

## **‘GROUP INVESTIGATION’: A COOPERATIVE LEARNING METHOD FOR THE 10<sup>TH</sup> GRADE STUDENTS IN SPEAKING ENGLISH CLASSROOM**

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### **Abstract**

The GI or group investigation is one of the cooperative learning teaching method and little used in English language teaching classroom. In GI students take an active part in establishing their learning goals. A method which ask the students to choose the topic selection, plan, implement, analyze, present, and evaluate. This paper reports a study of implementing the GI method in teaching speaking for the 10<sup>th</sup> grade students’ at SMAN 1 Paciran Lamongan. Here, the students still have difficulty in using their English orally. One of the reasons is the lack of confidence they have when they should speak in front of the classroom, so they hope to have a partner to discuss with in order to be more confident to speak up. GI is the right solution to solve the students’ speaking problem. A descriptive research method is used to get the finding of the study, observation checklist, questionnaire, and practical test are the instruments used to collect the data. The data shows that students are strongly increasing in speaking English from 47.2% to 66.6%.

*Key words: Speaking ability, The GI method*

Nowadays English has become an important device that takes important roles in communication. Furthermore, now entering the global information era where every nation in the world shares information with each other to fulfill needs of information in this era. Considering the needs to build international relationship among the countries in the world, the awareness of language that will be used for communication has come up; hence English become the answer for that need. In Indonesia, English is learned from elementary school level up to university level, English as a foreign language is viewed very important because in every country English is learned in every single school.

Group Investigation (GI) is one of the cooperative learning models. Johnson (1990) states that cooperative learning techniques based on group investigation methods focus on problem solving tasks. In this task, students gather necessary information; engage in exchange and interpretation of ideas. then finally they have to present their result of the discussion with their group in front of the class.

In the previous research done by Al-Twairish (2009) entitled “The effect of the cooperative approach on the listening and speaking skills of the Saudi Secondary School Students: An Experimental Study” it was reported that cooperative learning has a good effect to the listening and speaking skills. In the other research done by Liang (2002) entitled “Implementing cooperative learning in EFL teaching: process and effects” it was also found that cooperative learning has a good effect for English foreign learners. The present research deals with cooperative learning also but more specific, this research will use one of cooperative learning technique that “group investigation” applied in speaking English. So, it can be said that this research is quite different from previous study above. In this research, she focus on implementation, achievement, and response of the students when the teacher used GI in teaching speaking.

### **The GI method**

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. Included in this structure are the five basic elements (Johnson & Johnson, 1994), include 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). So, GI is teaching method that able to make the students interactive in the classroom because they have to have positive interdependence and individual responsibility, they also have to 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.

### **The six-steps of GI method**

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-topics 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-sub topics 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.
6. 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 of them.

### **METHODOLOGY**

The design of this study us descriptive quantitative research method. The study observes the students' speaking ability and the application of the GI method in speaking English classroom.

### Population and sample

The research is held at SMAN 1 Paciran in the tenth grade. Tenth grade has 7 classes. The population in this study is all of tenth grade students of SMAN 1 Paciran. The tenth grade has 238 students. The population in the study are the tenth grade students of SMAN 1 Paciran which consists of 7 classes with the number of the students as follows:

Class	Number of Students
X <sub>1</sub>	36
X <sub>2</sub>	35
X <sub>3</sub>	35
X <sub>4</sub>	35
X <sub>5</sub>	35
X <sub>6</sub>	35
X <sub>7</sub>	27
<b>TOTAL</b>	<b>238</b>

The population of the research is: 238 students

According to Cohen (2007: 100) sample is a smaller group or subset of the total population in such way that the knowledge gained is representative of the total population (however defined) under study. And the sample of the study is one class of the tenth grade, X<sub>1</sub> class which consists of 36 students.

