



The Application Of Group Investigation In Speaking Class At University Of Nusantara PGRI Kediri

Jatmiko¹. Agung Wicaksono². Pamadya Vitasromo³.
Health Science Faculty Kadiri University¹
Teacher Training and Education Faculty PGRI Nusantara University²
Health Science Faculty Kadiri University³.
jatmiko@unik-kediri.ac.id

Received: 23 August 2022; Revised: 12 October 2022; Accepted: 17 December 2022

DOI: <http://dx.doi.org/10.37905/aksara.9.1.153-158.2023>

ABSTRACT

Teaching is an interactive process, mostly involving classroom talk which takes place between teacher and students in certain definable activity. Speaking is one of the skills must be mastered by students as a foreign language. And teaching speaking is a process of giving help to the students to expressing their idea, taught, feeling, or practicing communication by using English. Teaching speaking is activity carried out by teachers and useful to train students to speak. Speaking is one tool to communicate with others people. Group Investigation is one of method that uses to learn speaking. The purpose of the research is (1) to describe the application group investigation (GI) in speaking class by an English lecturer, (2) to describe the students' response to the application of group Investigation (GI).

The research design applied in this research is descriptive qualitative research. The subject of this research is fourth semester students at English education department of UNP Kediri, consists of 22 students. The data used is questionnaire. This research is about the application of Group Investigation in speaking class. The teacher divided into small groups, choose sub-topic, investigation and discussion, and then presentation and evaluation.

The result of questionnaire shows that 75% almost all of students answer strongly agree. It means that the application of group investigation in speaking class is very useful and helpful for the students to learn speaking. It can be concluded that the application of group investigation in speaking class was successful and it supports the theory.

Keywords: Communication, Group Investigation, Speaking, Teaching

INTRODUCTION

Speaking is an essential skill that should be mastered by students as a foreign language in Indonesian context. Speaking is one of productive skills. It involves putting a message together, communicating the message, and interacting with other people, (Ari, 2002: 19). It means that speaking is a mean of communication where people need to communicate to each other. They need to express their feeling, opinion, and willingness to each other. So that speaking is one of the most important skills to be learned. As said by Michelle (Maxom, 2009: 20). "Speaking is the most important skill in English language teaching". It's hardly accepted to be expert of a language without actually speaking it.

In speaking the students face problems that make them difficult to speak in English. According to (Coeckelbergh & Coeckelbergh, 2018: 18) there are many factors causing difficulties in speaking, as follows: 1. *Inhibition*. Students are worried about making mistakes,



fearful of criticism, or simply shy. 2. *Nothing to say*. Students have no motivation to express themselves. 3. *Low or uneven participation*. In fact, only one participant can talk at a time because of the large classes and the tendency of some learners to dominate, the class while others speak very little or not at all. 4. *Mother-tongue use*. Learners who share the same mother tongue tend to use their mother tongue because it is easier feel less exposed if they speak using their mother tongue. This research is focusing in speaking class of English education department in Universitas Nusantara PGRI Kediri. Based on the writer's experiences, most of the students in this class seldom unusual to use English for communication because of a lack of ideas, low motivation, fluency, and pronunciation (Brown, 2004 :20). Furthermore they are afraid of making mistakes and shy to express their opinions. The students lack vocabulary so they find it difficult to make a sentence. It is necessary to find a suitable technique to overcome the problem in teaching speaking. In the learning process, there are various techniques that can be used to learn speaking; one of them was largely cooperative learning. Using this method, students can be active in the learning process because they will learn more through a process of constructing and creating working in a group and also sharing knowledge. Nevertheless, an individual's responsibility is still the key of success in learning English. (Lindsay, 2006: 20)

A cooperative learning method is believed as a technique to give chances for students to get involved in the discussion, give confidence and critical thinking and will to take responsibility of their own learning. (Norland, Deborah L., 2006:11). Although it is considered as an active role of students as more important, teacher has roles as designer, facilitator and guide in the learning process.

Group investigation is an organizational approach that allows a class to work actively and collaboratively in small groups and enables students to take an active role in determining their own learning goals and processes. Group investigation model requires the students to form small interest groups, plan and implement their investigation, synthesize the group members' findings, and make a presentation to the entire class, (Isjoni., 2011:59)

Cooperative group investigation is one of the good methods for individual practice in active learning, (Morales, 2011: 18)

According to the statement above, in group investigation requires students to have a good ability to communicate in the group process. Group Investigation can train students to cultivate the ability to think independently. Active student involvement can be seen from the first stage to the final stage of learning (Ayu Sofyana Hadi, 2013: 25).

In conclusion, teaching speaking use group investigation makes the teacher knows the ability of each students in speaking. The writer chooses group investigation because Group Investigation is an organizational medium for encouraging and guiding students' involvement in learning and create atmosphere of mutual collaboration and interaction among students in the class.

RESEARCH METHOD

Descriptive qualitative research is used in this research. It is a method for describing a holistic picture and depth of understanding, rather than a numeric analysis of data. According to (Baxter et al., 2008:25). It means that qualitative researcher are concerned with process to get the data is naturally. The researcher uses descriptive qualitative research to describe how the teacher applies of group investigation in speaking class of second semester at English education department of UNP Kediri.



In this study, the researcher as an instrument or observer of the research to find the information of the person who has the information of the subjects. In qualitative research, whose becomes an instrument or tool is the researcher. According by Lincoln and Guba in (Sugiono, 2012:223) state:

“The instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that an instrument can be constructed that is grounded in the data that the human instrument has produced”.

