

## ABSTRACT

Fajriah, Ummu Faizah. 2018. *Improving Eighth Grade Students' Speaking Skill Through Group Investigation at SMP Muhammadiyah 09 Watukebo in 2018/2019 Academic Year*. Thesis. English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisor: (1) Tanzil Huda, M.Pd. (2) Indah Werdiningsih, M.Pd.

**Key Word:** Speaking Skill, Group Investigation (GI)

Speaking is one of the main purposes of language learning that it is ability to transfer some ideas to other people clearly and correctly. In other words, people can be free to express their idea to others. However, many students still think that they do not like learning English because they have problems in speaking and they think it is hard to speak English even with their friends. Therefore, it is important to do a research entitled "Improving Eighth Grade Students' Speaking Skill Through Group Investigation."

In this research, the problem is "how can Group Investigation improve the eighth grade students' speaking skill at SMP Muhammadiyah 09 Watukebo in 2018/2019 Academic Year?" and the objective of this research referring to the research problem is to find out how Group Investigation can improve the students' speaking skill.

The design of this research is classroom action research (CAR). The research subjective is VII A class that consisted of 35 students. The data were collected by using subjective test speaking. In order to analyze the data students' speaking test, percentage formula is used.

The implementation of Group Investigation was conducted in two cycles. In the first cycle, the criterion of success of this research was not achieved. But in the second cycle, it was achieved. There were 30 students who get  $\geq 70$  and there were 80% students were active. The implementation of Group Investigation improved students' speaking skill of recount text and students' active participation.

Based on the result of students' speaking skill score it could be concluded that Group Investigation can improve students' speaking skill of recount text and students' active participation.

## 1. Introduction

Speaking is one of the main purposes of language learning in that it is an ability to transfer some ideas to other people clearly and correctly. In other words, he or she can communicate his or her ideas well to other people. Burkart (1998:11) says that speaking is an activity which involves the areas of knowledge, they are the mechanics (pronunciation, grammar, and vocabulary); it is the use of the right words in the right order with the right pronunciation.

Nowadays, students are difficult to communicate with their friends in English. It caused by the lack of vocabulary that is not mastered by the students. So, the students should memorize some vocabularies where it can make them feel bored. It is not only the lack of vocabulary, but also sometimes they are not enough clear in pronouncing some words because the effect of language that they usually use.

In the other hand, teaching speaking is not good enough as usually happen because teacher more emphasize the students performance skill and it is not including the way how student can express their own idea. Usually, teaching speaking is done by using text that will be read loudly by students. And students more often memorize the text that is given by teacher, not their own text.

Another bad condition in teaching speaking is sometimes teacher do not do it. Students are trained to improve their writing and reading skill so that the speaking skill is low. Because teacher thinks that speaking skill will not be examined. However, speaking is needed in students' daily life. Because they can be easier to communicate with other people.

Yunus Abidin (2012: 136) stated that teaching speaking should be done in a good condition which can make student are creative in learning. The teaching itself should be interactive, so each student has a chance to speak. During the teaching and learning process, teacher should give the students some strategies that can make students speak in every context and purpose.

It can be seen in SMP Muhammadiyah 09 Ambulu where most of students there usually speak Javanese language rather than Indonesia language. So, they do not be accustomed to speak another language. Because in their age, it will be difficult for them to memorize some vocabularies. And during the teaching and learning process, the teacher just teach the students depend on the text book. So, there is no more vocabularies to learn.

However, speaking is taken as a part of daily granted. It likes any other skill such as driving and playing a music instrument; the more speaking practiced, the more you are able in mastering the speaking aspects.

Based on the problem that is explained before, there is a method to improve students speaking skill that is group investigation. Group investigation is one of the strategies in learning English that is Cooperative Learning Method. In

this case, students will be accustomed to speak with their friends in group. The group is decided by themselves. Here, students will more often speak with their friends. And speaking with their friends will make them confident in saying some words. So, it can make them easy to express their idea.

According to Robert E. Slavin (1985), *group investigation* is a strategy that integrated and related with something about authority, analysis, doing synthesis information due to solve the problem aspect. The group assignment to give some contributions, and it is not designed only for answering factual questions (what, who, when, etc). In general, teacher stake out an extensive topic, where student will read the topic into the subtopic. This subtopic is the result of development from students' interest and background, which is seemed with exchange the idea of each student.

Based on the previous research, Imam Arifin (2017) said that using Group Investigation in teaching speaking can help students to be more active and express their idea through their partner in classroom's group. Besides it, Iswardati (2016) said that Group Investigation can motivate students because they are helped in their group. However, Group Investigation is one of the strategy in Cooperative Learning Method that can be used to help students in improving their speaking. Because, it demands students to do some presentations in the class with their group. And while the students are analyzing their work, they will not be feeling difficult because they have some teammates who help them in doing those work. So, students will be more active and confident in the class while teaching and learning process.

