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**THE EFFECT OF GROUP INVESTIGATION TO THE FIRST YEAR  
STUDENTS SPEAKING ABILITY IN MA AL HIDAYAH TERMAS  
BARON IN ACADEMIC YEAR 2015/2016**

**SKRIPSI**



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NPM: 11.1.01.08.038

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## THE EFFECT OF GROUP INVESTIGATION TO THE FIRST YEAR STUDENTS SPEAKING ABILITY IN MA AL HIDAYAH TERMAS BARON IN ACADEMIC YEAR 2015/2016

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### ABSTRACT

This research aims to know the effect of group investigation to the first year students' speaking ability in MA Al-Hidayah Termas Baron in academic year 2015/2016. The method of this research is quantitative experimental research. The population of this research was the first year students of MA AL Hidayah Termas Baron which consisted of 114 students from five parallel classes. The sample was X-3 class consisted of 22 students. The sample selecting technique was random sampling. The instruments used to collect the data were pre-test and post-test. Then, the data analysis technique in this research was t-test. Based on the result of data analysis students' *t-test* score (15.350) is higher than t-table (2.831) from degree of freedom (df) 21 at the level of significant of 0.01 which implies that the alternative Hypothesis ( $H_a$ ) is accepted. Therefore, this research showed that there is a significant effect of Group Investigation to the first year students speaking ability.

Keywords: Speaking and Group Investigation.

### I. INTRODUCTION

English plays an important role nowadays. It becomes an international language in everyday activities. Moreover, English has been taught in many countries in the world as a second foreign language such as in Japan, Malaysia, China, and Indonesia. Learning English in Indonesia is to develop the four language abilities; listening, speaking, reading, and writing. The objective is that the students are expected to be able to communicate in English in order to fulfill the communicative competence by mastering those language abilities and ready

to use their English as their second language. So, the students ready to face globalization era which is placed English as the main international language.

However, it is not easy to master all English abilities especially for Indonesian students. Learning a foreign language is different from learning a native language because the students' environment in achieving their first language and a foreign language are significantly different. Therefore, the most difficult ability for the students to expand is speaking. For the reason, speaking is totally different with Indonesian mother tongue.



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. Brown in Tarigan (2008:16) states “speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinion, and feeling”. The characteristics of a good speaking involve the accuracy, fluency, pronouncing, grammar and also the confidence. In other words, people should be good in speaking to communicate their ideas well to other people.

In fact in the teaching and learning process, the students often face the failure of speaking English from themselves such as lack of self confidence, shy to speak English, afraid of making a mistake and low motivation. Therefore, they feel hard to share their idea, thinking and feeling.

Besides, the other problem that is may currently faced by the students is the inability of the teacher to create an exciting and conducive speaking class. The monotonous of conventional method to teach English by some Indonesian English teachers usually makes students bored and lost their concentration.

To encourage the speaking class in order to make students interest in speaking, the teacher should provide productive method. The researcher considers if cooperative learning method namely group

investigation is the proper solver to solve the problems faced by the students.

Group Investigation method, developed by Sharan and Sharan in Chin Tan et al (2007:151) as follows:

Group Investigation is a general classroom organization plan in which students work in small groups using cooperative investigation, group discussion, cooperative planning and projects. This method 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.

Therefore, Group Investigation is viewed as a proper solver for the problems faced by the students in teaching learning process. The reason is that Group Investigation offers the active activities which allow the students to think critically and actively participate the teaching and learning process. They also able to encourage their learning by planning an investigation of several materials and they also encourage their spirit, brave, and confidence in the classroom. For those reasons, the researcher believes that it is necessary to investigate the First Year Students Speaking Ability in MA Al Hidayah Termas Baron Academic Year 2015/2016.

## **II. RESEARCH METHOD**

The design of this research is quantitative by using experimental design

with pre-test, treatment and post-test. The research population is the first year students in MA Al-Hidayah which consisted of 114 students from five parallel classes. The sample selecting technique is using random sampling, so the researcher only selects one class, it is X-3 consists of 22 students as the research sample. There were two instruments used in this research namely pre-test and post-test. Both test of pre-test and post-test were in a form of oral test which asked students to retelling the Narrative story. The performance was scored by using speaking rubric scoring consist of grammar, vocabulary, pronunciation and fluency.

In analyzing the data the t-test formula was used. The process of analyzing includes; calculated Mean, degree of freedom and t-test.

