

**THE EFFECT OF GROUP INVESTIGATION STRATEGY ON
SPEAKING ABILITY AT THE GRADE XI STUDENTS OF
SMA N 2 PADANG BOLAK**



Thesis

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
of the Graduate Degree of Education (S.Pd) in English*

Written By

WINDI SEVIANI
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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF SYEKH ALI
HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2024**

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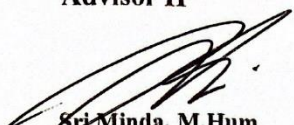
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LETTER OF AGREEMENT

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a. n Windi Seviani
Item: 7 (seven) exemplars

Padangsidempuan, 07 Agustus 2024
To:
Dean Tarbiyah and Teacher Training Faculty
In –
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Assalamu'alaikum Wr. Wb.

After reading, studying and giving advices for necessary revision on thesis belongs to *Windi Seviani*, entitled "*The Effect of Group Investigation Strategy on Speaking Ability at the XI Grade Students Of SMA N 2 Padang Bolak*". we approved that the thesis has been acceptable to complete the requirement to fulfill for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Thank you

Wassalamu'alaikum Wr. Wb.

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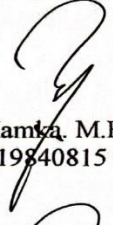


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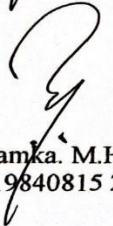
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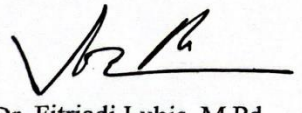
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ABSTRACT

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Title of Thesis : **The Effect of Group Investigation Strategy on Speaking Ability at the Grade XI Students of SMA N 2 Padang Bolak.**

This research is intended to examine the effect of group investigation strategy on speaking ability at the XI grade students of SMA N 2 Padang Bolak. This research had three purposes: the first is to find out the students' speaking ability at the XI grade SMA N 2 Padang Bolak before using group investigation strategy. The next is to find out the students' speaking ability at the XI grade SMA N 2 Padang Bolak after using group investigation strategy. The last is to find out whether there was significant effect of group investigation strategy on speaking ability at the XI grade students of SMA N 2 Padang Bolak or not. This research used experimental method with pre-test and post-test group design. The sample were XI IPA as experimental class consisted of 25 students and XI IPS as control class consisted of 26 Students. The data were collected through speaking test by using oral test and analyzed by using T-test formula to test hypothesis. The result of this research showed that the ability of students in speaking ability before learning using group investigation strategy is lower than after learning using group investigation strategy. It showed that $t_{count} > t_{table}$. Therefore, alternative hypothesis (H_a) of this research was accepted, null hypothesis (H_o) was rejected. It can be concluded that there was significant effect of group investigation strategy on speaking ability at the XI grade students of SMA N 2 Padang Bolak.

Keywords: Group Investigation Strategy, Speaking Ability

ABSTRAK

Nama : Windi Seviani
NIM : 20 203 000 10
Judul : **The Effect of Group Investigation Strategy on Speaking Ability at the Grade XI Students of SMA N 2 Padang Bolak.**

Penelitian ini bertujuan untuk mengetahui pengaruh strategy grub investigasi terhadap kemampuan berbicara siswa kelas XI SMA N 2 Padang Bolak. Permasalahan yang dihadapi adalah kemampuan berbicara siswa. Penelitian ini memiliki tiga tujuan: Pertama, untuk mengetahui kemampuan berbicara siswa kelas XI SMA N 2 Padang Bolak sebelum menggunakan strategi grub investigasi. Selanjutnya untuk mengetahui kemampuan berbicara siswa kelas XI SMA N 2 Padang Bolak setelah menggunakan strategi grub investigasi. Terakhir adalah untuk mengetahui apakah ada pengaruh yang signifikan dari strategy grub investigasi terhadap kemampuan berbicara siswa kelas XI SMA N 2 Padang Bolak atau tidak. Penelitian ini menggunakan metode kuantitative eksperimen dengan rancangan pre-test and post-test group. Sampel penelitian ini adalah kelas XI IPA sebagai kelas eksperimen yang terdiri dari 25 siswa dan kelas XI IPS sebagai kelas kontrol yang terdiri dari 26 siswa. Data dikumpulkan melalui test berbicara dengan menggunakan tes lisan dan dianalisis dengan menggunakan rumus T-test untuk menguji hipotesis. Hasil penelitian ini menunjukkan bahwa kemampuan siswa dalam berbicara sebelum pembelajaran menggunakan strategi grub investigasi lebih rendah dibandingkan setelah pembelajaran menggunakan strategi grub investigasi. Hasil nya menunjukkan bahwa $t_{hitung} > t_{tabel}$. Dengan demikian, hipotesis alternatif (H_a) penelitian ini diterima dan hipotesis nol (H_o) ditolak. Dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari strategi grub investigasi ini terhadap kemampuan berbicara siswa kelas XI SMA N 2 Padang Bolak.

Kata Kunci: Strategi Grub Investigasi, Kemampuan Berbicara.

ملخص البحث

الاسم :ويندي سيفياني
رقم التسجيل :٢٠٢٠٣٠٠٠١٠:
عنوان البحث :تأثير استراتيجية التحقيق الجماعي على القدرة على التحدث لدى طلاب
الصف الحادي عشر في مدرسة سيكولاه مينينجا أتاس ٢ بادانغ بولاك.

يهدف هذا البحث إلى معرفة تأثير استراتيجية التحقيق الجماعي على القدرة على التحدث لدى طلاب الصف الحادي عشر في مدرسة سيكولاه مينينجا أتاس ٢ بادانغ بولاك. المشكلة التي تواجهها قدرة الطلاب. كان لهذا البحث ثلاثة أغراض: الأول هو معرفة قدرة الطلاب على التحدث في الصف الحادي عشر في مدرسة سيكولاه مينينجا أتاس ٢ بادانغ بولاك قبل استخدام استراتيجية التحقيق الجماعي. والهدف الثاني هو معرفة قدرة الطلاب على التحدث في الصف الحادي عشر في مدرسة سيكولاه مينينجا أتاس ٢ بادانغ بولاك بعد استخدام استراتيجية التحقيق الجماعي. والآخر هو معرفة ما إذا كان هناك تأثير كبير لاستراتيجية التحقيق الجماعي على قدرة التحدث لدى طلاب الصف الحادي عشر في مدرسة سيكولاه مينينجا أتاس ٢ بادانغ بولاك أم لا. استخدم هذا البحث الطريقة الكمية التجريبية مع تصميم المجموعة قبل الاختبار وبعد الاختبار. أظهرت نتيجة هذا البحث أن قدرة الطلاب في التحدث قبل التعلم باستخدام استراتيجية التحقيق الجماعي أقل من بعد التعلم باستخدام استراتيجية التحقيق الجماعي. تم جمع البيانات من خلال اختبار التحدث باستخدام الاختبار الشفوي وتحليلها باستخدام صيغة اختبار ر-تلاختبار الفرضية. بالنسبة للأهمية التي أظهرتها نتيجة اختبار اختبار ر-ت. وأظهر أن ر-كونت < ر-جدول . ولذلك، تم قبول الفرضية البديلة (هـ) لهذا البحث، وتم رفض الفرضية العدمية (هو). يمكن أن نستنتج أن هناك تأثيرًا كبيرًا لاستراتيجية التحقيق الجماعي على القدرة على التحدث لدى طلاب الصف الحادي عشر في مدرسة سيكولاه مينينجا أتاس ٢ بادانغ بولاك.

الكلمات المفتاحية استراتيجية التحقيق الجماعي، القدرة على التحدث

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Padangsidempuan, August 02, 2024

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CHAPTER 1

INTRODUCTION

A. The Background of the Problem

English has become an international language, which is used by communities in the world. Many countries use English as their second language. In teaching and studying speaking English there are many problems that have occurred, because in Indonesia English is not mother tongue. English has four skills such as Listening, Reading, Writing and Speaking. The four language skills are then used as a measurement of a language comprehension, one of the examples is speaking skill.

Speaking is a skill to communicate orally by conveying information that can be understood by listeners. Speaking also can be defined as the ability to express intentions that are recognized by the person you are speaking to. Speaking is the most crucial skill acquired in learning foreign or second language. In speaking especially give more information for people, it makes easier way to learn English spontaneously.

The aim of speaking is to convey information to the others. Speaking is one of the language skills that must be mastered by language learners even though it is still difficult for students to practice and master. Speaking can be used in writing, reading and listening. Writing is an active skill that is closely related to speaking. Getting used to processing

sentences and paragraphs in writing will make make more familiar with English, making it easier to speak. Reading will help you absorb vocabulary that can be used in writing. Apart from speaking, reading, writing and listening are four basic skills that are important to master in English. Practicing these four skills in an integrated manner will help to improve overall English language skills.

Teaching speaking should be use various strategies. The government makes variour efforts to increase students' speaking, the first developing the curriculum, the second providing professional training ti teachers and to teach better speaking. Teacher's strategy is very important in learning, so that's why the teachers should be creative in improving and developing students' learning abilities. The third providing materials such as textbooks for each students, and the last extracurricular in the school that provide opportunities to develop students' speaking in socializing in the school of the environment. From all of the efforts above, started from the government, teacher's strategy, school, and the environment all working together to increase students' speaking.

Based on interview with the teacher at SMAN 2 Padang bolak, dealing with the expectation of the objective in speaking skill did not easy and simple, either for the teachers or students. Most of the students unable to speaking English fluently. The students got difficult in speaking

English in daily communication.¹ Some of the students really want to express their ideas and feelings but they do not know how to express their ideas. The students have lack English vocabulary. It means that students' speaking are still poor because the teacher did not use the right strategy in teaching process. To increase and improve the students' speaking, this research applied the strategy that can improve students' speaking in learning process.

There are several factors as a problem solving to solve the speaking problem, there are some kinds of strategy in cooperative learning. STAD, Jigsaw, Think Pair Share (TPS), Numbered Head Together, Two Stay Two Stray, Make a Match, Bamboo Dancing, Group Investigation, Point Counter Point and Inside Outside Circle.² In this research, group investigation is used to see the effect on students' speaking ability.

Group investigation is effective and improves the students' speaking ability; the application of group investigation in speaking is very good for the students, so that students become active and freely to speak up in learning speaking.³ By using group investigation students can be

¹ Lanna Siagian, "A Private Interview to the English Teacher of SMAN 2 Padang Bolak". (Padang Bolak, January 19th, 2024).

² Agus Suprijo, Cooperative Learning (teori and aplikasi paikem), 1st ed. (Yogyakarta: Pustaka Pelajar, 2009).

³ Iswardati, "The Implementation of Group Investigation to Improve the Students' Speaking Skill" 16, no. 2 (2016).

more confident in speak up in front of their friends. All students can exchange ideas with each other.

Based on Sharan and Sharan, group investigation is a cooperative learning to integrate interaction and communication in speaking with the process of academic inquiry.⁴ Students actively share in influencing the nature of events in their classroom. Also, by communicating freely and cooperating in planning and carrying out their chosen topic of investigation, they can achieve more than they would as individuals.

This research thought group investigation strategy will make the speaking activity became active and improve students speaking skill. Through group investigation, this research believed that the students will be more efective to speak English freely because at the first, they have been stimulated to comprehend the statement. It is also make the students enjoy the learning process.

Based on the explanations above, it is essential to do a research about speaking at the tittle “The Effect of Group Investigation Strategy on Speaking Ability at the XI Grade Students of SMA N 2 Padang Bolak”.

⁴ Yael Sharan and Shlomo Sharan, “Group Investigation Expands Cooperative Learning,” *Educational Leadership* 47, no. 4 (1990): 17–21, http://12.4.125.3/ASCD/pdf/journals/ed_lead/el_198912_sharan.pdf.

B. The Identifications of the Problem

Based on the background of the problem above, speaking is the skill that presented by an action to expressing feeling or information through speech or spoken language. Speaking is an important skill that people must have in learning English language, with speaking people can share idea, opinion, feeling, and add some new information.