### Data analysis:

1. Observation Checklist: classroom observation does when the GI is implemented in the classroom. The observation checklist is joined with another research instrument which is used in this research.
2. Questionnaire: the purpose of questionnaire technique is used to know the students' opinions about the small group investigation method. In this study the writer takes a close questionnaire.
3. Test: the speaking test uses an oral test. The oral test will be held as the major data. In this oral test, the students are encouraged to speak and then they are assessed on the basic of the speech, such as: pronunciation, fluency, accent etc. To get the data, the writer gives a speaking ability test which measured their ability in presenting their opinion about some problems.

According to FSI (Foreign Service Institute) as to support component in measuring the students speaking proficiency are: accent, grammar, vocabulary, fluently, the comprehension, the fluently, and the accent. Below the weighing table:

<b>Conversational English Proficiency Weighing Table</b>							
<b>Proficiency Description</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Total</b>
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	23	
<b>Total Score</b>							

The total score which were got from the weighing table, in the next step will be conferred into conversion table. Using the conversation table, the levels of the students' speaking proficiency as well as their FSI (Foreign Service Institute) can be seen easily. The format of conversation table is below:

<b>Conversational English Proficiency Conversion Table</b>		
<b>Total Score (From Weighing Table)</b>	<b>FSI Level</b>	<b>Description</b>
<b>16-25</b>	<b>0</b>	<b>Poor</b>
<b>26-32</b>	<b>1</b>	<b>Low</b>
<b>33-42</b>	<b>1+</b>	<b>Low</b>
<b>43-52</b>	<b>2</b>	<b>Fair</b>
<b>53-62</b>	<b>2+</b>	<b>Fair</b>
<b>63-72</b>	<b>3</b>	<b>Good</b>
<b>73-82</b>	<b>3+</b>	<b>Good</b>
<b>83-92</b>	<b>4</b>	<b>Very Good</b>
<b>93-99</b>	<b>4+</b>	<b>Very Good</b>

<b>100</b>	<b>5+</b>	<b>Excellent</b>
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(Richards and Renandya, (2002:223))

Each of FSI level has 10 ranges, except, the second and two last of FSI. For the first, FSI level on 1, only has 7 range (26, 27, 28, 29, 30, 31, 32), and the second for the last (FSI level 4+), also has 7 range (93, 94, 95, 96, 97, 98, 99), and the last, the perfect of FSI level only has 1 range (100).

### **RESEARCH FINDING**

The Result of the Classroom Observation in the Classroom Speaking Activity, the observation checklist are consisted of three aspects below::

The first description of the observation checklist described about material which has been given to the students. This part of the observation checklist was examined by the English teacher of X<sub>1</sub> class in order to know the effect of group investigation technique in teaching speaking class. The result of the classroom observation can be seen below:

No	Items of Observation	Result	
		Yes	No
1	Material can be understood by students	√	
2	Material uses daily vocabularies	√	
3	Material is useful for students	√	
4	Material can be practiced in daily life	√	
5	Material can be found in daily life	√	
6	Material may be experienced by students	√	
7	Material is familiar with students	√	
8	Material gives students more chances to improve their ideas.	√	
9	Material demands students to express new ideas	√	
10	Material demands students to make improvisation	√	

Based on the observation checklist above, there are ten items about the material which has given to the students. And each item got “yes” on the check column. It means that the material which has given was understood by the

students. The material was easy enough to be practiced in students' daily activity because the material used daily vocabulary which could be easy to be understood by the students. So, it could be concluded that researcher did great job in choosing the material.

The second part of the observation checklist related with the technique. The result of observation checklist for second part can be seen below:

No	Items of Observation	Result	
		Yes	No
1	Technique demands students to express their ideas freely	√	
2	Technique demands students to speak with their friends	√	
3	Technique is working in group	√	
4	Technique needs cooperation of the students	√	
5	Technique is free expression	√	
6	Technique is limited students ideas		√

Based on the observation checklist above related to the technique, there are 6 items and five of them got "yes" on the checklist column and one got "no" on the checklist column. It means that the technique which has implemented to the students was good enough because by using the technique students were able to express their ideas and opinions freely without any limitation. The students could use their free expression to express their ideas with their friends because they working in group. So, it could be concluded that the technique motivated the students to be more active in the speaking class.

