

# THE USE OF GROUP INVESTIGATION TECHNIQUE IN IMPROVING STUDENTS' SPEAKING SKILL AT TRIDINANTI UNIVERSITY OF PALEMBANG

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## Abstrak

Tujuan penelitian ini, yaitu untuk mengetahui pengaruh signifikan penggunaan Teknik Investigasi Kelompok terhadap kemampuan berbicara pada mahasiswa semester tiga di Universitas Tridianti Palembang pada tahun akademik 2017/2018. Dalam penelitian ini digunakan metode eksperimen. Perlakuan dilakukan dalam tiga pertemuan, yaitu 2x50 menit untuk setiap kelas. Sampel diambil dari dua kelas. Satu kelas sebagai kelas eksperimen dan kelas lain sebagai kelas kontrol yang terdiri dari 10 mahasiswa. Di kelas eksperimen digunakan Teknik Investigasi Kelompok dan di kelas kontrol digunakan Teknik Menghafal Dialog. Sampel penelitian ini, yaitu mahasiswa semester tiga Program Studi Manajemen di Universitas Tridianti Palembang. Dalam pengumpulan data digunakan instrumen tes lisan. Instrumen digunakan sebagai *pretest* dan *posttest*. Dalam analisis data digunakan SPSS untuk menghitung t-test sampel independen. Setelah dilakukan uji hipotesis, diperoleh bahwa sig. adalah 0,000. dan  $\alpha = 0,05$ . Itu berarti  $H_0$  diterima karena sig.  $< \alpha = 0,05$ . Dengan kata lain, dapat disimpulkan bahwa ada pengaruh signifikan penggunaan Teknik Investigasi Kelompok terhadap kemampuan berbicara pada mahasiswa semester tiga di Universitas Tridianti Palembang pada tahun akademik 2017/2018

**Kata Kunci:** Teknik Investigasi Kelompok; Kemampuan Berbicara Mahasiswa

## I. INTRODUCTION

Speaking, as one of the four skills, should be developed to develop the students' ability communicating in English. Learning speaking is very important for students (Hedge, 2003). Speaking is an activity to understand and gain information in verbal communication. Speaking is also the activity of expressing ideas and thoughts through verbal language. Speaking or oral communication is as a two ways process between a speaker and listener and involves productive and receptive skill of understanding of listening with understanding

(Byrne, 1984). Moreover, Gate (2003) says speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill students are frequently judged. It is also the vehicle par excellent of social solidarity, social ranking, professional advancement and business" (Jones, 1989).

In learning a foreign language, mastering to speak a language is the most considered. Nunan (1999) states that the ability to function in another language is generally characterized in terms of being able to speak that language. People measure the

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mastery of a language by seeing whether one can speak the language or not. The teaching of speaking should enable the students to use the language orally in the real communication. Furthermore, Harmer (2001) argues that teachers should foster their students by giving speaking tasks that provoke them to use all and any language at their command. Those tasks are leading the students to have a change in using English in or outside the class, to give confidence, and to motivate the students.

In fact, not all students are able to speak English. Many students are low in speaking ability. Nunan (1999) further states that many English learners are reluctant and unmotivated. Meanwhile, Gebhard (2000) states that one of the problems faced by EFL learners is *the students' won't talk* problem. Some students will not talk because they are too shy or have such high levels of anxiety over speaking. Perhaps, they are shy because they are afraid of making mistakes or their friends will laugh at them. They are also anxious because they had not many changes to speak.

Those problems also found at the Third Semester Students of Management Study Program at Tridianti University of Palembang. Most of the students were less motivated in speaking task. Some of the students really want to express their ideas and feelings but they do not know how to express their ideas. Some of the students know how to

construct sentences but they are reluctant to speak. They are afraid of making mistakes. They are also afraid of being laughed at by other students, so they just keep silent and keep their ideas and feelings in their mind.

Considering the facts above, there would be a need to implement a proper strategy in order to make my students speak. There are many alternatives strategies to improve the student's ability in speaking. One of the strategies that a lecturer could use is group investigation. Slavin (2008) states that group investigation is related to the activities of collecting, analyzing, and synthesizing information in order to solving a multi-task problem. The students can look for any information from the inside or outside the classroom, such as: books, institution, or society.

Based on the benefits of group investigation, the researcher is interested in implementing the technique in his class. The researcher was interested in investigating the influence of group investigation toward students' speaking ability at Tridianti University of Palembang.

### **Problem of the Study**

Based on the background of the problem, the researcher identified that there were some problems as follows: First, some students still got difficulties in expressing their opinions, feelings or experiences orally. Second, they felt unmotivated to learn,

particularly to learn and to master speaking. Third, they were still lack of vocabulary. And the last, the students felt bored of the technique used by the lecturer in teaching speaking.