As mentioned above there are several factors as a problem solving to solve the speaking problem, there are some kinds of strategy in cooperative learning. STAD, Jigsaw, Think Pair Share (TPS), Numbered Head Together, Two Stay Two Stray, Make a Match, Bambo Dancing, and Group Investigation.

C. The Limitation of the Problem

Based on the identification above, there are several factors as a problem solving to solve the speaking problem, there are some kinds of strategy in cooperative learning. STAD, Jigsaw, Think Pair Share (TPS), Numbered Head Together, Two Stay Two Stray, Make a Match, Bambo Dancing, and Group Investigation.

This research not discuss all the factors, this research focus only one factor that is group investigation. Considering the problems above, this research limited only the effect of group investigation strategy on speaking ability at the XI grade of SMAN 2 Padang Bolak.

This research used this strategy because group investigation is a good way that used in English class focus on speaking class. In causes,

the students can explore their knowledge, can solve the problem together in small group work.

D. The formulations of the Problem

Based on the background of the problem, the researcher formulate a research question as follow:

1. How is the students speaking skill at the Eleventh grade students of SMAN 2 Padang Bolak before using group investigation strategy?
2. How is the students speaking skill at the Eleventh grade students of SMAN 2 Padang Bolak after using group investigation strategy?
3. Does group investigation significantly affect the students' ability in speaking at the Eleventh grade students of SMAN 2 Padang Bolak?

E. The Objectives of the Research

From the formulation above, the objectives of this research are:

1. To examine the students' speaking skill at grade XI SMAN 2 Padang Bolak before implementation group investigation.
2. To examine the students' speaking skill at grade XI SMAN 2 Padang Bolak after implementation group investigation.
3. To examine whether there is significant affect of group investigation on students' speaking skill at grade XI SMAN 2 Padang Bolak or not.

F. The Significances of the Research

This research is intended to be useful for:

1. Headmaster, to prove construction to English teacher about group investigation strategy can be apply in their school.

2. English teacher, to gives them some information about the effect of group investigation on students' speaking ability. Based on the result of this research it can be an alternative teaching resource to give them more information about another technique which can be applied in teaching speaking in order to improve their competence in teaching English.
3. Researcher, it can be used as an additional reference for the researchers who are interested in research about the effect of group investigation on students' speaking ability of the foreign English learners. Beside this can be as reference in the learning process in future and as comparison with the new research.

G. The Definitions of Operational Variables

The writer has convey some theories of each variable. Therefore, writer can conclude both variables as follow:

1. Group Investigation Strategy

Group investigation is a strategy for classroom interaction in which students work collaboratively in small group to examine, experience, and understand their topic study. Group investigation is effective and improves the students' speaking ability. The application of group investigation in speaking is very good for the students, so that students become active and freely to speak up in learning speaking.

2. Speaking Ability

Speaking is the verbal use of language to communicate with others. Speaking is the skills that the learners will be judged upon most in a real life situation.

H. The Outline of the Research

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow: in chapter one, it consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the problem, significances of the research, and systematic of the thesis.

In chapter two, it consists of the theoretical description, which consists of sub chapters such as theoretical description of speaking ability, and description of group investigation. Then review of related findings, conceptual framework and hypothesis.

In chapter three, it is consist of research methodology which consists of time and place, research design, population and sample, instrument of the research, the technique of data collection and the last the technique of data analysis and outline of the thesis.

In chapter four, it talks about the result of data analysis. It consists of description of data, hypothesis testing, discussion and threats of research. Finally, in chapter five, it talks about conclusion and suggestion. It is giving some conclusion about this result of study. Therefore, some suggestion is given for the students and teacher by the researcher.

CHAPTER II

LITERATURE REVIEW

A. Literature Review

1. Speaking

a. The Definitions of Speaking

English speaking ability is very important for people interaction where people almost speak everywhere and every day through English. In this global era, many people used English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication.

Brown says, “Speaking is a productive language skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral productive test”¹. It means that speaking is a person’s skills to produce sounds that exists at the meaning and be understood by other people, so that able to create of good communication.

Speaking is the ability to express something in a spoken language. English speaking is one of the most important skills to

¹ H. Douglas Brown, *Language Assesment: Principle and Classroom Practices*, (San Fransisco: Longman, 2004),p.140.

be developed and enhanced in language learners, particularly in an academic setting.² A lot of students faced difficulties in carrying out a conversation and expressing their ideas.

Speaking is one of the skills that can be used in communication widely, in speaking especially to give more information for people, it makes easier way to learn English spontaneously.³ It can be included that speaking is a basic oral communication to acquire the information or ideas.

Futhermore, people speak in order to express their idea, feeling, or respond to the other talk, when the other people can understand and can mention what has been talked, it means that the speaker understand and know the meaning. As people know, speaking ability is very important in the life, because it can be express their ipinions, ideas, or information to the others people.

Speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. Both are talking about the content that is related to their needs, situation, and purposes. The spoken contents or ideas contain information that the speaker expected to hold in memory,

² Ubaedillah Ubaedillah, "Improving Students' English Speaking Ability Through Jigsaw," *Research and Innovation in Language Learning* 2, no. 3 (2019): 216–27, <https://doi.org/10.33603/rill.v2i3.2127>.

³ Diki Maulana, Widya Sri Wahyuni, and Detya Siregar, "The Correlation Between Motivation Behaviour and Speaking Ability," *PROJECT (Professional Journal of English Education)* 1, no. 2 (2019): 115, <https://doi.org/10.22460/project.v1i2.p115-124>.

and all at once to give feedback to the interlocutor.⁴ Speaking can involve hearer and speaker in certain context in sharing and building meaning in oral communication.

Paulston and Brunder in Katsir says that speaking ability is taken to be the objectives of language teaching the production of speaker competent to communicate in target language.⁵ Speaking is the ability to communicate orally between speaker and hearer to share information, feeling, ideas, and understand meaning of the use verbal or not-verbal in variety content of life. It can be inferred that speaking is the most crucial skill acquired in learning foreign or second language.

This research inferred that if someone speak, they must know what are they talk about. From the definition above, it can be concluded that Speaking is a skill to use a language appropriately to express someone's ideas, opinions, and feelings in order to give or to get information and knowlegde from other people who do communication.

⁴ Mawardin M Said and Abdul Waris, "Developing Speaking Skill of Grade VIII Students through Short Conversation," *Journal of English Language Teaching Society (ELTS)* 3, no. 1 (2015), <https://media.neliti.com>.

⁵ Katsir, "The Effect of Storytelling Strategy Toward Students' Speaking Ability of Narrative Text at the Second Year of Mts Muhammadiyah 02 Pekanbaru" (2011).

b. The Types of Speaking

Speaking is very important for people interaction where people almost speak everywhere and every day through English. The goal of mastering the speaking ability is to gain the effectiveness of speaking.

Brown states that there are several basic types of speaking. There are; imitative, intensive, responsive, interactive, and extensive or monologue. It can be inferred there are five types of speaking, as follow:

1. Imitative
A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example learners practice an intonation contour or try to pin point a certain vowel sounds.learners are able to imitate a word or phrase or even a sentence.
2. Intensive
Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.
3. Responsive
A good deal of students’ speech in the classroom is responsive: short replies to teacher or student initiated questions or comments.
4. Interactive
Interactive language, carried out for the purpose of conveying or exchanging specific information, is an extend from or responsive language.
5. Extensive or monologue
Finally students at intermediate to advanced levels are called on to give extended monologues in the form oral reports, summaries, or perhaps short spechess.⁶

⁶ H. Douglas Brown, Language Assesment Principle and Classroom Practice. San Fransisco: Longman. 2004

From theoris above, it can be concluded that speaking is a way of communication are used by speakers to express their ideas, opinions and feelings to others by using verbal form.

c. The Function of Speaking

Speaking is characterized as one of essential things of effective communication. This would be happened if two people or more people were involved in an interaction. According to Richard, there are three functions of speaking, that's describe bellow:

1) Talk as Interaction

It emphasizes in this function of speaking that the role of the speakers is to interact in order to communicate. "This is what mostly we do in our society. It is as spontaneous and interactive communication between two people or more". For instance they meet and greet each other, talking about daily life, exchanging some information.

2) Talk as Transaction

Talk as transaction more focus on message that conveyed and making other understand what we want convey, by clearly and accurately. In this type of spoken language students and teacher usually focus on meaning or talking what their way to understanding.

3) Talk as Peformance

In this case, speaking activities is more focus on describing. Function of speaking as performance heppend at speeches, public talk, public announcements, retell story, telling story and so on.⁷

Considering the function above, speaking is to convey ideas, notions, as well as to build confidence and influence

⁷ Jack C. Richard, "*Teaching Listening and Speaking : From Theory to Practice*," (New York Cambridge University Press, 2008),p.21.

other people. Speaking can help to increase your self confidence and make you more comfortable appearing in public. Public speaking can open the door to wider career opportunities.

d. The Purposes of Speaking

People converse to share their thoughts and experiences with others. As a result, the purpose of speaking in general is to improve communicative efficiency. O'Hair et al state there are three purposes of speaking, there are:

1) To Inform

The general purpose of informative speech is to increase the audience's awareness by imparting knowledge.

2) To Persuade

The general purpose of persuasive speech is to influence attitudes, beliefs, values and behaviors of audience members.

3) To Entertain

The general purpose of special occasion speech will be variously to entertain, celebrate, commemorate, inspire or set a social agenda.⁸

From the statements before, it can be concluded that through speaking, somebody can inform their feeling and

⁸ Dan O'Hair, Hannah Rubenstein, and Rob Stewart, *A Pocket Guide to Public Speaking, Introduction to Optics*, 2019, <https://doi.org/10.1017/9781108552493.001>.

know somebody's feeling from ask him in their communication and make some decisions.

e. The Components of Speaking

According to Vanderkevent in Kurniati et al, there are three components in speaking:⁹

1) The Speakers

Speakers are a people who produce the sound. They are usefull as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion of the feelings won't be stated.

2) The Listeners

Listeners are people who receive of get the speakers opinion of feeling. If there are no listeners, speakers will express their opinion by writing.

3) The Utterance

The utterance are words or sentences, which are produced by the speakers who state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

It can be conclude that the component of speaking is to delivering the speech or message. The audience's

⁹ Kurniati Azlina, Eliwarti, and Novitri, "A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru," (*JOM FKIP UNRI*), 2015, 1–13, <https://media.neliti.com.pdf>.

characteristics, such as their age, gender, cultural background, and interests, can impact how the message is understood and interpreted. The content or information that the speaker is conveying to the audience.

f. The Principle of Speaking

There are some principles for teaching speaking skill. The further explanation is explained as follows:

- 1) Focus on both fluency and accuracy, depending on your objectives.

In our current zeal for interactive language teaching, we can easily slip into a pattern of providing zesty content-based, interactive activities that do not capitalize on grammatical pointers or pronunciation tips. We need to bear in mind a spectrum of learner needs, from language based focus on accuracy to message based focus on interaction, meaning and fluency.

- 2) Provide intrinsically motivating techniques.

Try at all times to appeal to students' ultimate goal and interests, to their need for language, for status, for achieving competence and autonomy and for being all that they can be.

- 3) Encourage the use of authentic language in meaningful contexts.

This theme has been played time and again in this book, but one more reminder should do not hurt! It is not easy to keep coming up with meaningful interaction.

4) Provide appropriate feedback and correction.

In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL situation, they may get such feedback, “out there” beyond the classroom, but even then you are in a position to be of great benefit. It is important that you take advantage of your knowledge of English to inject the kinds of corrective that are appropriate for the moment.

5) Capitalize on the natural link between speaking and listening.

Many interactive techniques that involve speaking will also course include listening. Don't lose out on opportunities to integrate these two skills.

6) Give students opportunities to initiate oral communication.

A good deal by typical classroom interaction is characterized by teacher initiation of language. We ask question, give directions, and provide information, and students have been conditioned only to “speak when spoken to”.

7) Encourage the development of speaking strategies.

