

The Effectiveness of Using Group Investigation Technique To Enhance Students Speaking Ability at Lakidende University

Nurwanti¹, Hasmirawati Injar Lasitiha², Ikosusilowati³

^{1,2,3}Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan
Universitas Lakidende

Email: hakimnurwanti7@gmail.com¹, hasmirawatiinjar@gmail.com², ikosusilowati7@gmail.com³

Abstract

This research conducted based on background of research problem that the students need a good technique to improve their speaking ability, focus on students of Lakidende University. The sample of this research consists of 20 students (5 males and 15 females) at the third semester at Lakidende University who enrolled in academic year 2021/2022. Pre-experimental design used this research where consisting of one class only in pretest and posttest. Statistical Package for the Social Science (SPSS, version 25.0) was used to analyze the data in this research. This research used speaking tests namely pre-test and post-test. The purpose of using these speaking products are; Fluency, Pronunciation, Accuracy, Clarity, and Performance skill. The finding of this study indicated that Group Investigation technique gives significant effect on students speaking ability. This is shown by the mean score of the students speaking ability improved from only 61 to 88 after the application Group Investigation technique. Based on the result of the Wilxon test analysis, the negative ranks column shown a value was 0 it means that there are 2 (two) students who have decreased speaking ability based on Pretest and Posttest result score with an average value 6.00. In positive ranks column shown the value was 17 means that there are 17 (seventeen) students who improve in speaking ability based on Pretest and Posttest result score with an increased value (Mean Rank) was 10.47. Besides, for the ties column value was 1 means that there was 1 (one) similarity of the same value between Pretest and Posttest result score. Based on the estimated mean value between pre post and post test, it was also known that there was an increase in student's speaking ability after used Group Investigation Technique. Means that, *Ha was accepted and Ho was rejected*.

Keywords: *Group Investigation technique, Students speaking ability*

Abstrak

Penelitian ini berdasarkan dari latar belakang permasalahan yang ada pada mahasiswa, dimana untuk meningkatkan kemampuan berbicara haruslah menggunakan teknik yang baik. Hal ini, fokus pada mahasiswa Universitas Lakidende. Sampel penelitian ini terdiri dari 20 mahasiswa (terdiri dari 5 mahasiswa laki-laki dan 15 mahasiswi perempuan) pada semester tiga tahun ajaran 2021/2022. Pre Experimental desain digunakan dalam penelitian ini yang mana hanya terdiri dari satu kelas pada pre dan post tes. SPSS versi 25.0, digunakan dalam menganalisis data penelitian ini. Instrumen penelitian ini adalah tes berbicara (speaking test). Komponen tes kemampuan berbicara yaitu; Kelancaran, intonasi, akurasi, kejelasan, dan unjuk kemampuan berbicara. Hasil temuan penelitian ini, adalah penggunaan teknik Group Investigation mempunyai pengaruh pada kemampuan berbicara mahasiswa. Dapat dilihat pada skor kemampuan berbicara dari 61 ke 88 setelah penggunaan teknik Group Investigation. Berdasarkan hasil analisis *wilcoxon test* menunjukkan kolom negative ranks menunjukkan nilai 0 yang artinya terdapat 2 mahasiswa yang mengalami penurunan hasil speaking ability dari nilai Pre Test dan

Post Test dengan nilai rata-rata penurunan sebesar 6,00. Pada kolom positive ranks menghasilkan nilai 17 yang artinya terdapat 17 mahasiswa yang mengalami peningkatan hasil *speaking ability* dari nilai Pre Test dan Post Test dengan nilai peningkatan (Mean Rank) sebesar 10.47. Kemudian pada kolom ties menghasilkan nilai 1 yang artinya terdapat 1 kesamaan nilai yang sama antara Pre Test dan Post test. Secara simultan, nilai *padap-value* menunjukkan < 0.05 sehingga dapat disimpulkan bahwa terdapat perbedaan *speaking ability* setelah penggunaan *Group Investigation Technique*.

Kata Kunci: Teknik *Group Investigation*, Kemampuan Berbicara Mahasiswa

INTRODUCTION

Good speaking is characterized by some factors of the most prominent one is fluency, but based on pre observation that has been taught in Lakidende University, there are many students are hesitant and often make long pauses when they are speaking. In addition, students are demanded to speak accurately but many students make mistakes whenever they use the language. Besides, students are also expected to speak appropriately but many students may use inappropriate language expressions, registers, implicatures, and other sociolinguistic features in certain contexts when they are expressing their ideas. Furthermore, pronunciation including stress patterns, intonation, and articulation are also an important aspect of speaking.

