

CHAPTER I INTRODUCTION

This part presents the basic information of the study that covers, background of the study, research question, research purpose, research significance, rationale, and previous studies.

A. Background of the study

In the study of language, speaking holds a crucial position. Cora and Knight (2000:18) states that speaking is a crucial part of language learning and teaching which involves producing, receiving, and processing information. Speaking has important role in communication skill in English. Students need to have good knowledge of speaking to express their thoughts and share their ideas well. Without having good speaking mastery, students fail to deliver things they really want to say or express. Indeed, having lack of speaking might cause failure in communication.

However, The students' problems in speaking English are caused by some factors. Tuan and Mai (2015) revealed that students usually found difficulties in speaking because of some factors, namely confidence, listener's support, students' listening ability, and pressure to perform well. A limited observation has been done at MTs Nur Al-Zahrah. It reveals that most students still had difficulties and lack of confidence in practicing English conversation, especially when they practice outside the classroom. Therefore, the researcher wants to use group investigation as a method to improve speaking ability

According to Sharan and Sharan (1992), group investigation is a general classroom-organization plan in which students work in a small group using group discussion, cooperative inquiry, planning and projects. In this technique, students are divided into two to six members group then they choose topic from a unit being learned by the students and carry out the important activities to prepare groups reports which presented or displayed about their finding to the entire class (Slavin, 1995:11). From the explanation above, 'Group Investigation' cooperative

learning method can be applied to enhance students' interest in learning English, especially in learning speaking. As Slavin (2008) reveals that cooperative learning techniques including group investigation is helpful to achieve personal learning goal by achieving group learning goal.

Similar research has been done by other researcher with different focuses. For example, Caroline and Harwin (2021) use group investigation to improve student achievement in writing. Another research by Neliu and Novia (2020) use group investigation and focus to found student learning outcomes. Furthermore, Angreini, Dato, and Zein (2021) use group investigation to enhance problem solving skills. The present research is quite different from the previous study above. This research focuses on the implementation of 'Group Investigation' cooperative learning technique for the teaching of speaking and how the strategy is responded by the students.

B. Research Questions

The problem in the background is formulated into the following questions:

1. How is group investigation applied by EFL teacher to enhance speaking skills among the students of MTs Nur Al-Zahrah?
2. What are the students' responses toward the group investigation for the teaching of speaking?

C. Research Purposes

From the research questions above, this study is aimed at obtaining the following objective:

1. To describe the process of the teaching of speaking using Group Investigation in enhancing speaking ability.
2. To figure out the students' responses towards Group Investigation in enhancing speaking ability.

D. Research Significance.

This study has two significant perspectives. Theoretically, this study is expected not only to figure out the responses from the students, but also it is designed to find out how much influence the group investigation had on the development of speaking skills.

Practically, the results of this study are designed to extend some informative inputs in teaching and learning process, for the teacher to reach the successful learning. Hopefully, this research provides information on how influential the group investigation was on the development of speaking skills and could make the method even better.

E. Scope of Research

This study only covers a limited number of students for a limited number of subject. For this study, the focus was to determine the students's speaking skill by using group investigation method. According to Newton and Nation (2009), cooperative activities can encourage negotiation of language item. Related to the problem formaulation written above, this research is limited on using of case study in students speaking skill at MTs Nur Al-Zahrah

F. Conceptive Framework

Group investigation technique is one of the cooperative learning methods. Cooperative learning teaching model is one model of learning that support contextual learning. Cooperative learning teaching system can be defined as a system of work/study in a structured group. namely in this structure are the five basic elements (Johnson & Johnson, 1994). It includes positive interdependence, individual responsibility, personal interaction, collaboration skills, and group process. Group investigation is a method for classroom instruction in which students work collaboratively in small groups to examine, experience, and understand their topic of study (Sharan and Sharan 1992: 1). In short, GI is a

teaching method that enable students to become more interactive in the classroom because they must have positive interdependence and individual responsibility. They also must have great interaction with their friends because they have to work in group. They should collaborate their skills to discuss many topics with their group.

Arends (2008: 13) states that Group Investigation (GI) originally designed by Herbert Thelen. More recently, this approach is extended and enhanced by Sharan and his colleagues at Tel Aviv University. GI is probably a cooperative learning approach to the most complex and difficult to implement, contrast with the STAD and Jigsaw. GI approach involves students in planning the topics to be studied and how to run the investigation. This requires norms and class structure that is more sophisticated than the approaches in teacher centered.