The concept of strategic competence is one of few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes.¹⁰

Considering above seven principles for teaching speaking, it focus on both fluency and accurately, provide intrinsically motivating techniques, encourage the use of authentic language, provide appropriate feedback and correction, capitalize on the natural link between speaking and listening, give students opportunities to initiate oral communication, and encourage the development of speaking strategies.

g. The Speaking Assessment

There are some assessment in speaking which must be considered by the learners. Nevertheless, paired and group oral assessments have successfully been incorporated into large-scale assessment programs. Here the indicators of speaking.¹¹ The researcher can be use this indicators to test the students speaking assessments.

¹⁰ H Douglas Brown.

¹¹ Sari Luoma, *Assessing Speaking*, ed. J. Charles Alderson & Lyle F. Bachman, 1st ed. (New York: Cambridge University Press, 2004).

1) Pronunciation

Pronunciation is a complex area, with a lot of sub skills that can be practiced. The basic rule of thumb is that an average speaker can speak can use the sub skills of pronunciation to emphasise and make the communicative effect of their speech more impactful.

2) Grammar

Grammar includes lots of important areas for spoken language such as understanding of tenses and the correct way to structure sentences. Grammar help us to convey information in a way that the listener will recognize and understand.

3) Vocabulary

Vocabulary is where students understand the meaning and pronunciations of words necessary for communication. When they understand what a word means, they can check what the word or the sentence means. This is so important so they can keep up a conversation.

4) Fluency

Fluency is the ability to hear words and understand them straight away. If they see a word written down, they can read it aloud and pronounce it properly. Way to develop this include guiding your students to read passages out loud. You could

also get your students to read aloud in front of the class. This builds their confidence and also helps them to annunciate better.

5) Comprehension

Comprehension is the power of understanding an exercised aimed at improving or testing one understanding of a language in writing or spoken. In sum, comprehension can be defined as the ability to understand spoken English. Comprehension in speaking is the aim of many language learners.

It showed that speaking asessment is a way to evaluate a person's speaking skills. To check is speaking teaching and learning have been successful by observing a live performance or recording it for later evaluate. A speaker's ability to articulate sounds, use vocabulary, and master grammar.

h. How to Teach Speaking

There are three basic reasons whay it is good idea to give students to give tasks which provide them to use all and any language at their command, as follows:¹²

¹² Liony, "A Comparative Study Between the Result of Teaching Speaking by Using Playing Game Method and Role Play Method at the VIII Grade Students of SMP Negeri I Arse," (2014), <http://etd.iain-padangsidempuan.ac.id>.

1) Rehearsal

Getting students to have free discussions give them a change to rehearse having discussions outside the classroom. Having them take part in a role play at in airport check-in desk allows them to rehearse such a real life even in the safety of the classroom. This is not the same as practice in which more detailed study take place; instead it is a way for students to get the feel of what communicating in the foreign language really feels like.

2) Feedback

Speaking tasks where students are trying to use all and any languages they know provides feedback for both teacher and students. Teacher can see how well their class is doing and what language problems they are having; students can also see how easy they find a particular kinds of speaking and what they need to do to improve.

3) Engagement

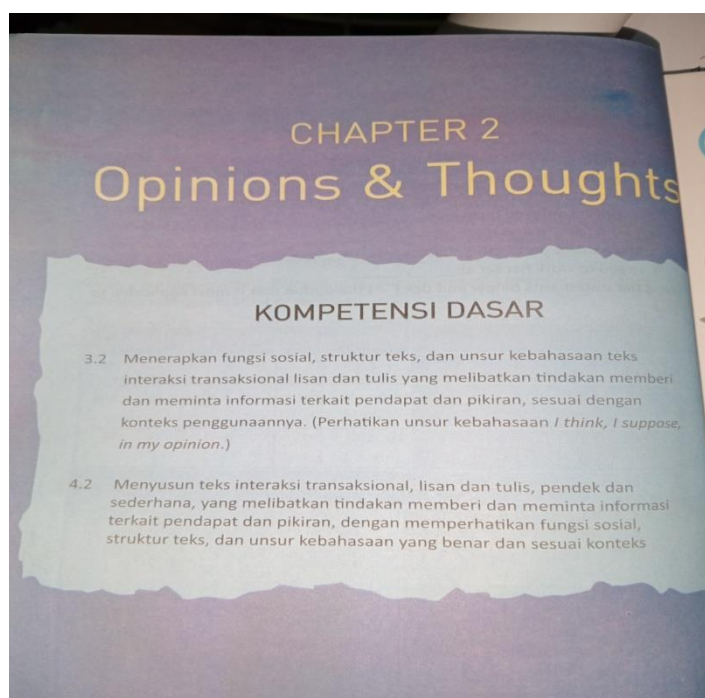
Good speaking activities can and should be highly motivating. If all the students are practicing fully and if the teacher has set up the activity properly and can give sympathetic and useful feedback they will get tremendous satisfactions from it. Many speaking tasks (role play,

discussion, problem solving, etc) are intrinsically enjoyable in themselves.

Based on above, the teacher teach students to discuss an issue objectively in depth, using correct language and supporting examples. Teach students how to use the language communication. Make a plan speaking tasks that allow students time to talk.

i. The Materials of Teaching Speaking

There are some materials in English book at grade XI. In this research, the material only focus to giving the opinion.¹³ The materials as follows:



¹³ Makhrugh Bashir, Bahasa Inggris: Stop Bullying Now, (Jakarta: Kementrian Pendidikan dan Kebudayaan Republik Indonesia, 2017).

Agreeing with an Opinion

These are some of the expressions used to express agreement with an opinion.

This is absolutely right.
I agree with this opinion.
I couldn't agree more.
I agree with what you are saying but have you ever.....

Of course.
I agree, I never thought of that.
Neither do I.
That's a good point.
I think so too.

Disagreeing with an opinion

These are the expressions used to express disagreement with an opinion.

I am sorry, I don't agree with you.
I am not sure I agree with you.
I don't agree with you.
I am afraid I have to disagree with you.
I do not believe that.
By this I mean.....

I disagree with you.
I think you are wrong.
That's not the same thing at all.
It is not justified to say so.
I am not convinced that
I can't say I agree with this, and here's why....

Opinions can be expressed using mental verbs like believe, think, doubt, assume, feel, etc.

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Examples of Opinions:

- I reckon he might have been bullied in school.
- To be honest, I never thought that bullying was so prevalent in most schools.
- I believe bullying is totally an unacceptable practice in our school.
- I am not convinced that the majority of the people are not aware of this issue.

Examples of how to agree and disagree with an opinion

Statement	Agree	Disagree
Smoking should be banned in public places.	I totally agree that smoking should be banned in public places.	I am sorry, but I tend to disagree with you on this.
Bullying is so prevalent in most schools.	I couldn't agree more with you.	I think it would be wrong to generalize.
Women should not work.	I think so too. Women should stay at home and take care of their children.	I am afraid I have to disagree with you on this.
Harry Potter series is much better than Twilight series.	Yes, I agree. Harry Potter series has a much better and well-developed story line.	It's not justified to say because both have different plots.
Online gaming should be banned.	Absolutely right. It should be as it distracts students from studying.	I don't agree with you. It is a venue for students to develop their skills.

Table 2.2 Agreeing and disagreeing with opinions

D Active Conversation

Complete the following transactional conversations. Using the role-play approach, reenact the conversation with your classmates.

Buying a New Car

I think we should buy a new car.
Why? Our old car is fine and functional.

Banning of Cigarettes

I believe that smoking should be banned.
I don't think I agree with you.

Songs

What kind of music do you like?
I like rock and roll.
How can you like rock and roll? It is so loud.

Here, the researcher taught the material about agreeing with an opinion and disagreeing with an opinion. The researcher explain the definition about it and make it into the examples and the expressions used to express agreement with and opinion and to express disagreement with an opinion.

The expressions to express the agreement with an opinion:

- This is absolutely right
- I agree with this opinion
- I agree, I never thought of that
- That's a good opinion

- I think so

The expressions to express disagreement with an opinion:

- I am sorry, I don't agree with you
- I disagree with you
- I do not believe that
- I am not sure about it
- I think you are wrong.

2. Group Investigation Strategy

a. The Definition of Group Investigation Strategy

Sharan and Sharan stated that group investigation is cooperative learning that combine cooperation and discussion with the process of investigation. In this strategy students work in group to regulate their learning materials in order to achieve learning goals.¹⁴ In group investigation, students take an active part in planning what they will study and how. The students are taught to work together with their friends.

Group investigation strategy is one of the cooperative learning. Cooperative learning teaching system can be defined as a system of a work/study in a structured group.¹⁵ In short, the

¹⁴ Sharan and Sharan, "Group Investigation Expands Cooperative Learning," Educational Leadership, (1992).

¹⁵ Finaty Ahsanah, "Group Investigation : A Cooperative Learning Method For The 10th Grade Students In Speaking English Classroom," *TELL Journal* 3, p.58, no. 1 (2015).

students are taught to work together with their friends. They work together to achieve the goal or the success which has always been desired by them. It will help the students in speaking ability.

Group investigation as a form of advanced cooperative learning, appropriate for students who have become skilled in working together. Investigating in group calls for students to use all the interpersonal and study skills acquired in other cooperative learning and to apply them to the planning of specific learning goals. The implamantation of group investigation can increase students' participation in the lesson.

Kagan stated, "in group investigation there is no individual accountability; in some groups some individuals may participate little or not at all."¹⁶ In some groups all the individuals may be talking while none are listening. Futher, at any one moment, if one person at a time is speaking, oune-fourth of the class is involved in language production. Group discussion is the structure of choice for brainstorming and for reaching group consensus.

Group investigation is known is one of cooperative learning. Cooperative learning method has several types. Some

¹⁶ Spencer Kagan, "The Structural Approach to Cooperative Learning," n.d.

of there are, Teams-Games-Tournaments, Learning Together, Jigsaw, Think-Pair-Share, and Group Investigation. Group investigation is a cooperative learning in which students help define topics for study and then work together to complete their investigations.¹⁷ It can be inferred that group investigation allows students to have greater control over their education and the opportunity to collaborate with others people.

Group investigation is a general classroom organization plan in which students work in small group using cooperative inquiry, group discussion, and cooperative learning and project.¹⁸ Group investigation is teaching strategy that able to make students interactive in the classroom. So that the students will work together in small group discussion and every member may express their idea.

According to Brown, “as students work together in pairs or groups, they share information and come to each other aid, they are “team” whose players must work together in order to achieve goals successfully.”¹⁹ It can be inferred that students will

¹⁷ Renada Puji Ayu et al., “Using Group Investigation (GI) Strategy to Improve Students’ Writing Skill,” *EEdJ: English Education Journal* 2, no. 1 (2022): 43–52, <https://doi.org/10.32923/eedj.v2i1.2523>.

¹⁸ Robert E. Slavin, “Instruction Based on Cooperative Learning,” *Handbook of Research on Learning and Instruction*, 2015, 388–404, <https://doi.org/10.4324/9780203839089.ch17>.

¹⁹ H. Douglas Brown. *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2000.

work together and they will express their idea to the other member.

According to Kagan in Napitulu and Manalu, by the active role in the task and the manual curiosity of the students, group investigation makes students interactive in small groups of investigators with intrinsic motivation who are able to interpret findings from the information they gather from a variety of sources.²⁰ The group investigation strategy will encourage students to learn, and several stages of the group investigation will broaden their perspective on a particular topic and provide them practice using critical thinking.

Group investigation strategy will motivate the students to study and several stages of group investigation will open their view of one case and practice critical thinking. Using group in teaching learning process is the way easier for learner to get optimally, it is also a technique for solving common classroom problem, keeping students involved with their work, and managing instruction for students will a wide range of academic skill.

²⁰ Selviana Napitupulu and David Berthony Manalu, "Developing Students' Research Proposal Design through Group Investigation Method," *IOSR Journal of Research & Method in Education (IOSRJRME)* 07, no. 01 (2017): 37–43, <https://doi.org/10.9790/7388-0701033743>.

Based on those explanation, it can be conclude that group investigation is a good way that will are going to be used in English class focus on Speaking class. In causes, the students can explore their knowledge, can solve the problem together in small group work.

b. The Procedures of Teaching Group Investigation

The procedure in teaching speaking by using group investigation is the students working in small groups using cooperative questions, group discussion, and cooperative learning and project.

