Investigation featuring prominently. Their efforts to implement Group Investigation align with the school's emphasis on fostering cooperative and student-centered learning environments through an integrated approach.

2. Teaching Approach, Method, or Technique

In the experience of both teachers when teaching, they have found several teaching techniques that work well.

TI stated:

> *... Well, I am trying to implement Student-Centered Learning. From my knowledge and experience,* ***effective techniques tend to involve cooperative learning such as Group Investigation*** *or using PBL.*

T2 stated:

> *... **The Group Investigation technique is what I find most effective**. It's commonly used here as well, right. From that, we can assess their understanding of the material. ...*

The efforts by TI to implement Student-Centered Learning have highlighted the potential of cooperative learning techniques, such as Group Investigation and Project-Based Learning (PBL). TI found that these approaches could enhance students' engagement and understanding. T2 specifically emphasized the effectiveness of the Group Investigation method, noting its frequent use in their school setting and its impact on students' comprehension.

Among the various educational approaches known to these educators, they concluded that Group Investigation stands out as a particularly effective technique. This preference suggests that when it comes to teaching English, especially reading, Group Investigation is their favored method. This technique encourages students to work collaboratively, fostering a deeper understanding of the material through investigation and shared learning experiences.

3. Teaching Experience

Of the several successful teaching strategies, both teachers believe that there is one reading teaching technique that is tried to be implemented in the classroom consistently.

TI stated:

> *... Well, for the teaching technique, **we learn by using Group Investigation more**. ... This way, everyone can contribute evenly. For example, each group consists of 5-6 people. Problem-Based Learning (PBL) is also used occasionally, depending on the learning context.*

T2 stated:

> ***One of the methods we use is Group Investigation**. It is effective because children tend to find it easier to work on tasks together. ... Additionally, working collaboratively helps them better understand the material. This approach is commonly successful.*

T1 highlighted the Group Investigation technique as a valuable method for teaching reading. This approach enables nearly every student to contribute equally within groups of 5-6 individuals, fostering a collaborative learning environment. T2 echoed this sentiment, noting that Group Investigation is an effective teaching technique because it allows students to work together and gain a better understanding of the material.

Both teachers believe that Group Investigation yields positive learning outcomes. This consensus suggests that the success observed in their students' learning experiences is a primary reason for their preference for this method in teaching reading.

4. Teacher's Personality

Both teachers had personal preferences for patterns, settings, or teaching techniques to implement into reading instruction as they suited their personalities.

TI stated:

> ***I find it quite suitable** as I enjoy reading and like to research before diving into a book. ... Cooperative efforts such as Group Investigation make the process easier and enable mutual assistance.*

T2 stated:

> *Certainly, sure. Because we can see how the students collaborate, right. ... Then later, they can easily understand because they work together. And the heavy tasks, right, they can help each other. ...*

T1 felt that the Group Investigation method aligns well with their personality, as they enjoy reading and researching before teaching. The cooperative nature of this method, which emphasizes mutual support among students, resonates with T1's teaching style. Similarly, T2 highlighted the benefits of Group Investigation in facilitating cooperation among students, enhancing understanding, and providing mutual assistance with challenging tasks.

In conclusion, both teachers found that the Group Investigation technique complements their personalities, making it a preferred method for teaching reading. Their shared appreciation for this approach has led to its frequent implementation in their reading lessons.

B. Teachers' Beliefs of Using Group Investigation Technique in Teaching Reading Analytical Exposition Text

According to Richards and Lockhart (1996), beliefs in teaching English are a crucial aspect of teachers' practices. The second finding from the analysis highlights the teachers' beliefs in teaching reading Analytical Exposition Text using the Group Investigation technique. This finding is based on data from interviews, which are divided into three parts.

1. Conception

Based on the interviews, the two teachers defined Group Investigation as a technique for teaching reading cooperatively using groups. Even so, they still have several different views as described by the two teachers below.

T1 stated:

> *Well, **Group Investigation is one of the cooperative teaching techniques**. As I mentioned earlier, I asked them to do some research first. This is particularly useful when dealing with texts in the form of case studies, such as Analytical Exposition Texts. I informed them beforehand that our current topic is this, so they should find out how this case is presented and why it is like this. Additionally, they should try to relate it to the subject matter.*

T1 described the Group Investigation technique as a cooperative teaching method, particularly effective for texts like Analytical Exposition. In this approach, students are asked to research a given case. The teacher emphasized the relevance of the current subject matter and guided the students to investigate the case, analyze its features, and relate their findings to the lesson being taught. This method not only enhances comprehension but also encourages students to engage deeply with the material through collaboration and critical thinking.

