

**THE APPLICATION OF GROUP INVESTIGATION (GI)
IN SPEAKING CLASS BY AN ENGLISH TEACHER
AT TENTH GRADE OF SMAN 4 KEDIRI
IN ACADEMIC YEAR 2015-2016**

THESIS

Presented as a Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



By
ASRARUL MUFIDAH
NPM: 11.1.01.08.0035

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2015**

APPROVAL PAGE

Skripsi by:

ASRARUL MUFIDAH
NPM: 11.1.01.08.0035

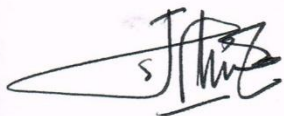
Entitled:

**A The Application of Group Investigation (GI) in Speaking Class by an
English Teacher at Tenth Grade of SMAN 4 KEDIRI in Academic Year
2015-2016**

Approved by the Advisor to be proposed to
The Examination Committee of English Department
The Faculty of Teaching Training and Education
University of Nusantara PGRI Kediri

Kediri, August 22th 2015

Advisor I



SULISTYANI, M.Pd.
NIDN: 0701056803

Advisor II



Drs. ABD. RAHMAN, M.Pd
NIDN :

APPROVAL SHEET

THESIS

BY

ASRARUL MUFIDAH
NPM: 11.1.01.08.0035

ENTITLED:

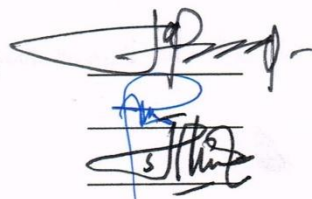
THE APPLICATION OF GROUP INVESTIGATION (GI) IN SPEAKING
CLASS BY AN ENGLISH TEACHER AT TENTH GRADE OF SMAN 4
KEDIRI IN ACADEMIC YEAR 2015-2016

Approved by the Advisor to be proposed to
The Examination Committee of English Departement
The Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

Kediri, August 22th, 2015

Board of Examiners :

Chairman : Drs. Setya Adi Sancaya, M.Pd
First Examiner : Drs. Abd. Rahman, M.Pd
Second Examiner : Sulistiyani, M.Pd



The Dean of the Faculty of Teacher Training
Education Faculty of University of
Nusantara PGRI Kediri



Dr. Hj. Sri Panca Setyawati, M.Pd
NIDN: 0716046202

**THE APPLICATION OF GROUP INVESTIGATION (GI)
IN SPEAKING CLASS BY AN ENGLISH TEACHER
AT TENTH GRADE OF SMAN 4 KEDIRI
IN ACADEMIC YEAR 2015-2016**

**Asrarul Mufidah
11.1.01.08.0035**

**English Education Department
University of Nusantara PGRI Kediri
Email: asrarulmufidah@gmail.com**

Advisor I

**Sulistiyani, M.Pd
NIDN. 0701056803**

Advisor II

**Drs. ABD. Rahman, M.Pd
NIDN.**

ABSTRACT

This study aimed to know the application and the students responses of group investigation in speaking class at tenth grade of SMAN 4 Kediri. The design of this study is descriptive qualitative research. The study attempted to focus on the way the teacher uses group investigation method to develop students' speaking skills. Group Investigation is one of methods used to learn speaking. 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. It can give positive effect to the students' learning and can make students active in the class and make communication and interaction with other students run well, they can also exchange some ideas with other students. The results of this study indicated that the application of group investigation in speaking class takes several steps: dividing the topic, selecting the sub-topic, cooperative learning, analysis or investigation and discussion, and the last evaluation. The steps are used by the teacher in developing students' speaking skill. In other words, group investigation is effective learning in teaching speaking to develop students' speaking skill. This method is suitable to solve the students' lack of confidence in their speaking.

Therefore, it can be concluded that the application of group investigation in speaking is very good for the students, so that students become active and freely to speak up in learning speaking.

Key words: Teaching, Speaking, Group Investigation

1. BACKGROUND

Speaking skill as one of the keys in English communication is language competence. Speaking is a productive skill. It involves putting a message together, communicating the message, and interacting with other people (Lindsay with Paul Knight , 2006:57). It means that speaking is a tool of communication where people need to communicate in their life. They need to express their feeling or opinion, want something like want other people to do something, to do something for someone else, to respond to someone else, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening and desires to get what they want. It's almost impossible to have true mastery of a language without actually speaking it.

In speaking activities the students get some problems that make them difficult to speak, most of the students unusual to use English for communication. It is caused by many reasons, such as: lack of idea, low motivation, fluency, and pronunciation that make student unconfident to speak English. Another problem is they are unable to communicate using English in school area. So, they can't speak fluently. They are afraid of making mistakes and shy to express their opinions.