Based on background of research problem that the students need a good technique to improve their speaking ability, focus on students of Lakidende University. Students' interests and learning motivation also become the important factors to develop students' speaking ability. Therefore, the teacher should create enjoyable atmosphere, apply fun activities, and using good technique to present the materials in the class. In the classroom have a goal of the teaching and learning process to develop students' speaking ability it will be successfully for achieved.

Group Investigation technique is a good way to enhance students speaking ability focus on Lakidende University. It causes, this technique is alternative way that lecture can use it in speaking class. With this technique, students will felt comfortable, work together in small group, solve problem together, easy discussion and will make high self confident for each student in their group.

A. Group Investigation

Sukma (2017: 23) stated Group Investigation (GI) model is Cooperative Learning in which students help define topics for study and then work together to complete their investigations. In Group Investigation (GI) model students' divides into four or five members with heterogeneities in each group. The group may form about friendship form the students' group based on their friendship or the same interest, students are likely to feel more comfortable in their groups and possibly to share in similar working style. According to Finati (2015:58), Group investigation method is one of the cooperative learning. Cooperative learning teaching model is one model of learning that support contextual learning. Cooperative learning teaching system can be defined as a system of a work/study in a structured group. For additionally, according to Sharan as cited in Widya and Sari (2018: 42), group investigation (GI) is a model that emphasizes group heterogeneity and cooperation.

At Daniel (2008: 8) said Group Investigation includes four important components: investigation, interaction, interpretation and intrinsic motivation. Investigation refers to the fact that groups focus on the process of inquiring about a chosen topic. Interaction is a hall mark of all cooperative learning methods, required for students to explore ideas and help one another learn. Interpretation occurs when the group synthesizes and elaborates on the findings of each member in order to enhance understanding and clarity of ideas. Finally, intrinsic motivation is kindled in students by granting them

autonomy in the investigative process. In Group Investigation, students take an active part in planning what they will study and how. According to Finati (2015:58), explain the Group Investigation technique is a form of cooperative groups according to common interest in a topic. All group members help plan how to research their topic. Then they divide the work among themselves and each group member carries out his or her part of the investigation. Finally, the group synthesizes and summarizes its work and presents these findings to the class.

Based on those explanation, it conclude that Group Investigation is a good way technique that will are going to be used in English class focus on Speaking class at Lakidende University. It causes, the students can explore their knowledge, can solve the problem together in small group work.

B. Speaking Ability

According to Sari (2018: 2) speaking is capability of someone to communicate orally with other person. Speaking is the ability to produce word in language practice. Speaking is important skill that students have to master. It is because, in speaking we can know the students ability to produce the target of English. Speaking is to express though using a loud voice in communication. It is mean that when someone interacts with other by using a language as a mean, certainly, they want to convey something important. For the example, they want to utter their feeling and though. It is strongly impossible for someone to make a communication with other without having any purpose. As people communicate, there must be speaker and interlocutor. Hornby (2005:1140), Speaking is one of the four basic skills in learning a language besides listening, reading, and writing. In Speaking means to say words, to say or to talk about something or to have a conversation with somebody in words, etc, while speech means the power of the action of speaking, a manner or way of speaking.

According to Yadav (2018:6) devides into four sampling technique in teaching speaking class, there are; 1) Pictures; many language teachers are concerned to help their students to develop native like efficiency in communication. Picture contributes to make subject matter, interest and motivation. 2) Group work and pair work; to divide the class into small groups so that instead of individual speaking at time the group has opportunity to speak. 3) Manipulative and communicative language activities; this technique is useful at the beginning when the students' level is not fully developed. The teacher provides the students with all the sound, letter, word and structure. 4) Simulation, Role-Play and dramatization; this technique is for giving the students practice in real life.

At Brown (2001) devides four aspect in speaking class, they are; pronunciation, fluency, vocabulary, and accuracy. Pronunciation is the way a certain sound or sounds are produced. It covers they way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important; Fluency is an ability to speak quickly and automatically. It means that fluent speaker should be able to speak quickly and automatically; Vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately; Accuracy is an ability to produce sentences. The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately.

Based on those statements, the students should have capabilities; have vocabulary rich, good motivation for improve their speaking ability even in or out class. Besides, Group work is another good way technique to improve the students speaking ability.

METHOD

A. Research design

Experiment method used in this research, based on statement from Heru (2018: 95), Experimental Method is a systematic and scientific approach to research in which the researcher manipulates one or more variables, and control and measures any change in other variables. In this research, pre-experimental design was used. This is consisting of one class only in pretest and posttest. According to Campbell and Stanley (2006), stated pre-experimental design is much research in education today conforms to a design in which a single group is studied only once, subsequent to some agent or treatment presumed to cause change.

B. Time and Allocation

To answer the research question, this research was carried out in a year. This research was conducted in Lakidende University due to some factors such as students' problems in speaking ability.