Here is the six stages of group investigation implementation, as folow:²¹

1) Grouping

Identify the topic to be investigated organize students into reasearch groups. Here the teacher presents a broad topic by using question. The teacher stimulates inquiry by having students scan a variety of sources; film, song, poem, pictures, and so on. The teacher organizes students into heterogeneous group (four or five in group).

²¹ Sharan and Sharan, "Group Investigation Expands Cooperative Learning," Educational Leadership, (1992).

2) Planning

To plan the investigation in group. Here the group members determine subtopic for investigation. Group decide what and how to study. They set the goals of learning.

3) Investigation

The group members determine subtopic for investigation. Multilateral communication is strassed as a study communication with collaborators, teacher, other groups, and other resource persons. They gather information, analyze and evaluate the data, and reach conclutions.

4) Organizing

Students prepare a report, event or summary. Students organize, abstract, and synthesize information. Groups decide on content and format of their presentation a steering committee of representatives of the groups coordinates the work of groups.

5) Presenting

The groups present their final report to the class. Their presentation could be in form of exhibitions, skits, debates, or report.

6) Evaluating

Evaluating (assessment) of higher level learning is emphasized including applications, synthesis, and inferences.

Teachers and students may collaborate on evaluation.

According to Suprijono that learning using group investigation as follow:²²

- 1) The students should begins with group division. Next, the students chooses certain topics with problems that can be developed from the topic. After the topic and problem have been agreed upon, students and teachers determine the research method to be develop to solve the problem.
- 2) Each group work based on the investigation method they have formulated. This activity is a systematic activity starting from collecting data, data analysis, synthesis, to drawing conclusion.
- 3) The next stepa is the presentation of the result by each group. At this stage, it is hoe that intersubjective and objectivization of knowledge that has been built a group will occur. It is hoped that various perspectives can be developed by the entire class on the results presented by a group.

²² Agus Suprijono, *Cooperative Learning (teori dan aplikasi paikem)*, 1st ed. (Yogyakarta: Pustaka Pelajar, 2009).

- 4) An evaluation should be carried out at the end of the lesson.

Evaluating can include individual or group assessments.

In conclusion, the application of group investigation as one of the student centered learning models helps students to learn collaboratively and independently. The role of the teacher in the learning process only as a facilitator, while students learn actively. By applying this strategy, students are expected to achieve the learning goals they plan with their group mates to be successful.

c. The Advantages of Group Investigation

The most important advantages of group investigation may be summarized as follows:²³

- 1) Motivates the students to improve their cooperating skill. The students will work together in one group and they will learn together and help each other.
- 2) Motivates the students to take responsibilities. Make students have the courage to do something and dare to be responsible for what they do.

²³ Fauzia Umami, "The Application of Group Investigation (GI) Method to Improve the Students' Interpersonal Intelligence in Social Sciences Learning," *International Journal Pedagogy of Social Studies* 5, no. 1 (2020): 9–16, <https://doi.org/10.17509/ijposs.v5i1.25913>.

- 3) Motivates the students to discover new things. Students are given the freedom to look for new things and apply them in a very interesting way.
- 4) Motivates the students to speak up their ideas. Students are given the freedom to express their ideas and they learn to accept ideas from other students.

According to Landgren in Sugiani state, there are 7 benefits of group investigation, for the benefits there are:²⁴

- 1) Train students to accept other people's opinion. It is make students to respect each other and not criticize each other.
- 2) Collaborate with friends from different backgrounds. In a group it is certain that people came from different backgrounds. Therefore they taught to get to know each other.
- 3) Help students accept lessons easily. In a group, students will more easily understand the lesson because they will exchange ideas and discuss together.
- 4) Improve thinking skills in problem solving. Students will find it easier to solve problems by discussing and exchanging ideas.
- 5) Students get greater motivation such as being able to accept other people's opinion, respect each othe, and collaborate.

²⁴ Sugiani, *Group Investigation Model Pembelajaran Masa Kini*, 1st ed. (Lombok Tengah: Pusat Pengembangan Pendidikan dan Penelitian Indonesia, 2022).

- 6) Students will get high learning outcomes because when they discuss they have lots of different ideas and thoughts.
- 7) Increase kindness, sensitivity and tolerance. Take care of each other and respect each other friends.

d. The Disadvantages of Group Investigation

Disadvantages of group investigation are:²⁵

- 1) Only some of the students could be active in discussion process. There is no unity in the group to do something. Some students don't really care about their group.
- 2) It is difficult for the students to find the new things. Some students cannot find the new ideas to solve problems.
- 3) The materials are incomplete. Because of limited materials or tools, they find it difficult to discuss their assignments.

It can be show that by a group in learning teaching, not all students can work together. Some of them do not care about their group. The students difficult to find the new thing and the students do not understand about the material.

e. Teaching Speaking by Using Group Investigation Strategy

The use of group investigation strategy in speaking is one of consideration. In language learning and inactivating speaking ability of students, the use of group investigation become

²⁵ Sugiani

necessity and it is intended to promote students speaking ability competence. However, it does not mean that this strategy is really satisfied. Here some activities in class as follow:

Table II.1
Teaching speaking by using group investigation
strategy

Teachers' Activity	Procedures	Students' Activity
A. Pre Teaching <ol style="list-style-type: none"> 1. The teacher enter to the class and checks the cleanliness of the class. 2. The teacher checked the students attendance list. 3. The teacher ask the leader of class to leading prayer. 4. The teacher ask the students about what are they doing at home. 5. The teacher gave motivation to the students. 		A. Pre Teaching <ol style="list-style-type: none"> 1. The students waiting the teacher in the class. 2. Students prepared the lesson that will discuss in this meeting. 3. The students look at around the class to check the rubbish. 4. The students listen to the teacher. 5. The leader of the class is leading prayer and all of the students listen to the leader. 6. The students answer the question from teacher one by one. 7. All of the students listen to the teacher talking about.
B. While Teaching	1. Grouping	B. While Teaching

1. The teacher prepared several topics to share with each group.		1. The students prepared their self and listen to the teacher. 2. The students listen to the teacher and do what the teacher said.
2. The teacher divided the students into several group consists of 4-5 people.		1. The students make a group member by self. 2. The students sit with a group member. 3. Every member listen to the instruction of the teacher. 4. The students choose the leader of their group.
1. The teacher ask the leader of group to choose the topic.	2. Planning	1. The leader of group member choose the topic that have given by teacher. 2. The leader come to the group and show the topic that have been choosen.
1. All of the group should create the learning objectives.		1. Every member look and observe the topic together. 2. After looking at the topic, the group created

		the learning objectives.
1. The teacher ask the students to gather as much information as possible from the topic.	3. Investigation	<ol style="list-style-type: none"> 1. All of the member should search the information about their topic 2. The students discuss about their information. 3. One of them write the information from each member and then they discussed about it.
2. The teacher ask the group to make a conclusion from the topic.		<ol style="list-style-type: none"> 1. Every member should make a conclusion about their topic discussion. 2. One of them write the conclusion that they have discussd before.
1. The teacher monitors each group by walking around the class.	4. Organizing	<ol style="list-style-type: none"> 1. The students focus on their group and search as much information as possible in other sources. 2. The students discuss together about their topic.

2. The teacher instructed each group to prepare their report.		<ol style="list-style-type: none"> 1. All member prepared their report to present in the front of the class. 2. Every group practice their report before present in front of the class.
1. The teacher appointed group one by one to come forward to present their result discussion.	5. Presenting	<ol style="list-style-type: none"> 1. They are waiting to the next group to present the report. 2. The students prepared their group to present their result discussion in the front of the class. 3. Every group present their report in front of the class with other group. 4. The other group listen and pay attention to the group that who is displaying the results of their discussion.
1. The teacher evaluated each group that has progressed forward.	6. Evaluating	<ol style="list-style-type: none"> 1. The students waiting for the results of the teacher's assessment after presenting the results of their discussion.

		2. The students may take a rest but do not outside the class and do not make a noisy.
C. Post Teaching 1. The teacher repeated the material today. 2. The teacher asked one of the students to make a conclusion about the material today. 3. The teacher conveyed the lesson plan for the next meeting. 4. The teacher is leading pray as the closing of the lesson.		C. Post Teaching 1. The students repeated the material with the teacher. 2. The students make a conclusion about the material today. 3. The students prepared the material for the next meeting at home. 4. The students pray together with the teacher as the closing of the lesson.

Based on the table above, the researcher entered to the class three meeting to done the treatment. In the first meeting the researcher explain about group investigation strategy, the researcher asked the students about this strategy but the students did no know about this strategy. So for the second meeting the researcher taught the students about agreement and disagreement by group investigation strategy. The last meeting for treatment, the researcher gave the students a statement and the students

should make it into the conversation by express agreement and disagreement.

B. Review of Related Findings

To avoid the same title used in this research, than the researcher shows the relevant research that have done by another people before. First, this research was conducted by Halimatusyakdiah, this research applied classroom action research with two cycles. The result of the data nalysis showed that the score of students increased from the first post-test I to post-test II. It were showed from the mean of orientation test was 60.2, in the post-test of cycles I, the mean was 68.8, it was higher than orientation test. In the post test II, the mean was 77.4. it means that the group investigation could improve the students' speaking skill.²⁶

The second research was conducted by Solikhah, this research also used classroom action research. The procedure of the research used two cycles namely cycles I and cycles II, the researchers has arranged some steps, there were: planning, implementation, observation, and reflection. Before action, students' ability was categorized "low" with an average presentage 56,7%. And their competence increased on the first cycle it was 70,7% and categorized "fairly able". Futhermore, their ability also on the second cycle increased it was 90% and categorized

²⁶ Halimatusyakdiah, "Improving the Students' Speaking Skill Through Group Investigation Technique of the Eighth Grade Students of SMP N 1 Hinai in the Academic Year 2019/2020," *Global Health* (2020), <https://www.e-ir.info/2018/01/14/securitisation-theory-an-introduction/>.

“capable”. Therefore could be conclude the implementation of group investigation learning strategy increased students’ ability in speaking English.²⁷

The third researcher is Setiawan, this researcher aims to know significant effect in using group investigation technique for students speaking skill third semester. In this study, the quasi experimental method was used. The researcher conducted paired 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. The researcher result show that the mean score of the students’ speaking pretest was 8.69, and the mean score of the students’ speaking posttest was 13.33. therefore the mean difference between pretest and posttest was 4.641. the researcher concludes that there is a significant influence of using group investigation technique toward the third semester students’ speaking skill of Management study Program at Tridinanti University of Palembang.²⁸

Based on the result above, the difference between the previously from the researcher, it can be seen from the research sites, which is Halimatusyakhdah, the difference can be seen in the research design. The research design in Halimatusyakhdah used Classroom Action Research

²⁷ A Maratus Solikhah, “Improving English Speaking Skill Using Group Investigation Method of the Second Year Students of SMAN 1 Pare” (2019).

²⁸ Heru Setiawan, “The Use Of Group Investigation Technique In Improving Students’ Speaking Skill At Tridinanti University of Palembang,” 2017.

(CAR), while this research use quasi experimental research. Then the research by Solikhah can be seen from the research design too. The researcher used Classroom Action Research (CAR) and the success of the implementation of group investigation learning strategy before action, on the first cycle and on the second cycle. While in this research use quasi experimental research by pretest and posttest. Which is Setiawan where the subject of the research is the third semester of the study Management at Tridianti University, Palembang. While this research is the Eleventh grade students of SMA N 2 Padang Bolak.

C. Conceptual Framework

In speaking, there is a process of communication between speaker and listeners. Speaking is a process which speaker express his ideas, thoughts, opinions, perspectives. It is necessary to find a way in teaching speaking in order to improve students speaking skill and purposed to get communication well.

Here, the researcher thinks that retelling story will make the speaking activity became joyful and attractive. Through group investigation, I believe the students will be more motivate to performance will speak English freely because at the first, they have been stimulate to comprehend the story. It is also makes the students enjoy the learning process.