The students are lacking of vocabulary so that they find it difficult to make a sentence in English also most students speak Javenese and Indonesian during the class. But in speaking, the students must be active using English. From the above explanation, is necessary to find a suitable technique to overcome the problem in speaking. So, the teacher needs to use cooperative learning in speaking activities to improve the students' speaking skills in the English language lesson.

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. 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 group. Thus, it can help the students' problem in speaking skill.

2. METHOD

This study was conducted at SMAN 4 Kediri and one teacher involved as the research participants. There were 33 students, 16 boys and 17 girls. It was an active class, the students were very anthusiastive and autonomous.

The study used the qualitative method to achieve its purpose. The design of the research was descriptive qualitative. Interview, questionnaires and observation are the techniques used to get the data in the application of group investigation in teaching speaking by the teacher. The students' response of the application of group investigation in teaching speaking was conducted by questionnaire.

In this study analyzed the data is during process get the data in the field, the writer uses Miles and Huberman's model in Sugiyono (2012:336-345) whose three ways to analyze the data. Those are data reduction, data display, and conclusion drawing or verification.

The data was obtained were selected and marked based on the key point of data on the application of group investigation in teaching speaking following the theory of Slavin R.E (1195). The data is then organized to be an array that is easy to understand. Finally the writer makes conclusion drawing or verification of the research. In this step the data which has already been classified and analyzed were concluded.

1. FINDING AND CONCLUSION

a. Finding

1) Results Related to the Application of Group Investigation in Speaking Class

The result of this study in the application of group investigation in speaking class includes six steps; the first is dividing students into groups, Here, the teacher divided of students into some small groups. There were 6 groups. Each group consisted of 5 students. And each group there was one leader. Second is 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. Third is cooperative learning, the students and the teachers planed 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 be gotten from the book or the internet. Each student collected the information as many as needed. Fourth is 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. Fifth is 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. Sixth is evaluation, the students

and the teachers evaluated the learning and contributions of each group to the work as a whole class. Learning material was also reviewed by the teacher to see if it is easy or difficult for the students in order that the teacher could adjust the material with the students' ability.

2) Results Related to the Student's Response to teach speaking using Group Investigation

From the questionnaire the writer can talk conclusion that the application of group investigation in speaking class got more positive response from students. Based on the result of questionnaire that most of students give answers strongly agree teaching speaking by group investigation with 150 score. It can be said that students like learning speaking using group investigation method. So, the researcher can describe that almost the entire students enjoy, and feel interested in learning. It can enhance student's motivation to freely speak up using English, and confidence to exchange the information or share their ideas.

The students that answer strongly agree teaching speaking by group investigation 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 33 students, agree 26 students, disagree 1 student, no opinion 0 student, it can be seen that the score of the students' answers are 60 (50 %). Third, group investigation practically material, it is about the way the teacher apply the material used of group investigation in speaking class, students that answer strongly agree 19 students, agree 7 students, disagrees 4 students, no opinion 0 student, it can be seen that the score of the students' answers are 30 (25 %). Fourth, about teacher material presentation strategies was the way the teacher gives the material to the students using group investigation application, students that answer strongly agree 14 students, agree 31 students, disagrees 15 students, no opinion 0 student, it can be seen that the score of the students' answers are 60 (50 %). The last, learning differences aspect was the way of the student act in doing task use group investigation method, students that answer strongly agree 29 students, agree 21 students, disagrees 10 students, no opinion 0 student it can be seen that the score of the students' answers are 60 (50 %).

b. Conclusion

Based on the findings and discussions of this study, it can be concluded that based on the result of the

interview of the teacher show that the group investigation is more effective method for students because they can be active at the class and make communication and interaction with other students run well and they can also exchange some ideas with other students. And almost all of students play an active role in the discharge of the duties respectively. Expected there is no passive student, in the group of active students who help each other to passive student, and teachers play a role in this activity to help students who get difficulties or do not understand.

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.

In addition, with this method students can exchange ideas, work together to solve their problems. Communication

and cooperative interaction amongst the students will achieve the best results when done in small groups, where exchanges between students and cooperative attitude can continue to survive. 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.

REFERENCES

Lindsay, Cora with Paul Knight .2006. Learning and Teaching English. A Course for Teachers. New York: Oxford University Press.

Slavin R.E. 1995. *Cooperative Learning: Theory, Research, and Practice*, (Boston: Allyn and Bacon,).

Sugiyono, 2012. Metode penelitian pendidikan pendekatan kuantitatif, kualitatif, dan R&D . Bandung: Alfabeta, cv.

<http://www.pgcps.pg.k12.md.us/~elc/learn1.html> ,A Guide to Cooperative Learning, diunduh 20 November 2014