C. Population and Sample

Population is a generalization area consisting of objects or subjects which has certain qualities and characteristics determined by the researchers to research and then draw conclusions (Sugiyono,2015: 80). The population of this research is all of the third semester at Lakidende University who enrolled in academic year 2021/2022.

According to Ruslan (2010:157), stated purpose sampling is the selection of samples based on certain criteria. The sample of this research consists of 20 students (5 males and 15 females) at the third semester at Lakidende University who enrolled in academic year 2021/2022.

D. Instrument of Data Collection

At Sumadi Suryabrata (2008), said the instrument is a tool that is selected and used by researchers in collecting research data, so that these activities become systematic. The instrument of this research is speaking test, when the materials are; the favorite place in the country, Culture in Indonesia, the viral news in the world. The purpose of using these speaking products are; Fluency, Pronunciation, Accuracy, Clarity, and Performance skill.

E. Procedure of Data Collection

a) Pre-test; had purpose to find out the students' prior knowledge before giving the treatment to the sample by using Group Investigation technique, b) Treatment; the researcher conducted fifth meetings in speaking teaching learning process by using Group Investigation technique, c) Post-test; it aims to know the students' speaking ability if enhance or not after being taught through Group Investigation technique.

E. Techniques of Analysing the Data

The Statistical Package for the Social Science (SPSS, version 25.0) to analyze the data in this research. SPSS 25.0 version is used to employ statistical data analysis procedures: descriptive statistics and independent samples t test.

RESULTS AND DISCUSSION

Descriptive Analysis

Variable	Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Error Mean	Std. Deviation
Speaking Ability Pre Test	20	61	80	67.70	1.221	5.459
Speaking Ability Post Test	20	70	88	76.35	1.219	5.451

From the results on descriptive analysis, it shown that there was an increase in the average value (mean) before and after being given the Group Investigation Technique training. Furthermore, a hypothesis test is carried out which is preceded by a normality test as a prerequisite. If the data is distributes normally then the paired samples t-test can be used and if it is not, it should be used nonparametric test namely Wilcoxon test (Suliyanto, 2014).

Normality Tests

Variable	Shapiro-Wilk		
	Statistic	Df	Sig. (p)
Speaking Ability Pre Test	.927	20	.137
Speaking Ability Post Test	.888	20	.025

For the data under 50 samples, the normality test was used Shapiro-Wilk (Razali & Wah, 2011), the data is said being normal if the significance value (p-value) was grater than 0.005, based on the result for the normality test, it shown that the p-value on the speaking ability post test <0.005 so that, the hypothesis test was used the nonparametric Wiloxon test.

Wilcoxon Test

Ranks					
		N	Mean Rank	Sum of Ranks	Sig. (p)
Speaking Ability Pre Test	Negative Ranks	2 ^a	6.00	12.00	
Speaking Ability Post Test	Positive Ranks	17 ^b	10.47	178.00	
	Ties	1 ^c			
	Total	20			

Notes: N=Population; SD=Standard Deviation; SE= Standard Error; CI= Confidence Interval

Based on the result of the Wiloxon test analysis, the negative ranks column shown a value was 0 it means that there are 2 (two) students who have decreased speaking ability based on Pretest and Posttest result score with an average value 6.00. In positive ranks column shown the value was 17 means that there are 17 (seventeen) students who improve in speaking ability based on Pretest and Posttest result score with an increased value (Mean Rank) was 10.47. Besides, for the ties column value was 1 means that there was 1 (one) similirity of the same value between Pretest and Posttest result score. As simultaneously shown the Padap-value was <0.005. It can be conclude that there is a difference in speaking ability after given the group investigation technique.

CONCLUSION AND SUGGESTION

The finding of this study indicated that Group Investigation technique gives significant effect on students speaking ability. This is shown by the mean score of the students speaking ability improved from only 61 to 88 after the application Group Investigation technique. The data was normally if the

significance value (p-value) was greater than 0.005 on the result for the normality test, it shown that the p-value on the speaking ability post test <0.005 so that, the hypothesis test was used the nonparametric Wilcoxon test. Based on the result of the Wilcoxon test analysis, the negative ranks column shown a value was 0 it means that there are 2 (two) students who have decreased speaking ability based on Pretest and Posttest result score with an average value 6.00. In positive ranks column shown the value was 17 means that there are 17 (seventeen) students who improve in speaking ability based on Pretest and Posttest result score with an increased value (Mean Rank) was 10.47. Besides, for the ties column value was 1 means that there was 1 (one) similarity of the same value between Pretest and Posttest result score. Group Investigation technique is one of alternative good technique to develop the students speaking ability. As known that Group Investigation technique is a Cooperative Learning in which students help define topics for study and then work together to complete their investigations. Furthermore, Group Investigation includes four important components: investigation, interaction, interpretation and intrinsic motivation.

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