And the third part or the last part of the observation checklist related with the process of implementation technique. The result of observation checklist can be seen below:

No	Items of Observation	Result	
		Yes	No
1	Instructor prepares material well	√	
2	Instructor dominates speaking activities		√
3	Instructor motivates students	√	
4	Instructor observes students' activities	√	
5	Instructor gives appreciation to students	√	
6	Instructor helps students' difficulties	√	

7	Instructor motivates reluctant students to speak		√
8	Students read material	√	
9	Students remember material	√	
10	Students improves material		√
11	Students speaks with their friends but not about the material		√
12	Most of students speak in group discussion	√	
13	Students feel scared and shy to present the result of their project	√	
14	Students prepare well their presentation project	√	
15	Most of students speak in presentation time	√	

Based on the observation checklist above related to the teacher rules and the process of implementation technique. There are 15 items and most of them got “yes” on the checklist column. It means that the instructor/researcher is successful in implementing the technique in the speaking class. From the beginning of the research, the researcher prepared the material good enough. By the classroom observation it could be concluded that the researcher was successful in implementing the group investigation technique in the teaching speaking class.

#### 1. The Students Speaking Achievement after the Implementation of Group Investigation Method:

The students were given 2 presentations, and each group consists of 5 students, the result of the students’ presentation can be seen below:

The first presentation of the students in implementation GI technique can be classified below:

- ⇒ The students whose total score 33 – 42 are 3/8,4% of the students
- ⇒ The students whose total score 43 – 52 are 5/13,9% of the students
- ⇒ The students whose total score 53 – 62 are 8/22,2% of the students
- ⇒ The students whose total score 63 – 72 are 17/47,2% of the students
- ⇒ The students whose total score 73 – 82 are 3/8,4% of the students

And the students’ score in second presentation can be seen below:



- ⇒ The students whose total score 33 – 42 are 0 Students
- ⇒ The students whose total score 43 – 52 are 2/5,6% of the students
- ⇒ The students whose total score 53 – 62 are 5/13,9% of the students
- ⇒ The students whose total score 63 – 72 are 24/66,7% of the students
- ⇒ The students whose total score 73 – 82 are 5/13,9% of the students

### **Result of the Students' FSI Level**

Based on the Richards and Renandyas' conversation table, the researcher put the total scores into the table so it will be easy to see the level of students' speaking progress.

Students' FSI level from the first presentation can be explained below:

- ⇒ The students whose FSI level 1+ are 3/8,4% of the students
- ⇒ The students whose FSI level 2 are 4/13,9% of the students
- ⇒ The students whose FSI level 2+ are 9/22,2% of the students
- ⇒ The students whose FSI level 3 are 17/47,2% of the students
- ⇒ The students whose FSI level 3+ are 3/8,4% of the students

In the first presentation, range of students' FSI level is between 1+ and 3+. It means that the students are able to use language to satisfy demands and limited work requirements.

Students' FSI level from the second presentation can be explained below:

- ⇒ The students whose FSI level 1+ are 0 students
- ⇒ The students whose FSI level 2 are 2/5,6% of the students
- ⇒ The students whose FSI level 2+ are 3/8,4% of the students
- ⇒ The students whose FSI level 3 are 25/69,4% of the students
- ⇒ The students whose FSI level 3+ are 6/16,7% of the students

In the second presentation, the range of students FSI level is between 2 and 3+. It means that at this level, the students can use English as their means communication in their daily life and they can participate effectively in a speaking activity talking about topic concerning with social life, professional and practical things.

From the explanation above can be concluded that the effect of implementation group investigation in teaching speaking has influenced the speaking skills of the students. It can be seen through the comparison between FSI level at the first presentation and FSI at the second presentation.

<b>FSI Level</b>	<b>1<sup>st</sup> Presentation</b>	<b>2<sup>nd</sup> Presentation</b>
1	-	-
1+	3	-
2	4	2
2+	9	3
3	17	25
3+	3	6

It can be seen that at the second presentation, FSI level of the students increased. FSI level 3, increased from 17 students (47,2%) to 25 students (increased 69,4%). FSI level 3+ increased from 3 students (8,4%) to 6 students (increased 16,67%).