This research will be use qualitative research with experimental method. This research use two classes, as an experimental class and a

control class. The effect of group investigation to speaking ability can be seen as follow:

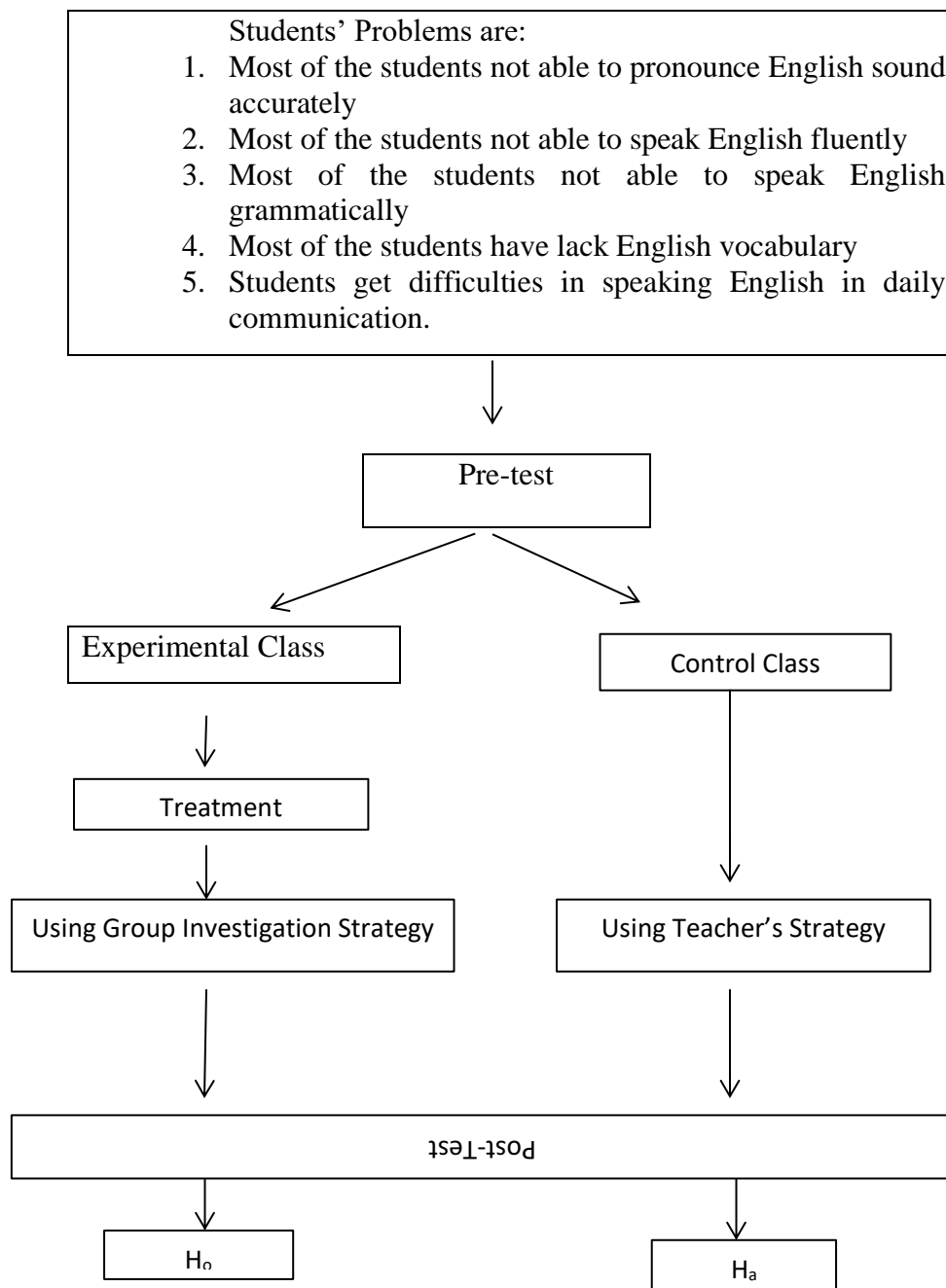


Figure II.1: Conceptual Framework

Based on the conceptual framework above, group investigation is the strategy that use the researcher to make the students easier to understand the text. First, the researcher gives pre-test to the students before treatment. Then the researcher gives the treatment by using group investigation to experimental class, and teacher strategy to control class. The last, the researcher give post-test to find out the effect of group investigation on students' speaking ability at the XI grade students of SMA N 2 Padang Bolak.

D. The Hypothesis

The researcher formulates the hypothesis of the research stated that: There is a significant effect of group investigation strategy on speaking ability at the XI grade students of SMA N 2 Padang Bolak.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. The Time and the Location of the Research

The research is located at SMA N 2 Padang Bolak. It is in Batu Tambun, Padang Lawas Utara, North Sumatra. The research was conducted start from Januari until September 2024.

B. The Research Design

Quantitative research approach is used in this research with experimental method. Particularly quasi experimental, because the researcher does not control any extraneous variable from the students during the research. Extraneous variable is independent variable or additional variables that can be controlled. This research use two classes, as an experimental class and a control class. The experimental class is the class that taught with group investigation strategy as a treatment and control class is the class taught with a conventional method. Conventional method is an implementation process accompanied by an explanation, namely verbally or in a lecture. Students interest in learning will grow if the learning process is carried out in a varied manner.

This research used quasi experimental design with pretest-posttest control group design. The pretest-posttest control group design involves two groups of subject, one is experimental treatment

(experimental group) and the other is not given a treatment (control group). The research design by using one treatment can be seen below:

Table III.1
Rendomais Control Group Pretest and posttest Group Design

Pretest	Treatment	Posttest
T ₁	X	T ₂
T ₁		T ₂

C. The Population and Sample

1. The Population

Population is a generalization area consisting of objects or subjects with specific qualities and characteristics that resarcher's study and then draw conclutions¹. The population of this research is all students at grade XI of SMAN 2 Padang Bolak. They consist of 51 students in two classes. It can be seen on table as follow:

Table III.2
Population of the Research

NO	Class	Total
1	XI IPA	25
2	XI IPS	26
	TOTAL	51

2. The Sample

Sample is a small group of the number and characteristics of the population². This research used total sampling because the population

¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2017).

² Sugiyono. P. 62

is only 51, it means all population has the right to be a sample. To put the students in experimental class and control class, this research used total sampling. To take the sample from the population this research used total sampling because the population is small consists of 51 students. They are XI IPA and XI IPS. XI IPA as the experimental class that consists 25 students and XI IPS as the control class that consists 26 students. Therefore, total samples 51 students.

Table III.3
Sample of the Research

No	Class	Total Students
1	Experimental Class/IPA	25
2	Control Class/IPS	26
	Total	51

D. The Instrument of Collecting Data

The instrument of this research is test, the test is speaking test or oral test. This research took some topics from the students English teks book and this research gave the topics to the students that is about agreeing with an opinion and disagreeing with an opinion. This research used oral speaking test as the instrument of this research. In order to establish the validity of the speaking test, the researcher determines that the ability of the students to speak is indicated by their ability to speak, 1) Pronunciation 2) Grammar 3) Vocabulary 4) Fluency 5) Comprehension.

Table III.4
The Indicators of Speaking

No	Criteria	Description	Score
1	Pronunciation	Students are able to pronounce each word	4
		Students are able to mark the foreign pronunciation	3
		Students are able to comprehend what he/she pronounced	2
		Students' errors in pronunciation are quite rare	1
2	Grammar	Students are able to simplify his/her phrases and sentence	4
		Students are able to formulate accurate phrases	3
		Students are able to formulate the grammar phrases; coherent and unity	2
		Students are able to control his/her failure pattern	1
3	Vocabulary	Students are able to complete the missing word given	4
		Students are able to limit her/his vocabulary to simple phrases and certain topic	3
		Students are able to choice of words accurately	2
		Students are able to make the phrase coherent by complementing the suitable words to the missing test.	1
4	Fluency	Students' speech is very fluent and in routine sentence	4
		Students are not hulting in speech	3
		Students' speech is not hesitant; sentence is not left incompletely	2
		Students' speech is not effortless and smooth	1

No	Criteria	Description	Score
5	Comprehention	Student does not only understands too little for the simplest types of conversation	4
		Student has not repetition and rephrasing in presenting his/her idea	3
		Student does not only understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing	2
		Students understand everything in normal educated conversation expect for every colloquial or low frequency items or exceptionally or slurred speech	1

$$\text{Assessment} : \frac{\text{students score}}{\text{score maximum}} \times 100$$

From the above indicators, the researcher used the indicators to count the value of the students' speaking score. The researcher used for oral test to know the students' speaking score.

E. The Procedures of the Research

The technique of collecting the data the researcher gave a test to the students, pre-test, and post-test. The process of collecting the data as follow:

1. Pre-test

Pre-test is conducted to find out the homogeneity of the sample.

The function of pre-test is to find the mean score of the experimental class and control class.

- a) The researcher prepared the test.
- b) The researcher distributed the test to the students on experimental class and control class.
- c) The researcher explained and given the instruction that what should they do with the test.
- d) The researcher gave time to do the test.
- e) The student did the test and answered the question.
- f) The researcher collected the test.
- g) The researcher checked the students answer and find out the mean score of both of class.

2. Treatment

The researcher gave the treatment by teaching the experimental class using group investigation strategy. The researcher gives to students the example of the test and explanation how to apply group investigation strategy in speaking, while the control class is taught by using konvensional method.

- a) The teacher prepared several topics to share with each group
- b) The teacher divided the students into several groups, where each group consists of 4-5 people

- c) The teacher asked the leader of each group to choose the topic that they will investigate
- d) The teacher asked each member to create learning objectives
- e) All of the group look for the information about their topic as many as possible
- f) Then each group made a conclusion from the topic
- g) The teacher monitors each group by walking around the room
- h) The teacher pays attention to the movements of each group and how they discuss to complete their group assignments
- i) The teacher instructed each group to prepared their report
- j) The teacher provided information that the form of the report may be in the form of a presentation, exhibition, paper or report like usual
- k) The teacher appointed one by one from each group to presented the results of their discussion
- l) The teacher evaluated each group that has progressed forward
- m) The teacher asked each group leader to collaborated in evaluating learning.

3. Post-test

After the test was conducted from the students in the control and experimental class, it was found that the treatment had an influence on the studentss' speaking ability. This step is the last of the

experimental research. The researcher gave post-test to the effect of group investigation strategy, there are some steps follow:

- a) The researcher prepared the test used group investigation strategy
- b) The researcher distributed the test to students in the experimental class and control class
- c) The students divided to some group (6 groups)
- d) The researcher explained and gave instructions on what should they do
- e) The researcher gave times (15 minutes) to the students to do the test
- f) Each group should made dialogues and presented in
- g) The researcher checked their score.

F. The Validity and Reability of the Instrument

1. Validity of the Test

Validity is important in all forms of research and all types of tests and measures and is best thought of in terms of degree; highly valid, moderately valid, and general valid. Validation begins with an understanding of the interpretation to be made from the selected tests or instruments. It then requires the collection of sources of evidence to support the desired interpretation.

A good test must be valid. So the test can use to measure the aspects that will be measure. In this case, the researcher used construct validity. In this research, the researcher used construct validity to get

the validity instrumentation. Construct validity is a part of the test as a totality to measure the test by the content. To make it sure, the researcher validated the test to the English teacher. There are two valid test, they are pre-test and post-test. One test gave for each pre-test and post-test. Another requirement is also important for a research is reability. The result of the research must be reliable.

2. Reability

Reability means the result of the test has similarity. A research instrument say to have a high reliability value, if the tests make to have consistent result in a measure that would be measure.

In this research, the researcher used retest (test-retest reability). This strategy involves giving the same test to the subject at two different times. The results of the two tests are then calculated for the correlation coefficient to determine the extent to which the scores for the first and the second tests are correlated. If the correlation coefficient is high, it can be considered that the test has good reliability.

G. The Technique of Data Analysis

1. Requirement Test

a. Normality Test

Normality test is used to know wheter the data of research is normal or not, to know the normality of the test, this research used SPSS to calculate the result of Kolmogorov-Smirnov test, it is

used significant level 5% (0.05) and degree of freedom as big as total of frequency was lessened 3 ($dk=k-3$) if result $X^2_{\text{count}} < X^2_{\text{table}}$. So, it can be concluded that data is distributed normal.

b. Homogeneity Test

Homogeneity test used to see the from two classes will be same or different in variant case, it is calculated by using SPSS. Hypothesis is rejected if $F \leq F_{1/2, a(n_1-1), (1=n_2-1)}$, while if $F_{\text{count}} > F_{\text{table}}$ hypothesis was accepted. It determined with significant level 5% (0.05) and dk numerator was (n_1-1) , while dk denominators is (n_2-1) .

