

GROUP INVESTIGATION (GI) MODEL TO IMPROVE LEARNING OUTCOMES IN SPEAKING ASPECT

Denitrius Nong Lehan

SMPN Satap Wolomapa, Sikka, NTT, Indonesia

* Email: nonglehandenitrius@gmail.com

Abstract

The main problem raised in this Classroom Action Research is the low English learning outcomes achieved by grade VIII students of SMPN Satap Wolomapa in the aspect of speaking in English. This research was carried out at SMPN Satap Wolomapa in grade VIII, school year 2022/2023 with a total of 15 students. This research is carried out in two cycles, each cycle in research includes four steps, namely (1) planning, (2) implementation (acting), (3) observation (observing), (4) reflection (reflecting). The results obtained in this study are: 1) Results in cycle I have an average value of 79, 2) Learning Completeness in cycle I of 78%, 3) Results in cycle II have an average value of 79, and 4) Learning Completeness in cycle II of 100%. Based on research data and discussion, it can be concluded that applying the Group Investigation (GI) model to English subjects can improve classroom learning outcomes.

Keywords: *Speaking, Group Investigation (GI) Learning Model*

Abstrak

Masalah utama yang diangkat dalam Penelitian Tindakan Kelas ini adalah rendahnya capaian pembelajaran bahasa Inggris yang dicapai oleh siswa kelas VIII SMPN Satap Wolomapa dalam aspek berbicara dalam bahasa Inggris. Penelitian ini dilaksanakan di SMPN Satap Wolomapa kelas VIII tahun ajaran 2022/2023 dengan jumlah siswa sebanyak 15 orang. Penelitian ini dilaksanakan dalam dua siklus, masing-masing siklus dalam penelitian meliputi empat langkah, yaitu (1) perencanaan, (2) pelaksanaan (tindakan), (3) pengamatan (mengamati), (4) refleksi (refleksi). Hasil yang diperoleh dalam penelitian ini adalah: 1) Hasil pada siklus I memiliki nilai rata-rata 79, 2) Ketuntasan Belajar pada siklus I sebesar 78%, 3) Hasil pada siklus II memiliki nilai rata-rata 79, dan 4) Ketuntasan Belajar pada siklus II sebesar 100%. Berdasarkan data penelitian dan diskusi, dapat disimpulkan bahwa penerapan model Group Investigation (GI) pada mata pelajaran bahasa Inggris dapat meningkatkan hasil belajar di kelas.

Kata kunci: *Berbicara, Model Group Investegiation (GI)*

INTRODUCTION

Cooperative learning is an instructional strategy that enables small groups of students to work together on a common assignment, problem, or project (Slavin, 2005). The main goal of cooperative learning is to promote academic and social learning experiences that help students achieve more, reason better, and develop interpersonal and collaborative skills (Johnson & Johnson, 2005). Cooperative learning is not simply a matter of putting students in groups and expecting them to work together (Yamin, 2006). It requires careful planning and implementation by the teacher, who needs to structure positive interdependence, individual and group

accountability, promotive interaction, interpersonal and small group skills, and group processing among the students. Cooperative learning has been supported by various educational theorists and researchers, such as John Dewey, Kurt Lewin, and Morton Deutsch (in Fine, 2006), who emphasized the importance of students' active engagement in the learning process and the development of democratic values and skills.

Cooperative learning is one of the learning strategies that emphasizes cooperation between students in small groups to achieve common goals (Suparmini, 2021). Cooperative learning has several benefits, including: improving social,

communication, and critical thinking skills; strengthen self-confidence and responsibility; enrich the learning experience and understanding of the material; and increase motivation and learning achievement. Cooperative learning can also overcome the problem of student heterogeneity, because each student has the opportunity to contribute according to his abilities and interests. Cooperative learning requires careful planning from teachers, including determining learning objectives, materials, methods, media, evaluation, and group division (Gillies, 2006). Cooperative learning also requires effective classroom management, including creating a conducive atmosphere, providing clear instruction, monitoring the learning process, providing constructive feedback, and accommodating the needs of different students.

Learning is a process that involves interaction between learners, educators, and learning resources in a learning environment designed to achieve specific learning objectives (Abdurrahman, 2003). Learning is different from learning, because learning is a conscious and planned effort from educators to facilitate and motivate students to learn effectively and efficiently (Wibawa, 2001). Learning is also a system that contains a series of events arranged in such a way as to influence and support the internal learning process that occurs in learners (Hamalik, 2007). Learning can be done in various ways, methods, strategies, and media, according to the characteristics of learners, subject matter, and learning environment. Learning aims to develop knowledge competencies, skills, and attitudes in students, as well as form positive and creative behavior (Nasution, 1986).