## 2. The Students' Responses on the Implementation of Group Investigation Method

There are twenty eight multiple choices questions in the questionnaire. The questionnaire covers all aspects of research. The items are about the students' opinion about GI technique, students' opinion about the topics, teacher roles in the implementation of the technique and general evaluation. The writer will count the percentage of each item in the questionnaire based on the students' answer and next she will describe the result of questionnaire.

The result of the questionnaire showed that there were many students interested of the implementation of the GI method in teaching speaking class. It can be seen that there were 66.67% students stated GI method is very interesting, it can be proved in the column below:

<b>Answer</b>	<b>Frequency of the students' answer</b>	<b>Percentage (%)</b>
A. Very Interesting	24	66.67
B. Interesting	10	27.78
C. Not Interesting	-	-

D. Boring	2	5.56
Total	36	100%

That is one of the example of questionnaire that researcher give to the students. It can be seen that there are 24 students or 66.67% said GI method is very interesting. It can be conclude the students have a good response toward this teaching technique.

## DISCUSSION

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). This method is gainful for the students because it can solve their weakness in speaking English. One of the weakness which often appear is the lack of confidence. The Lack of confidence make the students scare to speak in front of the classroom. During the implementation of the group investigation technique, students are active and enjoy the speaking class activity. It can be seen, before the implementation of the GI technique, it was indicated that the students have some difficulties in speaking English. The students often feel scared and shy when they want to speak English, it cause they scared to make mistake. But after the implementation of the GI technique, they enjoyed speaking English because they worked in group so the students are able to share their ideas and opinion freely so they do not feel shy and scared anymore. It shows that the group investigation helped them to increase their speaking ability. It can be seen from the questionnaire that most of students stated that group investigation technique helped them to share their opinions and ideas.

In this case the researcher proven that by using group investigation technique the students can improve their speaking ability. It can be seen in speaking proficiency students' score were increased. The researcher used FSI level of Richard and Renandyas' Speaking proficiency measurements. The 0 level is the lowest and 5+ is the highest level. In the first performance of the GI technique, most of the students get fair score or 2+ level. It means that the students speaking ability is still weak although there are some students who get

good score or 3 level. Then, after the experienced of the first presentation, in the second presentation are increasing, it can be seen for the second presentation there is no longer students who get fair score or 2+ level and most of them get good score or 3+ level.

It is clear that the implementation of the group investigation technique is good for students' speaking ability. The students become more active speaking English after the implementation of the GI technique. The students are able to share their ideas and opinion freely because they do the speaking activity in group. So, they do not need to feel shy or scared. They really feel fun when they have to talk with their friends, enjoy the speaking class activity. And they also feel excited when they have to present their final project in front of the class. The atmosphere of the class more live and warm.

During the course of GI method, the students:

- Get more attractive in the classroom
- Enjoy the learning process and feel comfortable in speaking English
- Encourage to explore the potency
- Do the learning process in 'fun' way

## **CONCLUSION**

After the observation had been done and all data have been analyzed, it can be made sure that the group investigation technique will be a useful teaching technique for teaching speaking. Because the result of data shows the positive effect and improvement of the students' speaking ability. So the researcher made some conclusion, these conclusion will help the reader to understand the data result and what should be done next.

The researcher concluded that by using the group investigation technique, the students are more independent and more active in taking role in the classroom activities and students also enjoy the teaching learning processes more, because the atmosphere of the class become more lively than before.

The researcher also concluded that by using the group investigation technique it can train the students to be more cooperatively in an group in solving problem. Besides that, it also train the students to be more confident to speak up

either in group or in front of the classroom. It also can be the alternative technique to teach speaking to improve students' speaking ability especially to the tenth grade students' of SMAN 1 Paciran. It is shown the data from the result of the questionnaire and the result of the speaking ability test. The result shows that most of the students like the implementation of the group investigation technique. In addition, the result of the speaking ability test showed that most of the students got the good score of FSI level. So, it could be concluded that the group investigation technique is a good technique and to be implemented in the teaching speaking.

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