2. Hypothesis Test

Hypothesis is the provisional result of the research. The hypothesis serves as an initial step in the research process, guiding investigation and testing. In this research, the researcher used independent sample T-test using SPSS 25 version. The results can be seen from the mean score. The mean score showed whether there was a different between mean score of the control class and mean score of the experimental class, which means that the method useful or not.

According to Ridwan in Siregar³ the category interpreted of mean score can be seen in the table below:

³ Fitri Rayani Siregar, "Male and Female Students Vocabulary Mastery," *English Education: English Journal for Teaching and Learning* 10, no. 2 (2022) <https://doi.org/10.24952/ee.v10i2.6755>.

Table III. 5
The Criteria Score Interpretation of Mean Score

Persentages	Criteria
0%-20%	Very Low
21%-40%	Low
41%-60%	Enough
61%-80%	Good
81%-100%	Very Good

After getting the data, the data analyzed by using *t-test* formula with independent sample t-test. This research used SPSS versi 25. If $t_{count} < t_{table}$, it means there is no significant effect of group investigation on students' speaking ability at the grade XI students of SMAN 2 Padang Bolak. If $t_{count} > t_{table}$, it means there is significant effect of group investigation on students' speaking ability at the grade XI students of SMAN 2 Padang Bolak.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presents the result of the research. It talks about the effect of group investigation on speaking ability. The researcher has calculated the data using pre-test and post-test. This studied applied quantitative research by using the formulation of t-test to test the hyphotesis.

A. Description of Data

1. The Description of Data Before Using Group Investigation Strategy

a. The Pre-Test Score of Control Class

As the control class in this research took class XI IPS, it consists of 26 students. In pre-test of control class, it was calculated that the result had been gotten by the students and doing a test in making dialogues. The following table shows the students' score in pre-test of control class.

Table IV.1
The score of pre-test in control class

No	Descriptive	Statistics
1	Highest Score	65
2	Lowest Score	30
3	Mean	46
4	Median	45
5	Modus	45
6	Range	35
7	Interval	5
8	Standard Deviation	1
9	Variants	16

Based on the table above, the researcher got the highest score, the highest score is the largest value in the data. The highest score in the pre-test control class was 65. While the lowest score, the smallest value in a data sequence. For the lowest score was 30. Next, mean can be said to be representative of the data set. Mean in this data was 46. It means that there no one students passed the test because the KKM is 70.

Then, median is the middle of value after all the data is sorted, the researcher got 45. Next, modus is the value that appers most often in a statistical data. From the table above, most of the students got 45 score because the modus in this pre-test was 45. Range is the differences between the minimum and maximum in the data, in this data was 35. Distance between classes is understanding of interval, it was 5 in this data.

Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 1. If the standard deviation is far from the mean, it means there is a lot of variation in the data. Last, variant is the amount of the squares of all deviations of individual values to the group mean, it was 16. For frequency distribution of pre-test in control class can be seen in the table below:

Table IV.2
Frequency Distribution of Students' Score

No	Interval	Frequency	Mid.Point	Persentase
1	30-34	4	32	15%
2	35-39	2	37	8%
3	40-44	3	42	11,5%
4	45-49	7	47	27%
5	50-54	3	52	11,5%
6	55-59	3	57	11,5%
7	60-64	3	62	11,5%
8	65-69	1	67	4%
		26		100%

Based on the table above, it can be concluded that the most students are in interval 45-49 (7 students/27%). The least students are in interval 65-69 (1 student/4%).

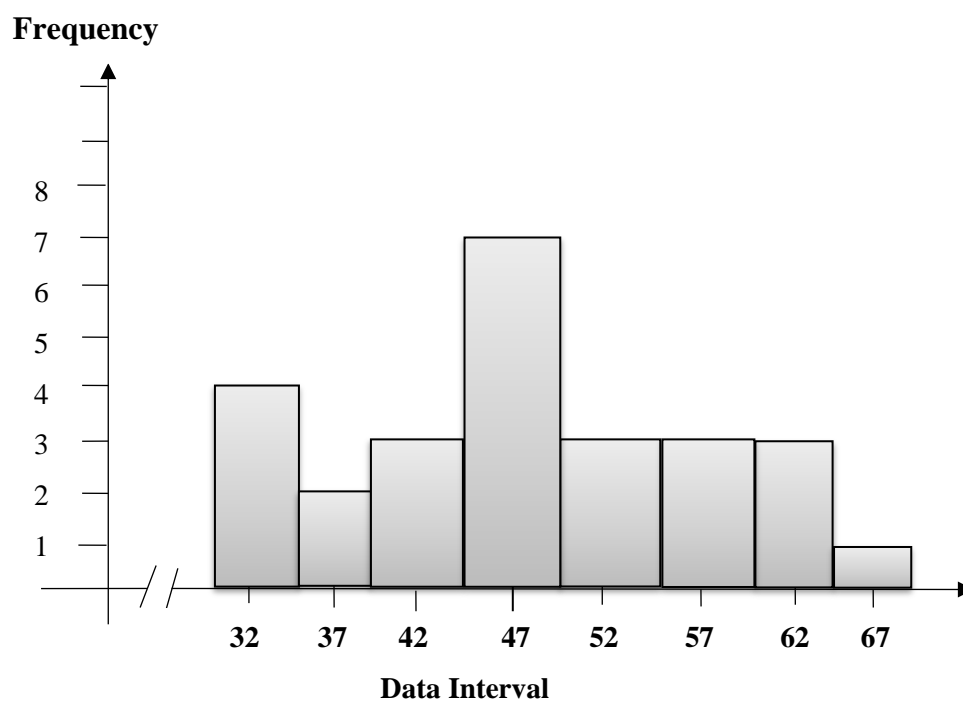


Figure IV.1 Histogram

Based on the figure above, the students score start from interval 30-34 up to 65-69. The highest frequency was in 45-49 with total 7 students.

b. The Score of Pre-test in Experimental Class

As the experimental class in this research took class XI IPA. In pre-test for experimental class, it calculated the result that had been gotten by the students making dialogues. The following table shows the students' score in pre-test in experimental class.

Table IV.3
The Score of Pre-test in Experimental Class

No	Descriptive	Statistics
1	Highest Score	65
2	Lowest Score	30
3	Mean	46
4	Median	45
5	Modus	55
6	Range	35
7	Interval	5
8	Standard Deviation	1
9	Varians	18,37

Based on the table above, the researcher got the highest score, the highest score is the largest value in the data. The highest score in the pre-test experimental class was 65. While the lowest score, the smallest value in a data sequence. For the lowest score was 30. Next, mean can be said to be representative of the data set. Mean in this data was 46.

Then, median is the middle of value after all the data is sorted, the researcher got 45 of median. Next, modus is the value that appears most often in a stastical data. From the table above, most of the students got 55 score because the modus in this pre-test experimental class was 55. Range is the differences between the minimum and maximum in the data, in this data it was 35. Distance between classes is understanding of interval, it was 5 in this data.

Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 1. Last, variant is the amount of the squares of all deviations of individual values to the group mean, it was 18,37. For frequency distribution of pre-test in experimental class can be seen in the table below:

Table IV.4
The Frequency Distribution of Students' Score

No	Interval	Frequency	Mid.Point	Persentase
1	30-34	3	32	12%
2	35-39	3	37	12%
3	40-44	4	42	16%
4	45-49	4	47	16%
5	50-54	3	52	12%
6	55-59	5	57	20%
7	60-64	2	62	8%
8	65-69	1	67	4%
		25		100%

Based on the table above, it can be concluded that the most students are in interval 55-59 (5 students/20%). The least students are in interval 65-69 (1 student/4%).

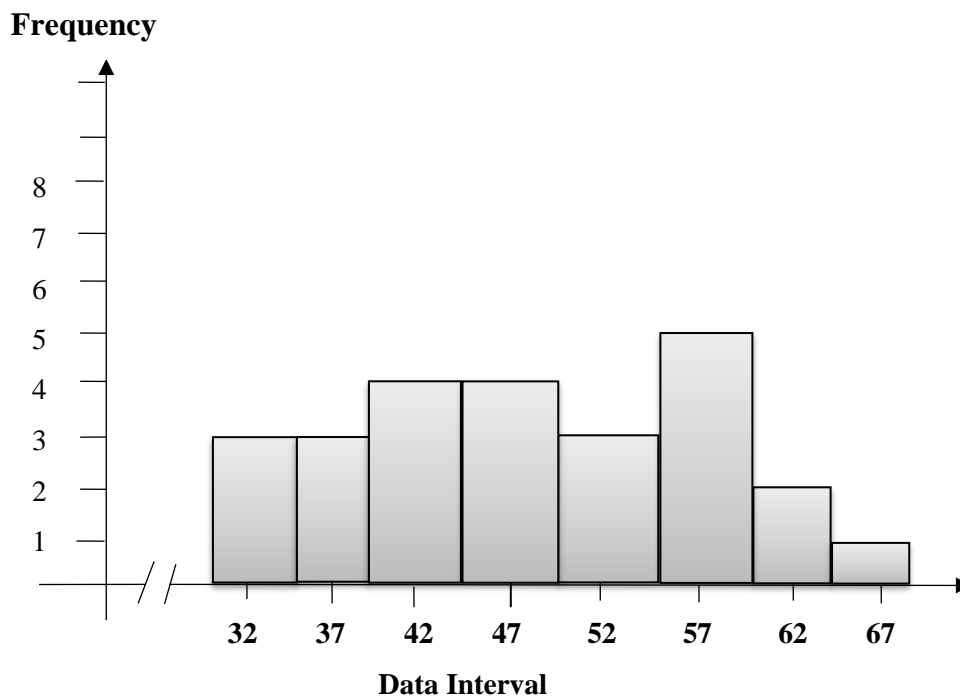


Figure IV.2 Histogram

Based on the figure above, the highest frequency was in 55-59 with total 5 students.

2. The Description of Data After Using Group Investigation Strategy

a. The Post-Test Score of Control Class

The result of control class in post-test after answering the test that taught by using conventional method can be seen in the table below:

Table IV.5
The Score of Post-Test in Control Class

No	Descriptive	Statistics
1	Highest Score	65
2	Lowest Score	30
3	Mean	46
4	Median	45
5	Modus	45
6	Range	35
7	Interval	5
8	Standard Deviation	1
9	Variants	16

Based on the table above, the researcher got the highest score, the highest score is the largest value in the data. The highest score in the post-test control class was 65. While the lowest score, the smallest value in a data sequence. For the lowest score was 30. Next, mean can be said to be representative of the data set. Mean in this data was 46.

Then, median is the middle of value after all the data is sorted, the researcher got 45 of median. Next, modus is the value that appears most often in a statistical data, the modus in this data was 45. Range is the differences between the minimum and maximum in the data, in this data it was 35. Distance between classes is understanding of interval, it was 5 in this data.

Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 1. Last, variant is the amount of the squares of all deviations of individual values to the group mean, it was 16. For

frequency distribution of post-test in control class can be seen in the table below.

Table IV.6
The Frequency Distribution of Students' Score

No	Interval	Frequency	Mid.Point	Persentase
1	30-34	4	32	15%
2	35-39	2	37	8%
3	40-44	3	42	11,5%
4	45-49	7	47	27%
5	50-54	3	52	11,5%
6	55-59	3	57	11,5%
7	60-64	3	62	11,5%
8	65-69	1	67	4%
		26		100%

Based on the table above, it can be concluded that the most students are in interval 45-49 (7 students/27%). The least students are in interval 65-69 (1 student/4%).