T2 stated:

> ***Group Investigation is simply a collaborative discussion within a group to address a particular problem**. On the other hand, an **Analytical Exposition Text is a type of writing that presents the author's viewpoint with the aim of persuading the reader to agree with it**. Therefore, when students are tasked with creating such texts, they can learn from their group by sharing their opinions. **Typically, in Group Investigation, the first step involves selecting a topic and forming the group**. Then, planning the questions or*

tasks to be investigated, followed by conducting the investigation. Finally, compiling a report, making a presentation, and evaluating the findings.

T2 explored the idea of Group Investigation and Analytical Exposition Text, which entails collaboratively discussing and solving problems within a group. The teacher explained that an Analytical Exposition Text is designed to present the author's perspective in order to persuade the reader. Therefore, if students were assigned to write this type of text, they could express their opinions collectively in a group setting. Unlike T1, T2 emphasized the entire Group Investigation process, from selecting a topic and forming groups, organizing the investigation, carrying out the investigation, drafting the investigation report, presenting the findings, to evaluating the results.

In conclusion, both teachers discussed using Group Investigation as a cooperative learning method for teaching Analytical Exposition Text. This method involves six stages, from selecting a topic to evaluating the findings. It promotes group discussion and problem-solving, enabling students to collaboratively share their views to persuade the reader, fulfilling the purpose of an Analytical Exposition Text.

2. Importance

Both teachers believe that Group Investigation is important in teaching reading Analytical Exposition texts. Due to its importance, they both attempted to apply the technique in the class.

T1 stated:

> *It's very important, indeed. I'd say it's about 80-90% important, as it tends to make students more active when using this Group Investigation approach.*

T2 stated:

> *It's important to use Group Investigation for analytical purposes here. This method is usually more effective as it allows the students to directly understand the text by reading it together. It's essential for them to grasp the analytical content cooperatively, as it will help them in their future presentations. Evaluations will also reveal their understanding of the material.*

T1 stressed the significance of group investigation in teaching reading analytical exposition text, indicating it is 80-90% crucial as it enhances student engagement. Additionally, T2 underscored the importance of using Group Investigation to help students comprehend the text and prepare for group presentations. T2 noted that students' understanding is assessed based on these presentations.

Thus, from the above interpretation, the Group Investigation technique is vital in teaching reading Analytical Exposition Text, promoting active participation and mutual assistance among students.

3. Impact

Both teachers believe that applying Group Investigation in teaching reading Analytical Exposition Text has impacts, including the advantages and disadvantages for the students in the classroom.

a) Advantages

Both teachers claimed the Group Investigation as a technique that supports classroom activities in reading Analytical Exposition Text.

TI stated:

> *The benefits are sure to make children more active. Furthermore, they become more contribute in the learning process. Overall, Group Investigation is highly effective, especially for topics related to this text. ...*

T2 stated:

> *... When it comes to its advantages, the most noticeable one is the students' increased cooperation. There are numerous values that can be gained from Group Investigation, such as unity. They are able to share their opinions, resulting in a variety of perspectives. This method also minimizes passive participation, encouraging active involvement. ...*

T1 discussed how the Group Investigation approach offers multiple advantages to students, such as heightened engagement and enhanced learning outcomes, particularly beneficial for text-based subjects. Similarly, T2 highlighted the method's benefits, emphasizing active participation, teamwork skills development, and the exchange of diverse perspectives within each group.

Thus, it can be inferred that the Group Investigation method provides students with advantages like increased engagement and improved learning outcomes, especially in text-based subjects. It also fosters active participation, teamwork, and the exchange of diverse viewpoints among students within each group.

b) Disadvantages

Although in the previous statement both teachers mentioned that they felt helped by the use of Group Investigation in teaching reading Analytical Exposition Text, they could not deny that they also faced challenges in using the technique in classroom activity.

TI stated:

> *... It's possible that the only drawback is that sometimes it's difficult for the students to work in groups. If there are too many members in a group, some people may not contribute as much. After they have completed their investigation, they will present or report their findings. I usually ask them to report their results to the other students, either by going door-to-door or by presenting to the other groups. When a student hasn't contributed much during the investigation, I ask them to present more about their findings. Before presenting, they have to study the material, so they start to understand it.*

T1 highlighted the difficulties of managing a large group where some members might not contribute effectively. By using Group Investigation, students were encouraged to present their findings either through group-to-group interactions or concise presentations. This approach motivated less active members to participate actively in presenting their findings, thereby compelling them to learn from the investigative process.

T2 stated:

> *... It can be challenging to work with some students, especially when it comes to group work. Many boys tend to be picky about their group members. Some may rely too much on the girls, like A, who is always depended on to do all the work. It's typical student behavior, but there are also those who are genuinely lazy, perhaps because their abilities don't match those of their groupmates. In such cases, with proper guidance, their behavior can be improved. Groups are usually balanced with both boys and girls, and there are rewards and consequences for non-*

participation. Even in group work, individual performance is evaluated. Tasks are divided among group members, and everyone's contribution is assessed. If, for example, A doesn't do their part, and B does most of the work, only B will receive credit. Kids are usually afraid of the consequences when it comes to their grades.