### **Limitation of the Problem**

Considering the problems above, the researcher limited the research only on the influence of using Group Investigation technique toward the Third Semester Students' speaking ability at Tridinanti University of Palembang in Academic Year 2017/2018.

### **Formulation of the Problem**

In this research, the researcher formulated the problem as follows: "Is there any significant influence of using Group Investigation technique toward the Third Semester Students' speaking ability at Tridinanti University of Palembang in Academic Year 2017/2018?"

### **Objective of the Study**

The objective of the research was to know the significant influence of using Group Investigation technique toward students' speaking ability at Tridinanti University of Palembang.

### **Significance of the Study**

In relation to the problem and objectives the results of this research are expected to have the following uses:

1. To explain the influence of Group Investigation.
2. To motivate the students in learning English especially speaking
3. To inform about the importance of interesting technique of teaching English especially Group Investigation.
4. As contribution for the development of educational research.

### **Literature Review**

Group investigation model is related to the activities of collecting, analyzing, and synthesizing information in order to solving a multi-task problem. The students can look for any information from the inside or outside the classroom, such as: books, institution, or society (Slavin, 2008).

Rolheiser & Anderson (in Cohen, 2004) states that the focus of the group investigations has varied from teacher experiences with educational change, to school-wide approaches to curriculum (literacy, math, etc.), and to exploration of the policies, practices, and theories associated with contemporary education issues (e.g., school violence, antiracism, parent involvement, bullying, special education, computers in schools). We require students to

reflect on their experience as learners in a group investigation and to discuss applications of group investigation.

In Group Investigation, students take an active part in planning what they will study and how. They form 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 groups synthesize and summarize its work and presents these findings to the class. This type demands the student's abilities of communication or the group skill. Group Investigation exercises the students to grow up their brain skill. The students as the actively will show from the first step until the last step of the learning process.

By adopting this technique, lecturer is expected to be able to run the teaching learning process effectively, especially teaching of speaking. The students will work in groups by explain materials that given. Thus, when lecturer puts the students in groups, he or she has to ensure that the students whose levels are different are put together. Besides, the activity offered in Group investigation is interesting so that the students will feel the new atmosphere in classroom and are interested in learning speaking. In Group Investigation, students form interest groups within which to plan and implement an investigation, and synthesize

the findings into a group presentation for the class. The lecturer's general role is to make the students aware of resources that may be helpful while carrying out the investigation. Group Investigation includes four important components (the four I's"): 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 (Zingaro, 2008). Finally, intrinsic motivation is kindled in students by granting them autonomy in the investigative process. The technique can be used on teaching learning a language as motivation to learn it. There are hundreds of techniques that can be used in connection with language teaching. Most of students naturally like competition and co-operation in their life. Because of its element of fun is making a relaxation and enjoyable situation of class.

From those statements, it is concluded that Group investigation is a co-operative learning in which students help define topics for study and then together to complete their investigations. In Group Investigation technique 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. As a matter of fact, it can be concluded that Group Investigation is the technique that can give significant influence toward the students' speaking skills.

## **II. Research Method**

In this research, the researcher used quantitative study which was intended to see the student's speaking ability after the researcher gave the Group Investigation Technique. Besides, in this research the researcher used experimental method. 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. Consequently, the researcher employed two classes of students, one class as an experimental class and another one as a control class. In this research, the students in experimental class was given the treatment (X) by using Group Investigation and the students in control class (O) was given treatment by using Dialogue Memorization. The design is illustrated Figure 1:

<b>G1 = T1 X T2</b>
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<b>G2 = T1 O T2</b>
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## **III. Finding and Interpretation**

### **Findings**

In order to verify the hypotheses proposed, the statistical analysis was applied. The researcher conducted paired sample t-test and independent sample t-test. Paired sample t-test was used to find out whether or not there was a significant difference in ability before and after treatment in the experimental group and control group. In order to find out whether or not there was a significant difference in speaking scores of the post-test between the experimental group and control group, independent sample t-test was proposed.

### **The Result of Paired Sample t-test of Speaking in Experimental Group**

The result of paired sample t-test showed that the value of t-obtained was 8.877 at the significance level of 0.000 testing with degree of freedom (df) 31, and the critical value of t-table was 2.040. Since the p-value 0.000 was lower than alpha value 0.05, and the value of t-obtained was higher than the critical value of t-table, in which  $8.877 > 2.040$ , there was a significant improvement in students' speaking ability after the treatment given. It was also found that the mean score of the students' speaking pre-test was 8.69, and the mean score of the students' speaking post-test was 13.33. Therefore, the mean difference between pre-test and post-test was 4.641. It could be concluded that there was a significant improvement in students'

speaking ability after the treatment given. The results are presented in the following table.