Arends (2008:14) states that Sharan and his colleagues describe the six-step approach to GI, as follows:

1. Topic Selection. Students choose a specific sub-topic within the field of certain common problems, which are usually explained by the teacher. Then, students are organized into small groups consisting of task-oriented two to six people. The composition of the hetero generous group both academically and ethnically.
2. Cooperative Learning. Students and teachers plan procedures, tasks, and specific learning objective in accordance with sub-subtopics selected in step.
3. Implementation. Students implement a plan formulated in step 2. Learning should involve a variety of activities and skills and should lead students to a variety of a sources inside and outside o school. The teacher follows closely the development of each group and offer help when needed.
4. Analysis and Synthesis. Students analyze and evaluate information obtained during step 3 and plan for how this information can be summarized by drawing to be displayed or presented to classmates.

5. Presentation of the final product. Some or all groups in the class give an interesting presentation on topics to make each other involved in his work and achieve a broader perspective about a topic. Presentation group coordinated by the teacher.

Evaluation. In some cases, the groups follow up the different aspects of the same topic. The students and the teacher evaluate the contribution of the whole work in each group. The evaluation included individual and group assessment or both.

Speaking is one of four language skills which needs to be mastered by students. It is an important skill because in speaking, someone is able to say what he/she wants to express. Also, it is a symbol of words that usually convey by someone through communication. Collie and Slater (2005:8) express their idea about speaking. "Speaking would encourage the development of fluency in spoken English. Speaking fluently, of course, involves speaking appropriately with others but it carries a further assumption in simple term."

Speaking is the productive skill. It could not be separated from listening. When spoken, it produces the text, and it should be meaningful. Communication, and find the speaker, the listener, the message, and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. Harmer, (in Tarigan 1990: 12) writes that when teaching speaking or producing skill, it can apply three major stages, those are: Introducing new language, Practice, & Communicative activity.

There are some definitions about response according to the experts. According to. Response is given by power who defines response as any verbal or non- verbal designed to fulfill the expectations implicit in the questions, commands, or request of other. (Maria Agustina, 2007: 19).

Response is something said or done answer; reply or reaction (Bennett, 1975). While according to Paulina (2002) response is behavioural act, response comes because of the entry of stimulus into the same mind with the sense of someone.

G. Previous Studies

There are several previous studies concerning teachers 'student responses' regarding group investigation. The result of the previous studies is useful reference for consideration in this present study.

The first study was conducted by Nelius & Novia (2020) who investigated the implementing of group investigation model integrated macromedia flash on students' learning outcomes. The research sample consisted of two classes taken randomly namely the experimental class 1 and the experimental class 2. The experimental class 1 as an experiment class that is taught by the group investigation integrated macromedia flash model and the experimental class 2 as a control class was taught by direct instruction model. The design of the study uses the complete random design method. Research data collection was carried out by using research instruments in the form of objective tests and analyzed by a simple variance analysis method at a significance level of 0.05. The research data showed that the average pretest of the experimental class 1 (39.88) was lower than the average of the experimental class 2 (40.56) and the average posttest of the experimental class 1 (79.70) was higher than the experimental class 2 (74.08). Based on research data analysis, it is concluded that there is an influence of the Group Investigation learning model integrated macromedia flash on students' learning outcomes in oxidation reduction material.

The second study was obtained by Caroline & Herwin (2021) that focused on difference in the enhancement of writing skills between the students who are taught using the group investigation technique and those who are taught through the conventional method. This is an experimental study using classroom action research. The subject of this research was grade VIII students of SMP Negeri 1 Parongpong, Bandung. There were 75 students. To collect the data the pre-test was administered at the start of the program and the post-test at the end of the three months program. Based on the data analysis it was found that there was a significance difference among the experimental and the control groups. Another finding the students were interested in writing through Group Investigation

Technique. Therefore, it is concluded that teaching writing through Group Investigation Technique could improve students' writing skills.

At the same time, the study also conducted by Angraini, Darto, & Zein (2021) that investigate whether a difference in mathematical problem-solving skills emerges between the students involved in the learning group investigation learning model and those in the direct learning model, according to the high, medium, and low initial skills of 8th grade students of a junior high school (SMP) in Pekanbaru. The quasi-experimental method was used in the study. Based on the t-test analysis, the use of group investigation learning model in terms of initial skills, in general, influences the students' mathematical problem-solving skills.

The current research is different from the previous research. This research focused on the implementation of Group Investigation in EFL speaking class and the students' responses on using GI.

