

**THE APPLICATION OF GROUP INVESTIGATION TO IMPROVE
SPEAKING SKILL OF THE FIRST YEAR STUDENTS AT FKIP
UIR PEKANBARU**

THESIS



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ABSTRACT

The Application of Group Investigation to Improve Speaking Skill of The First Year Students at FKIP UIR Pekanbaru.

Thesis, English Education Section, Language Education Program, Graduate Program, State University of Padang.

Oleh: Afrizal; 19405 – 2012.

Keterampilan berbicara mahasiswa dalam bahasa Inggris dikelas di tempat peneliti mengajar masih membutuhkan perbaikan karena tingkat keterampilan mereka dalam berbicara bahasa Inggris masih lemah. Hal ini dapat dilihat dari faktor – faktor yang menyebabkan mengapa mereka mengalami kesulitan dalam menggunakan bahasa Inggris. Penelitian ini bertujuan untuk meningkatkan keterampilan berbicara mahasiswa dengan mengaplikasikan Group Investigation dan untuk mengetahui pendapat – pendapat mahasiswa tentang aplikasi Group Investigation tersebut.

Penelitian Tindakan Kelas (PTK) ini dilakukan dalam 2 siklus yang mana tiap – tiap siklus terdiri dari tiga pertemuan. Dalam penelitian ini, peneliti di bantu oleh dua orang kolaborator untuk mengumpulkan data. Data diperoleh dari tes, observasi, catatan lapangan, dan interview pada setiap siklus tersebut. Dari kedua siklus tersebut, ditemukan bahwa pengaplikasian Group Investigation mampu meningkatkan keterampilan berbicara mahasiswa. Peningkatannya dapat dilihat dari hasil rata – rata mahasiswa yakni 1,6 (rendah)pada siklus 1 menjadi 3,3 (bagus) pada siklus 2.

Setelah menganalisis dan mengkalkulasi data yang diperoleh dari penelitian, ditemukan bahwa Group Investigation mampu meningkatkan keterampilan berbicara mahasiswa dan beberapa pendapat mereka tentang Group Investigation yang mendukung keterampilan berbicara mahasiswa Semester 1 FKIP UIR Pekanbaru. Kesimpulannya, penelitian tindakan kelas dengan mengaplikasikan Group Investigation merupakan sebuah teknik yang bagus dan efektif bagi mahasiswa dalam meningkatkan keterampilan berbicara mahasiswa Semester 1 FKIP UIR Pekanbaru.

ABSTRACT

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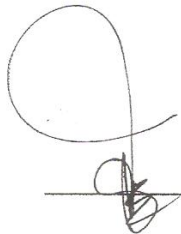
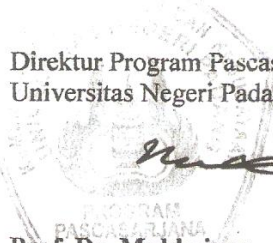


The students' speaking skill in the classroom needs to be improved since they had low skill in speaking. It was identified that there were several factors which caused students had low skill in speaking. The purpose of this research is to improve the students' speaking skill by applying Group Investigation and to find out the students' opinions on Group Investigation.

This classroom action research consisted of two cycles and three meetings of each cycle. In this research, the researcher was helped by two collaborators to collect the data. The researcher used test, observation checklists, field notes, and interview on each cycle. From the two cycles of the research, it was found that by applying Group Investigation could improve students' speaking skill and the average score was 1,6(low) at the first cycle became 3,3 (good) score at cycle two. The students had high motivation, self- confidence, participation, and an effective technique.


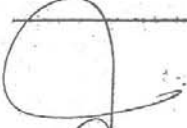
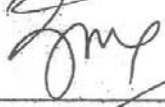
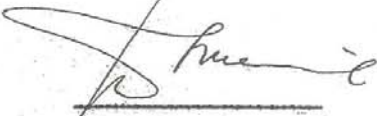
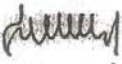
After analyzing and calculating the data obtained from the research, it was found that Group Investigation could improve students' speaking skill and several students' opinions about Group Investigation at the First Year Students of UIR Pekanbaru. It can be concluded that the application of Group Investigation could improve students' speaking skill and it was a good, effective technique to the students in improving their speaking skill.