Based on the preliminary study, English teacher said that there were some students had difficulties while speaking English. The main problems of students' speaking were lack of vocabulary and pronunciation. So, it can make students were difficult to be active in the class such as giving and asking opinion even with the teacher or with their friends.

In this research, the researcher did not only teach the students based on the material that is explained in the class, but the researcher also gave a game which aimed to support and motivate students while learning English. In addition, from that game, the students automatically can improve their speaking skill too.

In this case, the researcher takes using of Group Investigation method as a topic of this research. That is the reason why the researcher chooses the title for this paper "Improving Eighth Grade Students Speaking Skill through Group Investigation at SMP Muhammadiyah 09 Ambulu in 2018/2019 Academic Year.

## **2. Research Methodology**

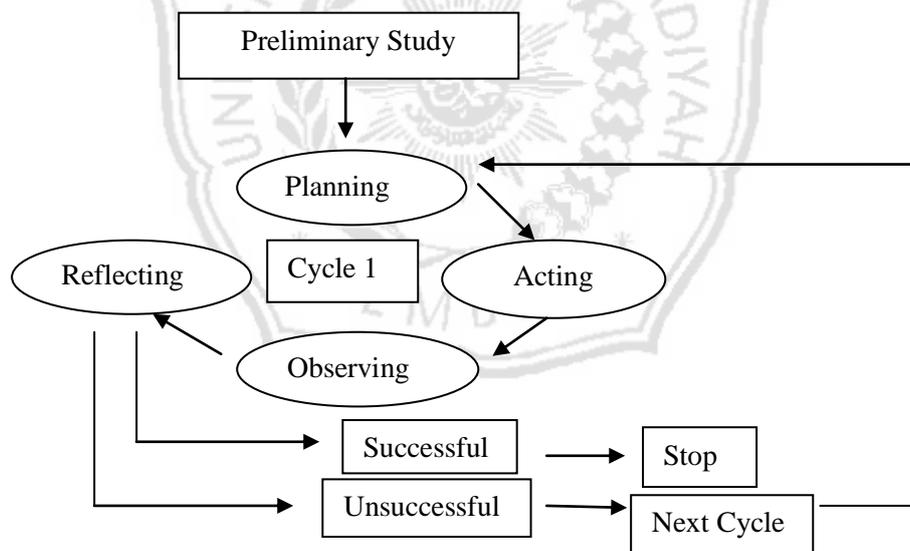
According to Kemmis and McTaggart (1982:3) stated that action research is deliberate, solution-oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycles of the problem identification,

systematic data collection, reflection, analysis, data-driven action taken, and redefinition.

In addition, Arikunto (2006) said that action research is a research that is done in the class and coming from three words they are: Research, Action and Class. Research is an activity to find out accuracy or information using methodology which are interest and important for the researcher. Action is some activities that intentional for the purpose. Class is a group of students in the same time got same lesson from teacher.

In this research, the researcher uses a Classroom Action Research to find out Group Investigation (GI) can improve the students speaking skill of the eight grade of SMP Muhammadiyah 09 Ambulu. Moreover, the researcher concludes that Classroom Action Research can solve the problem about the teaching and learning process.

The design of the research is Classroom Action Research. It conducted in a cycle model consist of four stages activities they are: (1) planning the action, (2) implementing of the action, (3) observing, and (4) reflecting the action. There will be second cycle if the result of the first cycle is not achieved the criteria of success. If it is achieved the success, so it will be stopped in the first cycle only. The cycle is explained through this diagram as follows:



(Adapted from Kemmis and McTaggart in Arikunto. 2010:137)

The procedure of this research is begun with a preliminary study by observing the class and interviewing the English teacher to investigate whether the students have problems in speaking skill. Based on the research design, the action of the research will be implemented in four stages, they are: planning, implementing, observing, and reflecting.

## **2.1 Preliminary Study**

The procedure of this research is begun with a preliminary study by observing the class and interviewing the English teacher to investigate whether the students have problems in speaking skill. Based on the interview, most of students are difficult to speak English because the lack of vocabulary and they do not understand enough in the use of the grammar. Moreover, the students are feeling bored while learning English. In addition, Group Investigation (GI) is never applied as the strategy in teaching speaking.

## **2.2 Planning**

The first step in Classroom Action Research is planning. Before the implementing the action in the class, the researcher should prepare some activities as follows (Kemmis, 1985); preparing materials, teaching tools, the list of name and score of students, shells for the classroom observation, and the main thing is preparing the test which is used to know whether students speaking skill improve or not.

## **2.3 Implementing**

After preparing the action, the researcher conducted the action in the class that was teaching speaking by Group Investigation (GI). And during the researcher taught the speaking materials to the students using Group Investigation (GI), the English teacher will observe the students' participation while teaching and learning process.

## **2.4 Observing**

Observation toward the action in the class was done during the researcher teaches speaking in the class using Group Investigation (GI). Moreover, the observation was done together with the action which have already mentioned in action stage.