**Mean** (Crowl 1996:135)

$$M = \frac{\sum X}{N}$$

Remark:

M : Mean

$\sum X$  : The sum of the scores

N : The number of students

**T-test** (Crowl 1996:179)

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Remark :

t : Ratio

$\bar{D}$  : Average difference

$\sum D^2$  : Difference scores squared, then summed  
 $(\sum D)^2$  : Difference scores summed, then squared  
N : Number of students

### III. RESEARCH FINDING

The researcher got the data trough the process of pre-test and post-test. The total pre-test scores of X-3 class is 1285 and the number of sample is 22, therefore the mean score of pre-test is:

$$\begin{aligned} M \text{ pre-test} &= \frac{\sum \text{pre-test}}{N} \\ &= \frac{1285}{22} \\ &= 58.409 \end{aligned}$$

Then, the standard score of English subject in first year students in this senior high school is 70. So, if the students' score same or more than 70 means PASSED, if it less than 70 means they FAILED. So there were only 3 students or 14% students who passed the pre-test and the other were failed.

The total post-test scores of X-3 class are 1545 and the total of sample is 22. Therefore the mean score of pre-test is:

$$\begin{aligned} M \text{ post-test} &= \frac{\sum \text{post-test}}{N} \\ &= \frac{1545}{22} \\ &= 70.227 \end{aligned}$$

There were only 7 students or 32% students who failed the test and the others were passed.



Based on the table of analysis of pre-test and post-test scores (see appendix 8), the total score of pre-test is 1285 and the total score of post-test is 1545. It means that the students' score is better after they were taught by using Group Investigation method. The total score of D is 260. While the total scores of  $D^2$  is 3350. The result of the tests which were presented by the students could be analyzed by using t-test. Before applied the t-test, the researcher should find the average difference or  $\bar{D}$ . It could be counted by dividing the total of D (distinction between pre-test and post-test) with the number of students.

$$\begin{aligned}\bar{D} &= \frac{\sum D}{N} \\ &= \frac{260}{22} = 11.82\end{aligned}$$

After counted the average difference, the data could be manually analyzed by applying the t-test which was as follows:

$$\begin{aligned}t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\ &= \frac{11.82}{\sqrt{\frac{3350 - \frac{67600}{22}}{22(21)}}} \\ &= \frac{11.82}{\sqrt{\frac{3350 - 3072.72}{462}}}\end{aligned}$$

$$\begin{aligned}t &= \frac{11.82}{\sqrt{0.6}} \\ t &= \frac{11.82}{0.77} \\ t &= 15.350\end{aligned}$$

So from the calculation above the t-test value is 15.530. Then the degree of freedom is:

$$df = N-1 = 22-1 = 21.$$

The result of this research shows that t-score is 15.530 at degree of freedom 21. It means that t-score is higher than t-table at the level of significance 1% (2.831) and 5% (2.080).

The data shows that t-score is higher than t-table scores in the level significance 1% and 5%. Therefore, the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is rejected.

From the result, it can be seen that Group Investigation is a good method to teach English mainly in teaching speaking ability, because it support the students' speaking achievement as well as indirectly force the students to use their English much. Through discussion and investigation, the students are able to expand the vocabulary and correct each other's errors in pronunciation and grammar. During the presentation, they are able to train their self-confidence in order to repair the level of fluency. This method also required the students to think critically and obligated the students to work collaboratively in gathering the idea. Moreover in presentation and

evaluation activity, the students were able to get extra knowledge and feedback.

Group investigation would build a good relationship among the students and made them closer, made the students easier to train their self confidence in expressing idea, no longer feel shy to speak English and did not feel afraid to make mistake, made them comfort and interest to use English in the classroom. In addition, Group Investigation could motivate them and create a fun environment in the classroom. Because the students' ability of presenting, expressing and sharing their project or idea could be better, therefore their ability of speaking could significantly higher than before taught using Group Investigation, Group Investigation is truly usable, can be used in every single level of students and suitable in any condition of students and any kinds of teaching learning

#### **IV. CONCLUSION**

Based on the result of this research, the students' speaking achievement scores after being taught by using Group Investigation method is better than before taught by Group Investigation method. It is indicated by analyzing the data statistically that the result of post-test is higher than pre-test. It can be said that the use of group investigation method in this research is successful. Besides, the calculation of t-test

that t-observed value 15.350 is higher than t-table value 2.831 at the level of significant of 0.01 which implies that the alternative Hypothesis ( $H_a$ ) is accepted. Therefore, this research showed that there is a significant effect of Group Investigation to the first year students speaking ability.

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