T2 discussed the challenges associated with managing children in group settings, particularly noting boys' selective approach to group work and their tendency to rely on girls for assistance. The discussion also highlighted issues where some members may show reluctance due to their perceived limitations compared to others. However, T2 suggested that these challenges could be effectively addressed with proper guidance and direction. Furthermore, T2 proposed strategies such as forming groups with both male and female members and implementing incentives and consequences to encourage active participation. Despite the collaborative nature of group work, individual grades were still assigned, underscoring the importance of personal accountability. The teacher emphasized the division of tasks among group members and stressed each individual's responsibility for their own work. Based on experience, students were motivated to perform well due to concerns about their grades.

In summary, T2's insights reveal the complexities of managing large groups in Group Investigation, including handling unproductive behaviors and addressing gender dynamics. The approach included strategies for fostering engagement and ensuring accountability, ultimately aiming to enhance student participation and learning outcomes.

Discussion

Similar to the finding section, this section is divided into two parts, which are sources of teachers' beliefs as well as their beliefs of using the Group Investigation technique in teaching reading Analytical Exposition Text itself. In this section, the researcher also discusses other related theories and previous research regarding teachers' beliefs in teaching reading Analytical Exposition Text by using the Group Investigation technique.

A. **Source of Teachers' Beliefs of Using Group Investigation Technique in Teaching Reading Analytical Exposition Text**

Based on the data gathered, the researcher identified several influential factors that affect how teachers approach teaching reading through the Analytical Exposition Text using the Group Investigation technique. These factors encompass the teacher's established practices, teaching approaches, methods or techniques, teaching experience, and personal characteristics. They align with Kindsvatter, Willen, and Ishler (1988) in Richards and Lockhart (1996), who asserted that beliefs are shaped by six aspects, excluding two— teacher's learning experience and education, research, or professional development—that did not significantly contribute to teachers' beliefs in using Group Investigation for teaching Analytical Exposition Text.

Firstly, both T1 and T2's adoption of the Group Investigation technique in teaching Analytical Exposition Text was influenced by the established practices within their respective schools. These practices include various teaching techniques, among which Group Investigation is prominent. This aligns with Kindsvatter, Willen, and Ishler's (1988) observations that schools or institutions often have preferred teaching approaches and styles.

Secondly, both teachers chose to implement Group Investigation based on their belief that it could be an effective teaching technique, amidst several other approaches, methods, or techniques known to them. According to Kindsvatter, Willen, and Ishler (1988) in Richards and Lockhart (1996), principles derived from various teaching methods provide a comprehensive understanding of teaching and learning theories, offering insights into why certain techniques may be successful.

Thirdly, their decision to use Group Investigation for teaching Analytical Exposition Text was influenced by their teaching experiences. Data indicated that among the techniques mentioned, Group Investigation was perceived to yield positive learning outcomes, reinforcing their preference for this method. This is supported by Kindsvatter, Willen, and Ishler (1988) in Richards and Lockhart (1996), who noted that teachers' classroom experiences significantly shape their beliefs regarding the effectiveness of specific methods with different student categories.

Lastly, both teachers asserted that Group Investigation aligns with their personalities and teaching styles, prompting its frequent use in teaching reading. Kindsvatter, Willen, and Ishler (1988) in Richards and Lockhart (1996) also suggested that educators often favor particular strategies because they resonate with their personal characteristics.

B. Teachers' Beliefs of Using Group Investigation Technique in Teaching Reading Analytical Exposition Text

In the field of education, teachers often bring their unique perspectives and beliefs to their teaching practices, especially when employing specific teaching methodologies. This was evident in a recent study on teachers' beliefs regarding the Group Investigation technique in teaching reading Analytical Exposition Text. Interestingly, while some aspects of these beliefs align, others diverge significantly. This finding is supported by Rokeach (1972) as cited in Savasci-Acikalin (2009), who defines beliefs as fundamental assertions—whether conscious or unconscious—accompanied by the statement "I believe that." When examining the varied beliefs held by teachers, it becomes clear that their perspectives are shaped by numerous factors, as discussed earlier. Recent findings indicate that each teacher holds distinct beliefs regarding the conception, importance, and impact of the Group Investigation technique.