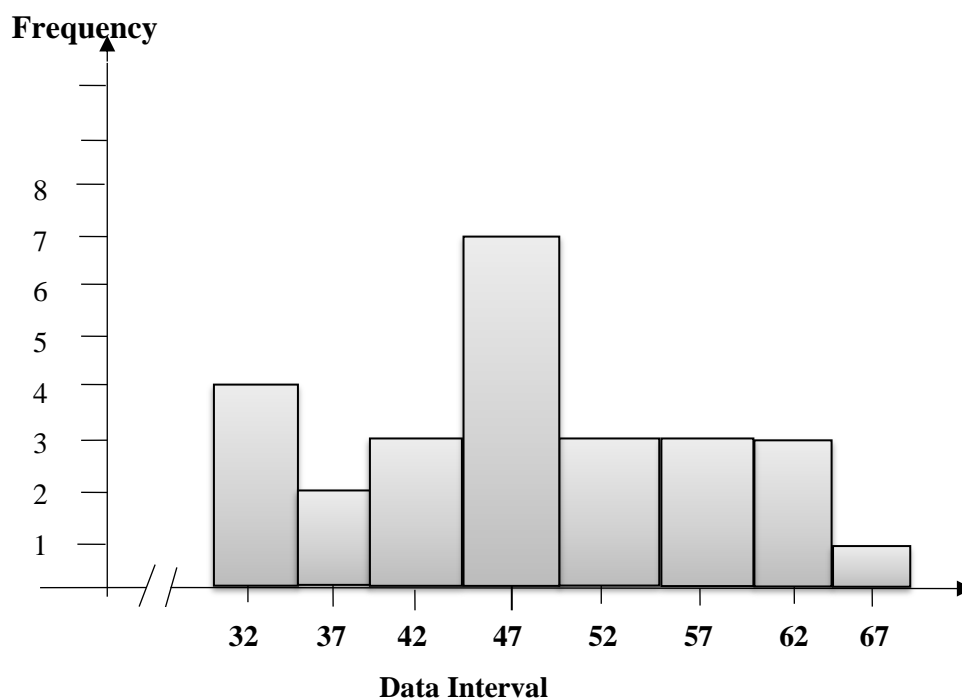


Figure IV.3 Histogram

Based on the figure above, the highest frequency was in 45-49 with total 7 students.

b. The Post-Test Score of Experimental Class

The result of experimental class in post-test after answering the test that taught by using group investigation strategy can be seen in the table below:

Table IV.7
The Score of Post-Test in Experimental Class

No	Descriptive	Statistics
1	Highest Score	85
2	Lowest Score	60
3	Mean	75
4	Median	75
5	Modus	80
No	Descriptive	Statistics

6	Range	25
7	Interval	5
8	Standard Deviation	0
9	Variants	104,16

Based on the table above, the researcher got the highest score, the highest score is the largest value in the data. The highest score in the post-test experimental class was 85. While the lowest score, the smallest value in a data sequence. For the lowest score was 60. Next, mean can be said to be rep[resentative of the data set. Mean in this data was 75.

Then, median is the middle of value after all the data is sorted, te researcher got 75. Next, modus is the value that appears most often in a statistical data, the modus in this data was 80. Range is the differences between the minimum and maximum in the data, in this data it was 25. Distance between classes is understanding of interval, it was 5 in this data.

Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 0. Last, variant is the amount of the squares of all deviations of individual values to the group mean, it was 104,16. For frequency distribution of post-test in experimental class can be seen in the table below:

Table IV.8
The Frequency Distribution of Students' Score

No	Interval	Frequency	Mid.Point	Persentase
1	60-64	2	62	8%
2	65-69	0	0	0%
3	70-74	5	72	20%
4	75-79	7	77	28%
5	80-84	9	82	36%
6	85-89	2	87	8%
		26		100%

Based on the table above, it can be concluded that the most students are in interval 80-84 (9 students/36%). The least students are in interval 65-69 (0 student/0%).

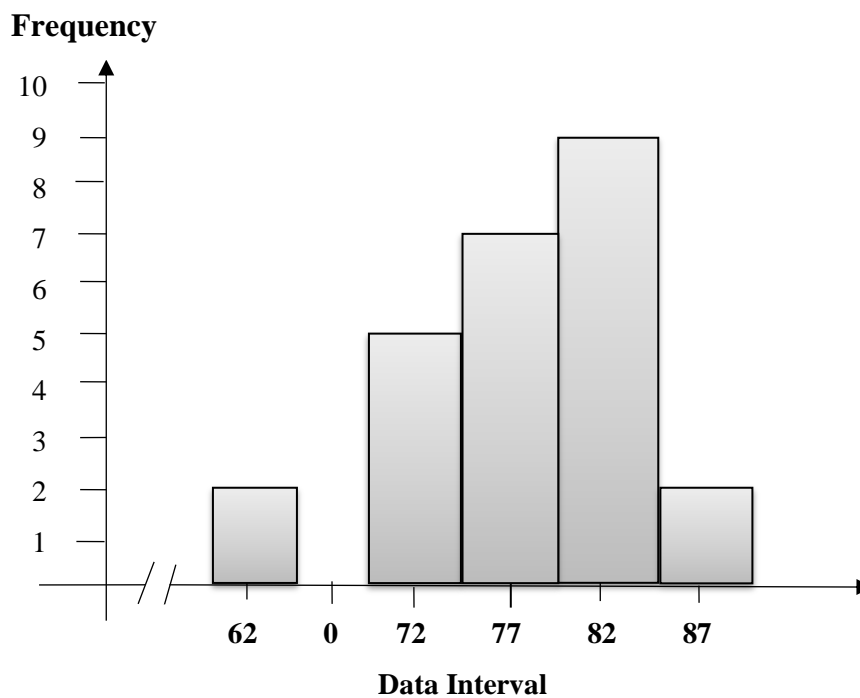


Figure IV.4 Histogram

Based on the figure above, the highest frequency was in 80-84 with total 9 students.

B. The Data Analysis

1. Requirement Test

a. Normality Test

The data normality in this research used *Kolmogorov-Smirnov* test. The result of normality test can be seen in the table below.

Table IV.9
Normality Test in Pre-Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		60
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	2.41502452
Most Extreme Differences	Absolute	.133
	Positive	.071
	Negative	-.130
Kolmogorov-Smirnov Z		1.389
Asymp. Sig. (2-tailed)		.081

Test distribution is normal

Table IV.10
Normality Test in Post-Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		100
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.57364771
Most Extreme Differences	Absolute	.063
	Positive	.063
	Negative	-.039
Test Statistic		.063
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Based on the table above, it can be seen that the significances is 0.081 for pre tes and 0.200 for post test, where $0.081 > 0.05$ and $0.200 > 0.05$. it means that the data is normal.

b. Homogeneity Test

Homogeneity test is conducted to determine whether the variance is homogeneous or not. In calculating the data, researcher used SPSS version 25. The result in calculating the data can be seen in the table below.

Table IV.11
Homogeneity Test of the Variance

Homogeneity Test of the Variance				
Levene Statistic		Df1	Df2	Sig.
Based on Mean	.005	1	42	.943
Based on Median	.000	1	42	1.000
Based on Median and with adjusted df	.000	1	41,587	1.000
Based on trimmed mean	.006	1	42	.934

From the table of homogeneity test of the variance, based on mean of post-test experimental class and post-test control class, sig is 0.943, where $0.943 > 0.05$. It means that the variances are homogeneous.

2. Hypothesis Test

Based on the results of the data analysis requirements test, both classes are normally distributed and have homogeneous variants. Therefore, to test the hypothesis can be done using the independent sample t-test. Researcher used the SPSS version 25 application to calculated the hypothesis statistically.

So, there is significant of using group investigation strategy toward students speaking ability at the XI grade SMA N 2 Padang Bolak. In this case, the mean score of experimental class by using group investigation was 45.55 and the mean score of control class by using konvensional method was 19.08. the gainscore can be seen in the table below.

Table IV.12
Uji Gain

Data	Hasil Analisis
Eksperimen <i>Pretest</i>	0,7
Eksperimen <i>Posttest</i>	45,55
Control <i>Pretest</i>	0,5
Control <i>Posttest</i>	19,08
Gain Score	0,69

In this case, the mean score of experimental class by using group investigation strategy was 45.55 and the mean score of control class by using konvensional method was 19.08.

Table IV.13
The Hypothesis Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.912	6.625		1.697	.000
	Eksperimen	.019	.234	.023	2.062	0.032
	Kontrol	.007	.370	.008	.024	0.081

Based on the results of calculations using independents sample T-test, it was found that $t_{\text{count}} > t_{\text{table}}$ or $2.062 > 2.021$. Based on the test criteria, H_0 is rejected and H_a is accepted.

C. The Result and Discussion

This research found that there was a significant effect of using group investigation strategy on speaking ability at the XI grade students of SMA N 2 Padang Bolak. In the theory by Sharan and sharan stated that group investigation strategy is evector to improve speaking skill because the students can collaborately in the group work. So based on this research, yes that's right. Group investigation can improve students speaking skill. In fact student's speaking ability using group investigation strategy is higher than using konvensional method. The students more active and enjoy the learning process in the class after using group investigation. It can be seen from the research hypothesis that there was significant effect of using group investigation strategy on speaking ability at the XI grade students of SMA N 2 Padang Bolak. Analysis of the data, the researcher discussed the result of this research on the effect of using group investigation strategy on speaking ability where, the result got that the mean score was 45.55 after using group investigation strategy. The mean score of control class was 19.08 by using konvensional method. Therefore, konvensional method is less effective in teaching speaking because score class experimental higher than control class. That is show the using group investigation strategy more effective than conventional method in teaching speaking. The use of group investigation strategy for learning and was successful in teaching speaking.

This research also provided the similar cases with this research. The first research by Safitri at all. Based on the result, group investigation was effective to improve students' speaking ability in third grade students at English department of Sorong Muhammadiyah University.¹ It showed that the result of post-test was higher than the result of pre-test.

Group investigation has been designed with the same design by Fathoni. The researcher found that there was effect of group investigation in speaking ability. It can be seen from the test result, where the average post-test score in experimental class higher than post-test score in control class. There is a significant difference in scores between the two.² It concluded that students made improvement in learning speaking through group investigation.

It also supported by Nale that the students' activities in teaching learning process has improved and they were successful in toward speaking skill. Most of them were more interested in learning English than before. They are more active in teaching learning process.³ Students' improvement can be seen from the mean score of pre-test and post-test.

¹ Rezkiah Hartanti Amalia Risky Safitri, and Muhaiminah Akib, "The Use of Group Investigation Strategy to Improve Students' Speaking Ability at English Department of Sorong Muhammadiyah University", (2018).

² Muhammad Fathoni, "The Influencer Of Using Group Investigation Toward Students' Speaking Ability At The Second Semester Of The Eight Grade Of Mts Hasanuddin Teluk Betung Bandar Lampung In 2015/2016 Academic Year", (2013).

³ Serli Nale, "The Effectiveness of Using Inside Outside Circle and Group Investigation Techniques towards Speaking Skill on 11th Grade Students of Sint Gabriel Senior High School Maumere in the Academic Year of 2020/2021 (A Quasi Experimental Research)," *Edunipa* 2, (2021).

Based on explanation over all the research above. It can be concluded that using group investigation strategy can help students more active in speaking skill, group investigation strategy also contributed enhancement of students' mood in speaking ability and feel interested in learning process. Group investigation strategy had better comprehension than conventional method.

D. Threat of the Research

The researcher founded a bit challenge in determining the students pronunciation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this research, the conclusion of this research are:

1. Before using group investigation strategy was still low, it can be seen from the mean score of pre-test experimental which 46.
2. After using group investigation strategy, the mean score of experimental class higher than control class. The mean score of post-test experimental class was 75.
3. The researcher founded the result where $t_{count} > t_{table}$. It means group investigation strategy can effect on speaking ability at the grade XI students of SMA N 2 Padang Bolak. So, There was a significant effect of using group investigation strategy on speaking ability at the grade XI students of SMA N 2 Padang Bolak.

B. Implication

Based on the research conducted on “The Effect of Group Investigation Strategy an Speaking Ability At the Grade XI Students of SMA N 2 Padang Bolak”. There are several implications obtained from the results of the study, they are:

1. The results of this study can be used as a reference to use the group investigation strategy as one of the teaching strategy to improve students' ability to speak English.
2. This study can increase teachers' awareness about the importance of using group investigation strategy in teaching English.
3. The results of this study can improve the quality of English learning in speaking at SMA N 2.