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Speaking is an important skill in foreign language learning. Students are expected to be competent and to develop speaking skill in both formal and informal situations in English speaking, especially at the first semester students of FKIP UIR Pekanbaru. It is one of the four English skills that has to be mastered by learners in language learning. The students who are able in speaking means they are able to share ideas and opinions to listeners through English speaking. Speaking skill is viewed as the measure of knowing English. It is a requirement that is important for success of Indonesian students in welcoming the globalization era.

For many people, being good at speaking means being able to share one's ideas and opinions to listeners through English speaking. Mastering English is a requirement that is important for success of Indonesian students in welcoming the globalization era. It can be obtained from varieties of program such as: courses, magazines, newspapers, cards, brochures, television, computers, and internet and so forth.

Speaking involves a process of building and sharing meaning through the use of language orally and the students will know the way how to express language communicatively. The students will learn how to express utterances meaningfully. It also leads them to make interaction in the society by using the

language since speaking is one of important skills that should be mastered by the students in learning foreign language learning.

Unfortunately, many students have problem in speaking. It is caused by the internal and external factors. The internal factors include are motivation and interest while the external factors are teachers' teaching techniques and facilities as well.

In teaching speaking, the teacher should be able to make interesting topic and apply suitable technique. This can motivate them to speak more because speaking skill emphasizes students' ability to speak as much as possible. Interesting topic can relate to their environment and life. In addition teacher has to instruct them but teacher does not give correction to their speaking directly. It fosters them to be confident to explore their idea so that the students are not afraid of making mistake in speaking classroom.

Moreover, teacher also has to teach meaningfully. There are many problems in teaching speaking. First, the students always do the mistake in grammar and pronunciation aspect. Basically, they only speak English. They do not pay attention to the sentence structure and correct pronunciation. Second, the students are afraid of making mistake in speaking English. It indicates that the students have limited vocabulary. Third, the teacher only gives materials, like completing, reading dialogue and written from handbook. And the last, the teacher dominantly teaches the students using Indonesian so it can not improve the students' speaking ability.

Based on the researcher's observation in the field, the students' speaking skill is still far from what it should be. The first problem deals with the students do not accustom speak in front of the class and they feel shy if they want to express their opinion. And 25% of the students' mark is below or they do not pass the test.

Next, the students have low ability in vocabulary. It is caused by two aspects. One of them is the meaning of the word in the dictionary does not ensure the correct use of the word in a particular context. The meaning of word must be learned in context because the different context can make different meaning of word. The students usually match the meaning from what they have found in the dictionary with word in a sentence without considering the word in its context. Another aspect comes from their ability in mastering various vocabularies which is still low. When they speak, they always stumble in a word that they do not know how to pronounce it in English.

The last, the students have low motivation to speak English. They are lazy to speak and practice in the classroom since they are afraid to make mistakes they are also lack of self confidence.

To solve this problem, the teacher should think more about the way to teach the students in speaking skill. He should consider the technique that can be applied to improve the students' speaking skill. One of the ways that can be used to improve the students' speaking skill is the use of different technique as one of the components of teaching and learning process should be selected to be appropriate with the students' condition. The use of appropriate technique can be

helpful in making students more interested in the classroom and help them learn material easily.

One technique is Group Investigation in which it is expected that by using a variety of teacher's technique and one of them through the model of Group Investigation is students' speaking skill will improve. In speaking, students do not only produce a language, but also use the language to communicate with another people. According to Richards (1985:110) when speaking people do not say only things, they do such things; describe events, feelings, things, ideas, opinions, etc. it means that when people speak not only just word they said, but it included all the things that included in speaking. Dealing with the effect of improving students speaking skill, the teacher should be able to find new strategy or activities in teaching speaking.

Based on the explanation above, the researcher would like to conduct a classroom action research entitled "The Application of Group Investigation to Improve Speaking Skill of the First Year Students at FKIP UIR Pekanbaru".

B. Identification of the Problem in the Classroom.

There are some problems identified in the background of the problems above.

1. The students have low speaking skill. They can not speak English fluently yet.
2. Second, they were shy to speak in front of the classroom. They can not express their opinion to other people.

3. The last, the lecturer does not apply an interesting technique in which they can stimulate the students to speak English in the classroom.