Regarding conception, both T1 and T2 view Group Investigation as a form of cooperative learning that emphasizes collaborative group-based learning. This perspective is consistent with the work of Sharan and Sharan (1990), who established Group Investigation (GI) as a cooperative learning method in the 1970s. They found that Group Investigation is particularly suited for teaching Analytical Exposition Text. T1 emphasized the textual content and guided students to investigate cases, analyze their characteristics, and relate them to the subject matter being studied. On the other hand, T2 highlighted the technique's suitability for teaching Analytical Exposition Text, where students present their views to persuade readers, thereby allowing group members to share their perspectives if tasked with composing such texts. This finding aligns with Sharan and Sharan's (1990) assertion that groups benefit from diverse interests, backgrounds, values, and intellectual capacities, which enriches the learning process by offering a wide range of knowledge and skills. Thus, the Group Investigation technique provides a robust framework for harnessing both individual abilities and diverse academic interests. Moreover, unlike T1, T2 emphasized the detailed process of Group Investigation, which includes selecting a topic, forming student groups, organizing and conducting the investigation, drafting and presenting reports, and evaluating findings. This approach closely mirrors the six stages of Group Investigation outlined by Sharan and Sharan (1990): 1) selecting the research

question and forming study groups, 2) organizing the investigation within groups, 3) conducting the investigation, 4) writing the final report, 5) presenting the results, and 6) evaluating the findings.

Secondly, regarding importance, T1 emphasizes the significance of group investigation in teaching reading analytical exposition text, attributing it with 80-90% importance as it enhances student engagement. This perspective aligns with Mitchell, Montgomery, Holder, and Stuart (2008), who argue that Group Investigation offers numerous benefits by actively involving students in their learning process, transforming them from passive recipients of information to active participants. Similarly, T2 underscores the importance of employing Group Investigation for teaching reading analytical exposition text, aiming to enhance students' comprehension of the text and readiness for group presentations. This viewpoint supports the concept of "cooperative learning," where various classroom strategies facilitate students in helping each other grasp academic concepts (Slavin, 1991). T2 also stresses that students' comprehension is evaluated through their presentations.

Thirdly, in terms of impact, this section covers both the advantages and disadvantages of using the Group Investigation technique for teaching reading Analytical Exposition Text. T1 identifies several benefits, such as increased student activity and contribution to learning, fostering a sense of responsibility and accountability among students. Similarly, T2 highlights the advantages of Group Investigation, including promoting active participation, fostering teamwork, and encouraging diverse perspectives within groups. These findings are consistent with Killen and O'Toole (2023), who affirm that Group Investigation is a cooperative learning technique that enhances student engagement in activities, particularly beneficial for text-based subjects.

On the other hand, both T1 and T2 acknowledge challenges associated with the Group Investigation technique. T1 discusses the difficulties of managing large groups where some members may not participate effectively. T2 points out challenges related to working with children, particularly boys who may be selective about group work and rely on girls for assistance, as well as members who may be less motivated due to perceived limitations compared to others. These issues are also noted by Trianto (2007) as drawbacks of group learning activities, including limited engagement from some learners and dependency on group leaders. In response to these challenges, both teachers emphasize the importance of teacher intervention. T1 suggests that teachers should provide additional guidance and direction to ensure all group members actively participate. T1 also motivates less active members to present their findings to the group, thereby encouraging learning through the investigative process. T2 advocates for organizing groups with both male and female members and employing rewards and consequences to promote participation. Despite collaborative work, individual grades are assigned, highlighting the significance of personal accountability within groups, where each member is responsible for their own tasks. Based on their experiences, both teachers observe that students are motivated to perform well to avoid receiving poor grades due to their actions.

CONCLUSION

Teachers' beliefs about using the Group Investigation technique to teach reading Analytical Exposition Text are shaped by several factors: established practice, teaching approach, method or technique, teaching experience, and personality. These factors collectively influence how teachers perceive and utilize the Group Investigation technique in their instructional practices. Firstly, both educators view Group Investigation as a form of cooperative learning for teaching

Analytical Exposition Text. They acknowledge the technique's six-stage process, from selecting a topic to evaluating findings, which fosters group discussions, problem-solving, and collaborative sharing of viewpoints. This aligns with the function of Analytical Exposition Text, where students aim to persuade readers through shared perspectives in a cooperative environment. Secondly, both teachers believe the Group Investigation technique is essential for teaching reading Analytical Exposition Text because it promotes active student engagement and facilitates mutual assistance among peers. Thirdly, the Group Investigation method offers various benefits for students, including increased activity, enhanced learning contributions, and opportunities for active participation. It also supports the development of teamwork skills and encourages the exchange of diverse opinions within groups, particularly beneficial in text-based subjects. However, the Group Investigation approach also presents challenges, such as managing large groups with unproductive members and addressing gender dynamics, particularly concerning boys' selective participation. Strategies discussed include motivating disengaged members, forming mixed-gender groups, and emphasizing individual accountability within the group. Teachers implement these strategies by guiding students to present findings to their peers and using incentives and consequences to ensure active participation.

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