Based on the statement above is the key instrument in qualitative research is the researcher himself. In qualitative research, data collection is done in a natural setting, the primary data source, and data collection techniques more on participant observation, in depth interview, and documentation. Catherine Marshall Gretchen B. Rossman in (Sugiono, 2012:225) state that “the fundamental methods relied on by qualitative researchers for gathering information are, participation in the setting, direct observation, in depth interviewing, document review” (Richards, 2002 : 11)

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings of the technique or model applied by an English teacher in teaching speaking. This chapter is divided into two sections. The first section deals with research findings. The second section deals with discussions.

Research Findings

1. The Application of Group Investigation in Speaking Class

a) Dividing students into groups.

Here, the teacher divided of students into some small groups. There were 8 groups. Each group consisted of 4 students. And each group there was one leader.

b) Selection of sub-topics.

The teacher asked to the students to choose one sub-topics according to their interests that had previously been described by teachers.

c) Cooperative learning

The students and the teachers planned the procedures, tasks and specific learning purpose that match the sub-topics that students chose. In this section the teacher asked to the leader to give advice for their members to get some information about the sub-topic. It could get from the book or the internet. Each students to collection the information as many as needed.

d) Analysis, investigation and discussion

In this step, the students analyzed, investigated and discussed the information obtained during the performance of the learning and plan how that information could be summarized by appealing to present to classmates.

e) Presentation

Each group gave a presentation on a sub-topic of their choice in order to achieve a better perspective on the topic. The group presentation was coordinated by the teacher

f) Evaluation

The students and the teachers evaluated the learning and contributions of each group to the work as a whole Class. When the teaching learning process, the teacher was



handling and managing the class properly and the teacher was ready to help the students with the problems. When the students performed in front of the class, the teacher checked of the results of the investigation and then the teacher gave an evaluation in the end of the performance by the students in group and individual.

In learning process the teacher found some problems just like some students was still unconfident and afraid to speak up about the idea. The teacher always motivate them be active in class and always tried to speak up in group or in front. The students really interested with Group Investigation method and enjoyed in speaking class.

The advantages of Group Investigation than other based of the teacher is cooperating with other students can improve their social skill, the students try to find out the solution of the problem in their team, and the student can give support because the knowledge in team more than individual knowledge. Besides, the students can achieve more than they would as individuals the final result of the groups' work reflects each member's contribution, because they can communicate and cooperate in planning and carrying out their chosen topic of investigation and the weakness of this model is some students still using the mother tongue in discussion.

a. The students' response to Group Investigation

Based on the observation to the students when teaching learning process, when the teacher started the lesson all of the students gave good responses. After a few minutes the teacher explained the material and asks the students to choose the sub topic given and then ask the students make small group and to investigate the sub topic, the condition in the classroom was not bad. The students' responses to the application of group investigation, the students that answer strongly agree 55 students, agree 34 students, disagree 1 student, no opinion 0 student, it can be seen that the score of the students' answers are 90 (75%). Second, group investigation application aspect was the way the teacher application in speaking class, students that answer strongly agree 25 students, agree 8 students, disagree 1 student, no opinion 0 student. Based on the result of questionnaire that most of students give answers strongly agree. It can be concluded that positive response from students about the application of group investigation in teaching speaking class. It can be said that students more like they learn use group investigation method in speaking class. So, the researcher can describe that almost the entire students enjoy, and feel interested in learning. It can enhance student's motivate to freely speak up using English, and confidence to exchange the information or share their idea

DISCUSSIONS

In teaching speaking using group investigation most of students strongly like English lesson using this method. It can be concluded that most of students give answers strongly agree, its mean that there is a positive response from students about the application of group investigation in teaching speaking class. The students like what they learn using group investigation method in speaking class and almost all of the students enjoy, and feel interest. It can up have motivate students to freely speak up using English, and confidence to exchange the information or share their ideas.

It can be concluded from the observations in the application of group investigation in speaking class by an English lecturer this supports the theory in terms of increasing the motivation to convey ideas, information, and confidence about their speaking. With this



method students can exchange ideas, work together to solve their problems. Communication and cooperative interaction among the students will achieve the best results when it is done in small groups. A sense of social aspects of the group, intellectual exchange, and the intent of subjects related to it can act as an important source of the students' purpose to learn. Thus, it can be concluded that the application of group investigation in speaking class very good method to enhancing the English language skills of students

CONCLUSION

In this chapter explains about conclusion based on the description of previous chapter. It also presents the suggestion to the several parts related to the teaching learning process especially on English class.

This research is qualitative research. It described about facts that happened in the field naturally. Based on the research, teaching technique that is used by teacher is six step of group investigation method; dividing the topic, selecting the sub-topic, cooperative learning, analysis or investigation and discussion, the last evaluation. This method is suitable to solve the students lack confidence in their speaking. That method can make students active in the class and make communication and interaction with other students will run well and also they can exchange some ideas with other students. Almost all of students play an active role in the discharge of the duties respectively.

The application of group investigation in speaking class is interesting and was successful in listening class especially the second year students, most of students strongly like with English lesson using this method. The most of students give answers strongly agree its mean they have positive response toward the application of group investigation in teaching speaking class. The students like learning in group investigation method in speaking class and almost of the students enjoy, and feel interested. It can up have motivate students to freely speak up using English, and confidence to exchange the information or share their ideas.

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