**Table 1**  
**Paired Sample t-test of Speaking Ability in Experimental Group**

Variable	Experiment			Std. Deviation	T	Df	Sig. (2-tailed)
	Pre-test	Post-test	Mean Difference				
Speaking	8.69	13.33	4.641	2.957	8.877	31	.000

**The Statistical Analysis of Paired Sample t-test of Speaking in Control Group**

The result of paired sample t-test of speaking ability showed that the value of t-obtained was 11.214 at the significance level of 0.000 with degree of freedom (df) 31, and the critical value of t-table was 2.040. Since the p-value 0.000 was lower than alpha value 0.05, and the value of t-obtained was higher than the critical value of t-table, in which  $11.214 > 2.040$ , there was a significant

improvement in students' speaking. In addition, to find out which set of speaking scores was higher, whether it was pre- or post-test, both mean scores were compared. The data below shows that the mean score of students' speaking pre-test was 6.91, and the mean score of students' speaking post-test was 11.28. The mean difference between pre-test and post-test was 4.375. It could be concluded that there was a significant improvement in students' speaking ability.

**Table 2**  
**Paired Sample t-test of Speaking Ability in Control Group**

	Control			Std. Deviation	T	df	Sig. (2-tailed)
	Pre-test	Post-test	Mean Difference				
Speaking	6.91	11.28	4.375	11.214	11.214	31	.000

**The Result of Independent Sample t-test for Speaking Score**

To find out whether there was a significant improvement in speaking ability of the two groups, the reseracher presented the

results of speaking post-tests in both groups.

The writer used independent sample t-test.

Table 3 shows the result of the independent sample t-test in speaking.

**Table 3**  
**Independent Sample t-test of Speaking**

Group	Mean Score	Mean Difference	T	Sig. (2-tailed)
Experimental	13.328	2.05	4.649	.000
Control	11.281			

Based on the table above, the value of t-obtained was 4.649, at the significant level  $p < 0.05$  ( $p = 0.000$ ). Since the significant value (0.000) was less than 0.05, and the value of t-obtained was higher than critical values of t-table, in which  $4.649 > 2.000$  and  $4.649 > 1.994$ , the null hypothesis ( $H_{01}$ ) was rejected and research hypothesis ( $H_1$ ) was accepted. It meant that there was a significant influence of the students' speaking ability toward Group Investigation Technique.

### **Interpretation**

The result of paired sample t-test of speaking ability showed that the value of t-obtained was 11.214 at the significance level of 0.000 with degree of freedom (df) 31, and the critical value of t-table was 2.040. Since the p-value 0.000 was lower than alpha value 0.05, and the value of t-obtained was higher than the critical value of t-table, in which  $11.214 > 2.040$ , there was a significant

improvement in students' speaking. In addition, to find out which set of speaking scores was higher, whether it was pre- or post-test, both mean scores were compared. The data below shows that the mean score of students' speaking pre-test was 6.91, and the mean score of students' speaking post-test was 11.28. The mean difference between pre-test and post-test was 4.375. It could be concluded that there was a significant improvement in students' speaking ability.

Based on Slavin's idea (Slavin, 2008), the implementation of group investigation was done in six steps, they are: 1) identifying the topic and organizing pupils into groups, 2) planning the learning task, 3) carrying out the investigation, 4) preparing a final report, 5) presenting the final report, and 6) evaluation. The findings of the study shows that the students could improve their motivation in learning English by doing the steps of group investigation. They learnt a lot of things from

this activity, specially how they improve their motivation in learning English.

From the above point, the researcher concludes that Group Investigation also improves the students' motivation in speaking by 1) the students learnt how to investigate a certain problem and to solve the problem using English, 2) how to share, 3) how to discuss, 4) how to give their ideas, 5) how to accept other opinions, and 6) how to present their ideas. From the findings of the study, the researcher also found some obstacles in the implementation of group investigation, the obstacle are: The students were noisy, some students spent too short in the presentation, some students had difficulties in expressing their arguments and suggestion related to the topics, and few students dominated the group investigation.

The result of this study supports the result of previous related studies of Herwinda (2010) that Group Investigation (GI) method can improve the students' capability to finish the comparison story problem. It also supports the conclusion made by Iswardati (2016) that the implementation of Group Investigation could improve the students' speaking skill.

#### IV. Conclusion

According to the result of the students' post-test score, the average of students' posttest score in the experimental class was

13.328 and the average of students' post-test score in the control class was 11.281. It shows that the students' post-test score in experimental class was higher than of students' post-test score in control class. While based on the calculation of the independent sample test Sig. (pvalue) was 0.000 and  $\alpha = 0.05$ . It means that It means that Sig. (pvalue)  $< \alpha = 0.05$  and  $H_a$  is accepted. Because the alternative hypothesis is accepted, the reseacher concludes that there is a significant influence of using Group Investigation technique towards the third semester students' speaking ability of Management Study Program at Tridinanti University of Palembang.

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