Cooperative learning Model Group Investigation (GI) is one learning strategy that involves cooperation between students in small groups (Suryanda et al, 2016). This model aims to improve students' engagement, understanding,

and critical thinking skills in learning the subject matter.

Group Investigation (GI) is a learning model that emphasizes students' thinking skills through group activities to investigate a particular problem or topic (Rosfiani et al, 2021). This model provides opportunities for students to be directly and actively involved in the learning process from planning to how to learn a topic through investigation. This model is also based on democratic values, namely respect for the abilities, justice, equality of opportunity, and diversity of students. In the GI model, teachers are tasked with initiating learning by providing choice and control over students to choose the research strategies they will use. The teacher also divides the class into groups of 5-6 people who are heterogeneous in nature. This group is formed by considering familiarity, friendship or common interest in the topic to be investigated, and conducting an in-depth investigation of the selected topic. The end result of the group is the contribution of ideas from each member and group learning which in fact hones students' intellectual abilities more than learning individually (Johnson & Johnson, 2005).

The procedure of group investigation learning model consists of four main steps: planning, investigating, presenting, and evaluating. In the planning step, the teacher introduces the topic and guides the students to form groups based on their interests and abilities. The teacher also helps the students to formulate research questions and sub-questions that will guide their investigation.

In the investigating step, the students conduct research on their sub-questions using various sources of information, such as books, journals, internet, interviews, etc. The students also collaborate with their group members to share and discuss their findings.

In the presenting step, the students prepare and deliver a presentation of their results to the whole class. The presentation can take various

forms, such as oral report, poster, video, etc. The teacher and the other students provide feedback and ask questions to the presenting group.

In the evaluating step, the students reflect on their own learning process and outcomes, as well as the performance of their group and other groups. The teacher also assesses the students' achievement based on rubrics or criteria that have been agreed upon beforehand.

Group Investigation (GI) model cooperative learning can improve student motivation, interaction, and learning outcomes if done well and in accordance with the principles of cooperative learning, namely positive interdependence, individual responsibility, face-to-face interaction, social skills, and evaluation of group processes (Wijayanti et al, 2019). Speaking skill is the ability to use language to communicate orally in various contexts and situations. It involves producing and receiving verbal and non-verbal messages, as well as processing information and meaning. Speaking skill is essential for effective communication, academic achievement, and professional success. According to Boonkit (2010), speaking is one of four skills to build up an effective communication, especially when the speaker is not using their mother tongue. Speaking skill can be improved through learning language and practicing various types of speaking tasks, such as presentations, discussions, interviews, etc. Speaking skill requires both fluency and accuracy, which are important elements of communicative competence. Fluency is the ability to speak smoothly and continuously without hesitation or interruption, while accuracy is the ability to use correct grammar, pronunciation, and vocabulary.

English language learning in secondary schools, as well as Arts and Tourism, gives researchers their own impression, because students are more related to the elements of the area of expertise that students study. However, communication in English must still be well and

correctly realized because every skill program requires it. Students are required to take English lessons due to the demands of the prevailing curriculum. For this reason, students are required to take part in English language learning so that graduates can compete in the world of work both at national and international levels. Many efforts can be made by teachers in teaching English subjects to grade VIII students at SMPN Satap Wolomapa, so that communication in English can be well established between students and even between students and teachers. The appropriate type of media can be utilized by students in speaking English optimally. However, this is not the case for grade VIII students at SMPN Satap Wolomapa. Students of the Skills Program have not been able to optimally reflect on English lessons in daily activities at school in the form of communication both with their own friends and with teachers. English language skills for junior high school students are needed to support their profession in accordance with the Skills Program they choose and is also a compulsory subject for students to take.

At the end of learning, students are expected to be able to express the meaning of simple descriptive texts in the context of everyday life. Based on the results of pre-cycle tests conducted by researchers in the early stages of Classroom Action Research, student learning outcomes were low with an average score of 70.4 and learning completion reached 28%. Meanwhile, the standard score set by the school for English subjects is 75. Seeing this condition, researchers feel inspired to make improvements through this Classroom Action Research, by realizing learning processes and skills that emphasize active roles, through the application of the Group Investigation (GI) model so as to stimulate students to be more active and more enthusiastic in learning English. Based on this fact, it is necessary to find other alternatives by innovating both in the method of delivery and use of media

facilities and the use of computers as a medium to improve English learning outcomes for students.

RESEARCH METHODS

This research is a classroom action research, so the method used to process data is a descriptive method of analyzing the results of Classroom Action Research (CAR), which is research used to collect data, describe, process, analyze, interpret, and conclude data so that a systematic picture is obtained (Arikunto & Suharsimi, (1989).