## **2.5 Reflecting**

The reflecting was done after the researcher has finished in teaching speaking. In this case has purpose that is to know whether the action given in cycle 1 will be successful or not, if the first cycle is not success then the researcher will continue to the next cycle.

To continue to the next cycle the researcher have to revise the first lesson plan has been implemented. The percentage formula used is:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E= the percentage of the students score of speaking ability

n= the number of the students achieving the minimum standard score

N= the total number of the students.

(Ali, 1993:186)

The researcher make a conclusion based on reflection result and data analysis in cycle 1. The result of the reflecting in the first cycle is used as a guide to revise the actions in the next cycle. If the result of speaking test in the first cycle has achieved the target mean score requirement, the action will be stopped. However, if the result had not achieved the target, the action will be continued to the second cycle. The action will be continued by revising the action or the way to use the graphic organizer until the objective of the research achieved.

Knowing the mean score of students' speaking ability, the researcher uses the following formula that are:

$$\bar{X} = \frac{\sum X}{n}$$

Note:

$\bar{X}$  = Mean score

$\sum X$  = The total score of the students' speaking test

n = Total number of subject (students)

(According to Fraenkel, Wallen & Hyun. 2012:196)

The criteria of success are used to know whether the implementation of the action achieves its target. And the criterion of success in this research is 70. The action will be successful if the mean score of students  $\geq 70$ .

According to Arikunto (2006:149) states that research instrument are some tools which is used when a research is conducted in a particular method. It is used to collect the data for the research. The instrument of this research is test and observation.

#### **a. Speaking Test**

According to Arikunto (2013:193) stated that test is a set of questions or exercises or other instrument that is used to measure the skills, intelligence knowledge that is had by individual or groups.

In this research, the test that is used by the reseacher is subjective test. The reseacher uses an written test and it will be presented by students orally. And in getting the speaking score, the reseacher uses a table of scoring speaking based on the aspects of speaking (see Appendix 2). This test is conducted to measure the eighth grade students' speaking ability that had been taught by using Group Investigation (GI).

## **b. Observation Checklist**

Observation is done by the researcher to get information about the students in class during teaching and learning process. In this research, the researcher observed directly what was happening during teaching learning process. It aimed to record the students' activities in class during the teaching and learning process through sharing the information each other.

In the observation, the researcher used an observation sheet of students' participation which consisted of 4 indicators (paying attention, collaborating in group, discussing, presenting) to see the students' involvement during the implementation of the Group Investigation (GI) (see appendix 3). And it is used to check the students' instructional activities by putting the checklist on group investigation components.

In this research, the data required deals with the action of teaching and learning process so that the data collection technique was done by qualitative. In this case, there are some phases that are used to measure the students speaking skill, they are validity of the test, reliability of the test and difficulty level of test item. But, in this research, the researcher was not giving the try out because the speaking try out is subjective.

According to Arikunto (2013:211) stated that validity is a measurement that shows the level of validity of an instrument. A valid instrument has a high validity, and the instrument as less valid means that the validity is low. However, the instrument that can be called valid if it can show the data from the variable which has been researched.

In the validity of the research, the researcher used a content validity. Content validity is the extent to which a test measures a representative sample of the subject matter content. The focus of content validity is on the adequacy of the sample and not simply on appearance of the test. It means that the items of the test should represent the material being used. In this case, the variables are students' speaking ability and information gap activity. Each indicator of variables is suitable with the curriculum at the school.

According to Arikunto (2013:221) states that reliability is an instrument that can be trusted if it is used as the collecting data tool because that instrument is good. If the data appropriates with the reality, so that how many time it is taken, it will be same.

Moreover, reliability of the test is determined from the result can be consistent, stable, and dependable. But, in this research, the researcher was not giving the try out because the speaking test used a subjective test. Arikunto (2013:239) states that alpha formula is used to know the reliability of the instrument of which the score is not 1 and 0. To identify whether the test is reliable or not, the formula is as follow:

$$r_{11} = \left( \frac{k}{(k-1)} \right) \left( 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

(Arikunto, 2013:239)

Notes:

$r_{11}$  = Reliability of the instrument

$k$  = Number of questionnaire item

$\sum \sigma_b^2$  = Variant item

$\sigma_t^2$  = Total Variant

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Then the result of will be consulted to the criteria of reliability as follow:

- A very high reliability ranges from 0.81 up to 1.00
- A high reliability ranges from 0.61 up to 0.80
- Average reliability ranges from 0.21 up to 0.60
- A very low reliability ranges from 0.20 up to 0.00

(Arikunto, 2013:319)

The reliability of the test in this research showed 1,00 which it is a very high reliability ranges (see appendix 5).

In this research, the researcher used four criteria of speaking skills; they are Fluency, Pronunciation, Grammar, and Vocabulary. As the researcher known that there are seven criteria of speaking skills which can improve students speaking. Besides, the objects of this research are students of junior high school, so this is the reason why the researcher only used four criteria of speaking skill while the researcher was doing the research.

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