C. Focus of the Problem

Based on the identification of the problems above, there are some problems which have been found by the researcher in his classroom. Moreover, teachers' technique can be used to increase or improve students' speaking skill. One of them is by using Group Investigation. In this research, the researcher will focus the use of Group Investigation to improve students' speaking skill. So, he limits his study on the use of Group Investigation to improve students' speaking skill at The First Year Students at FKIP UIR Pekanbaru”.

D. Statement of the Problem

The problem of this research is stated as follows: “Can Group Investigation improve students' speaking skill at the First Year Student at FKIP UIR Pekanbaru”?

E. Research Questions

From the limitation of the problem above, the questions of the problem can be stated as follow:

1. To what extent can Group Investigation (GI Type) improve students' speaking skill of the First Year Student at FKIP UIR Pekanbaru?
2. What are students' opinions on the application of Group Investigation (GI Type) to improve speaking skill?

F. Purpose of the Research

In carrying out this research, the researcher tries to state the purpose clearly in order that the results could be useful for related parties who are interested in the findings. The purposes of this research are as follow:

1. To find out whether Group Investigation improves students' speaking skill of the First Year Student at FKIP UIR Pekanbaru”.
2. To know students' opinion on the application of Group Investigation (GI Type) to improve speaking skill.

G. Significance of the Research

This research is supposed to have theoretical and practical significance. Theoretically, it can enrich the theories in describing the effectiveness of Group Investigation improve students speaking skill. It will become a source of information about the description of using Group Investigation in teaching. Practically, it can be a guideline for the English teachers to use Group Investigation in teaching. It is expected that the finding of this research can offer English teachers of vocational school more information and alternative decision about the effective of teaching techniques.

The researcher would like to have the following items as the importance of this research:

1. Hopefully, this research contributed scientifically to any learners especially the lecturer who teaches at FKIP UIR Pekanbaru.
2. This research encouraged the interest of students to acquire the speaking skill as positive input to be confident.

3. This research enriched researcher's knowledge and skills to enhance the quality of teaching methods in teaching and learning activities.
4. Anybody who read this research had an insight about the use of Group Investigation in teaching speaking.

H. Definition of the Key Terms

1. **Application** : is the action of using something or the state of being used (Hornby; 1995).
2. **Speaking skill** : is defined as ability of students' in speaking English at The First Year Students at FKIP UIR Pekanbaru
3. **Group Investigation** : A general classroom-organization plan in which students work in small group using cooperative inquiry, group discussion, and cooperative planning and projects (Sharan and Sharan in Robert E. Slavin, 1955:11).

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the findings and discussion of the students' speaking skill by Group Investigation during the two cycles of the classroom action research, it can be concluded that Group Investigation improved students' speaking skill at the first year students of FKIP UIR Pekanbaru. The findings showed that students' speaking skill and the indicators – grammar, pronunciation, vocabulary, fluency, and comprehension got better improved in each cycle of the research.

In addition, the researcher and the collaborators also observed that there are opinions from students that supported the improvement of speaking skill. The first opinion is motivation. By applying Group Investigation, the students had willingness to have discussion on the materials given. The second opinion is technique. The students believe that Group Investigation is better technique for them to develop and improve their speaking skill. This technique also makes and has them speak. The third opinion is students' participation. The classroom activity better improved the students' participation to become more active in teaching learning process. The students get involved in investigating and presenting the materials. The forth factor is students' confidence. The students' attitudes were very positive toward the lecturer's guidance since they got many benefits dealt with the process of getting information and improving speaking skill. As it was done in this research, the researcher tried hard to have good

confidence toward the students. He made the class atmosphere enjoyable, so the students did not feel shy to speak up in the classroom.

B. Implication

After long discussion on to what extent the Group Investigation can improve the students' speaking skill at the first year students at FKIP UIR Pekanbaru and what the students' opinions on the application of Group Investigation, it can be implied that Group Investigation can be used to improve students' speaking skill because it was useful in teaching speaking.

C. Suggestion

Refers to the conclusion and the implications of this research, some suggestions can be given as follows:

1. The researcher as a lecturer should continue applying Group Investigation in teaching speaking class.
2. The lecturer should master the stages in Group Investigation to enrich the students' knowledge.
3. The lecturer should be more creative in applying Group Investigation in order to improve all skills in teaching English to students.
4. Another researcher can use this research finding as a relevant research.
5. Another researcher can use this research to explore more finding

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