This research was carried out at SMPN Satap Wolomapa for the 2022/2023 school year with the subjects of 15 grade VIII students. This class is used as a research subject because the average initial test result (Pre-cycle) is low / below the KKM determined by the school which is 75, while the pre-cycle results are achieved by students with an average score of 70.4 with learning completion reaching 28%, so based on these conditions researchers are encouraged to make improvements through this study, so that student learning outcomes can be improved.

The procedures applied in this class action research are as described below.

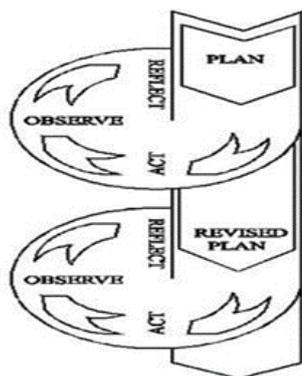


Figure 1. Classroom Action Research Scheme

RESULTS AND DISCUSSION

This research was conducted in 2 cycles, because in the first cycle the student learning outcomes did not meet the classical completeness standards, 80% of test takers met the KKM score of ≥ 75 .

Cycle I

1. Planning

At this stage the researcher / teacher makes a design regarding the focus of the problem that needs attention, namely:

- Prepare teacher administration equipment including lesson plans and others,
- Prepare research instruments for teachers and students,
- Setting up pretest and posttest evaluation formats,
- Prepare learning resources in the form of discussion materials, regarding the material taught, namely compiling a job application letter.
- Develop a learning strategy for English subjects using descriptive text materials using strategies by applying the *Group Investigation (GI) model*
- Develop learning scenarios

2. Implementation

The teacher conducts perception, motivation to direct students to enter KD which will be discussed in English learning activities with descriptive text material

- The teacher explains the learning objectives to be achieved,
- The teacher explained the learning material that day and explained the steps of the work, namely the *Group Investegiation (GI) model*,
- The teacher discusses again with all students, if needed the teacher in teaching can develop a variety of learning strategies in English subjects.
- The teacher performs tests or repetitions.

3. Observation

- Observation (collaboration) observes teacher activities during learning and observes student activities using teacher and student learning observation instruments,
- The teacher evaluates the activity using the teacher questionnaire.

4. Reflection

The results of the evaluation are reflected for further action by discussing the results of observations. The deficiencies that occur in cycle I are further studied and corrected in cycle II. The same steps will be performed as in cycle I.

The results achieved in cycle I show that the application of the Group Investigation (GI) *model can improve student learning outcomes from pre-cycle to cycle I. However, there are still some things that need to be explained by explaining the results achieved in cycle I as follows.*

- a. A total of 10 students obtained scores above KKM in the complete category, in English language learning with Descriptive Text material. Students have shown improvement in speaking English, explaining information about the theme of the Descriptive Text material, which is studied in the first cycle
- b. A total of 7 students scored below the KKM incomplete category. Of these 7 students, they have not shown English language skills and have not been able to convey information orally about the content of the material, namely Descriptive Text well.
- c. The average score below KKM is 79
- d. Learning completeness achievement rate = 78%
- e. Uncompleted students = 22%
- f. Students may demonstrate higher learning activity than pre-cycle.
- g. The enthusiasm for learning to speak seems to be increasing.

Cycle II

In cycle II researchers act or reflect for students who have not achieved maximum results. The activities carried out in cycle II are the same as those carried out in cycle I (as described above). Through the application of the *Group Investigation (GI) model*, it is expected to improve student learning outcomes in accordance with the plans and programs that have been designed.

The results achieved in cycle II are the result of this Class Action Research process. As a measure of the success of the implementation of this Classroom Action Research, students whose scores reach KKM 75 or even above KKM and the percentage of student learning completion reaches more than 80%. If the results are not satisfactory, improvements will be made in cycle II. This Classroom Action Research is designed to only last until cycle II, so it is expected that all students who are subjects in this Classroom Action Research can complete their learning optimally in cycle II.

In the research process in cycle II, it can be seen that the implementation of research runs more smoothly. In cycle II obstacles in cycle I can be minimized. The results of cycle II above can be described as follows.

- a. A total of 15 students who obtained scores above the complete KKM category, students were able to improve their English learning outcomes with Descriptive Text material optimally.
- b. A total of 15 students have completed the learning activities well.
- c. The average rating is 80
- d. Learning completeness achievement rate = 100%
- e. Unfinished students = 0%.

Based on the results in cycles I and II above, it appears that the application of *the Group Investigation (GI) model* in English subjects can effectively improve learning outcomes in the speaking aspect of class descriptive text material.

CONCLUSION

Based on the research that has been done, it can be concluded that: the application of the Group Investigation (GI) model in learning English subjects has been proven to improve the learning outcomes of grade VIII students at SMPN Satap Wolomapa.

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