C. Suggestion

There are several details concerning the English teaching and learning process available after this research is complete. As a result, it makes a number of claims that it wants to support. The various recommendations are as follows:

1. From the results of the research, serve as information for the headmaster. Ideas to inspire the English teacher to deliver lessons as effectively as possible.
2. From the result of the research also serve to inform English teacher. Group investigation strategy will be a new teaching strategy used by the teacher to teach speaking to make learning more engaging and enjoyable.
3. This research suggests to another researchers to use this strategy in solving another problem and find another factors that faced by students in learning English.

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APPENDIX 1

LESSON PLAN RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

FOR EXPERIMENTAL GROUP

Sekolah	: SMAN 2 Padang Bolak
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Materi Pokok	: Agreement and Disagreement With an Opinion
Alokasi Waktu	: 2x45 Menit

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong kerjasama, toleransi, dan damai).
- KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian.
- KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

- 2.2 Menunjukkan perilaku tanggungjawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.
- 3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaan.
- 4.2 Menyusun teks lisan dan tulis untuk ,menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

- 3.2.1 Mengidentifikasi tujuan teks ungkapan menyatakan pendapat dan pikiran.
- 3.2.2 Mengidentifikasi struktur teks ungkapan menyatakan pendapat dan pikiran.
- 3.2.3 Mengidentifikasi unsur kebahasaan ungkapan menyatakan pendapat dan pikiran.
- 4.2.1 Menjodohkan ungkapan menyatakan pendapat dan pikiran.
- 4.2.2 Melengkapi kalimat rumpang ungkapan menyatakan pendapat dan pikiran.
- 4.2.3 Membuat kalimat untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran.

D. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- 1. Mengidentifikasi tujuan teks ungkapan menyatakan pendapat dan pikiran.
- 2. Mengidentifikasi struktur teks ungkapan menyatakan pendapat dan pikiran.
- 3. Mengidentifikasi unsur kebahasaan ungkapan menyatakan pendapat dan pikiran.
- 4. Menjodohkan ungkapan menyatakan pendapat dan pikiran.

5. Melengkapi kalimat rumpang ungkapan menyatakan pendapat dan pikiran.
6. Membuat kalimat untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran.

E. Materi Pembelajaran

Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya.

Fungsi sosial: menjaga hubungan interpersonal dengan guru, teman, dan orang lain.

Struktur teks:

Opinion

- I think.....
- I suppose.....
- In my opinion.....

Agreeing with an opinion

- This absolutely right.....
- I agree with this opinion.....
- I think so.....
- That's a good point.....

Disagreeing with an opinion

- I disagree with you.....
- I don't agree with you.....
- I don't believe that.....
- I think you are wrong.....

Unsur Kebahasaan:

- Kosa kata
- Tata bahasa
- Ungkapan: I think...., I disagree...., etc.
- Ejaan dan tanda baca.

Topik: Isu sosial terkini.

F. Metode Pembelajaran

1. Pendekatan : Saintifik
2. Model Pembelajaran : Cooperative Learning
3. Metode : Group Investigation strategy

G. Media Pembelajaran

1. Papan Tulis
2. Spidol
3. Penghapus
4. Gambar

H. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, 2017.
- ❖ Kamus Bahasa Inggris.

I. Langkah-Langkah Pembelajaran

Teacher Activity	Procedures	Students Activity
D. Pre Teaching 6. The teacher enter to the class and checks the cleanlines of the class. 7. The teacher checked the students attendance list.		D. Pre Teaching 8. The students waiting the teacher in the class. 9. Students prepared the lesson that will discuss in this meeting.

<p>8. The teacher ask the leader of class to leading prayer.</p> <p>9. The teacher ask the students about what are they doing at home.</p> <p>10. The teacher gave motivation to the students.</p>		<p>10. The students look at around the class to check the rubbish.</p> <p>11. The students listen to the teacher.</p> <p>12. The leader of the class is leading prayer and all of the students listen to the leader.</p> <p>13. The students answer the question from teacher one by one.</p> <p>14. All of the students listen to the teacher talking about.</p>
<p>E. While Teaching</p> <p>2. The teacher prepared several topics to share with each group.</p>	<p>3. Grouping</p>	<p>E. While Teaching</p> <p>3. The students prepared their self and listen to the teacher.</p> <p>4. The students listen to the teacher and do what the teacher said.</p>
<p>4. The teacher divided the students into several group consists of 4-5 people.</p>		<p>5. The students make a group member by self.</p> <p>6. The students sit with a group member.</p> <p>7. Every member listen to the instruction of the teacher.</p>

		<p>8. The students choose the leader of their group.</p>
<p>3. The teacher ask the leader of group to choose the topic.</p>	<p>4. Planning</p>	<p>3. The leader of group member choose the topic that have given by teacher.</p> <p>4. The leader come to the group and show the topic that have been choosen.</p>
<p>2. All of the group should create the learning objectives.</p>		<p>7. Every member look and observe the topic together.</p> <p>8. After looking at the topic, the group created the learning objectives.</p>
<p>3. The teacher ask the students to gather as much information as possible from the topic.</p>	<p>9. Investigation</p>	<p>4. All of the member should search the information about their topic</p> <p>5. The students discuss about their information.</p> <p>6. One of them write the information from each member and then they discussed about it.</p>

4. The teacher ask the group to make a conclusion from the topic.		<p>3. Every member should make a conclusion about their topic discussion.</p> <p>4. One of them write the conclusion that they have discussd before.</p>
3. The teacher monitors each group by walking around the class.	10. Organizing	<p>3. The students focus on their group and search as much information as possible in other sources.</p> <p>4. The students discuss together about their topic.</p>
4. The teacher instructed each group to prepare their report.		<p>3. All member prepared their report to present in the pront of the class.</p> <p>4. Every group practice their report before present in front of the class.</p>
2. The teacher appointed group one by one to come forward to present their result discussion.	11. Presenting	<p>5. They are waiting to the next group to present the report.</p> <p>6. The students prepared their group to present their result discussion in the front of the class.</p>

		<p>7. Every group present their report in front of the class with other group.</p> <p>8. The other group listen and pay attention to the group that who is displaying the results of their discussion.</p>
<p>2. The teacher evaluated each group that has progressed forward.</p>	12. Evaluating	<p>3. The students waiting for the results of the teacher's assessment after presenting the results of their discussion.</p> <p>4. The students may take a rest but do not outside the class and do not make a noisy.</p>
<p>F. Post Teaching</p> <p>5. The teacher repeated the material today.</p> <p>6. The teacher asked one of the students to make a conclusion about the material today.</p> <p>7. The teacher conveyed the lesson plan for the next meeting.</p> <p>8. The teacher is leading pray as the closing of the lesson.</p>		<p>F. Post Teaching</p> <p>5. The students repeated the material with the teacher.</p> <p>6. The students make a conclusion about the material today.</p> <p>7. The students prepared the material for the next meeting at home.</p> <p>8. The students pray together</p>

		with the teacher as the closing of the lesson.
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J. Penilaian

Teknik lisan: Membuat dialog dengan topik yang sudah diberikan

K. Indikator Penilaian

The Indicators of Speaking:

	Criteria	Description	Score
1	Pronunciation	Students is able to pronounce each word	4
		Students is able to mark the foreign pronunciation	3
		Students is able to comprehend what he/she pronounced	2
		Students errors in pronunciation are quite rare	1
2	Grammar	Students is able to simplify his/her phrases and sentence	4
		Students are able to formulate accurate phrases	3
		Student is able to formulate the grammar phrases; coherent and unity	2
		Students is able to control his/her failure pattern	1
3	Vocabulary	Student is able to complete the missing word given	4
		Student is able to limit her/his vocabulary to simples themphrases and certain topic	3
		Student is able to choice of words accurately	2
		Student is able to make the phrase coherent by complementing the suitable words to the missing test.	1

4	Fluency	Students speech is very fluent and in routine sentence	4
		Student is not hulting in speeach	3
		Students speech is not hesitant; sentence is not left incompletely	2
		Students' speech is not effortless and smooth	1
5	Comprehention	Student does not only understands too tittle for the simplest types of conversation	4
		Student has not repetation and rephrasing in presenting his/her idea	3
		Student does not only understand quite well normal educated speech directed to him or her, but requires occasional repetation and rephrasing	2
		Students understand everything in normal educated conversation expect for every colloquial or low frequency items or exceptionally or slurred speech	1

$$\text{Assessment : } \frac{\text{students score}}{\text{score maximum}} \times 100$$

APPENDIX 2

LESSON PLAN **RENCANA PELAKSANAAN PEMBELAJARAN** **(RPP)**

FOR CONTROL GROUP

Sekolah : SMAN 2 Padang Bolak
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/1
Materi Pokok : Agreement and Disagreement with an Opinion
Alokasi Waktu : 2x45 Menit

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong kerjasama, toleransi, dan damai).
- KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian.
- KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggungjawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.
- 3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaan.
- 4.3 Menyusun teks lisan dan tulis untuk ,menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

- 3.3.1 Mengidentifikasi tujuan teks ungkapan menyatakan pendapat dan pikiran.
- 3.3.2 Mengidentifikasi struktur teks ungkapan menyatakan pendapat dan pikiran.
- 3.3.3 Mengidentifikasi unsur kebahasaan ungkapan menyatakan pendapat dan pikiran.
- 4.3.1 Menjodohkan ungkapan menyatakan pendapat dan pikiran.
- 4.3.2 Melengkapi kalimat rumpang ungkapan menyatakan pendapat dan pikiran.
- 4.3.3 Membuat kalimat untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran.

D. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi tujuan teks ungkapan menyatakan pendapat dan pikiran.
2. Mengidentifikasi struktur teks ungkapan menyatakan pendapat dan pikiran.
3. Mengidentifikasi unsur kebahasaan ungkapan menyatakan pendapat dan pikiran.
4. Menjodohkan ungkapan menyatakan pendapat dan pikiran.
5. Melengkapi kalimat rumpang ungkapan menyatakan pendapat dan pikiran.
6. Membuat kalimat untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran.

E. Materi Pembelajaran

Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya.

Fungsi sosial: menjaga hubungan interpersonal dengan guru, teman, dan orang lain.

Struktur teks:

Opinion

- I think.....
- I suppose.....
- In my opinion.....

Agreeing with an opinion

- This absolutely right.....
- I agree with this opinion.....

- I think so.....
- That's a good point.....

Disagreeing with an opinion

- I disagree with you.....
- I don't agree with you.....
- I don't believe that.....
- I think you are wrong.....

Unsur Kebahasaan:

- Kosa kata
- Tata bahasa
- Ungkapan: I think...., I disagree...., etc.
- Ejaan dan tanda baca.

Topik: Isu sosial terkini.

F. Materi Pembelajaran

1. Pendekatan : Saintifik
2. Metodel Pembelajaran : Conventional Method

G. Media Pembelajaran

1. Papan Tulis
2. Spidol
3. Penghapus
4. Gambar

H. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, 2017.
- ❖ Kamus Bahasa Inggris.

I. Langkah-Langkah Pembelajaran

Aktivitas Mengajar	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam 2. Ketua kelas memimpin doa 3. Guru memeriksa kehadiran siswa 4. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari 5. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai 6. Guru menyampaikan cakupan materi dan uraian kegiatan. 	15 Menit
Kegiatan Inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Peserta didik mengamati bacaan yang telah diberikan oleh guru 2. Dengan arahan dan bimbingan guru, peserta didik menyatakan pendapat dan pikiran tentang bacaan yang telah diberikan <p>Mempertanyakan</p> <ol style="list-style-type: none"> 1. Sesuai dengan pengarahannya guru, peserta didik mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan 	60 Menit

	<p>menyatakan pendapat dan pikiran</p> <p>2. Peserta didik memperoleh pengetahuan tambahan tentang ungkapan menyatakan pendapat dan pikiran, fungsi sosial, struktur teks, dan unsur kebahasaan</p> <p>Bereksplorasi</p> <p>1. Peserta didik dibentuk menjadi beberapa kelompok</p> <p>2. Guru memberikan beberapa gambar dan ungkapan-ungkapan menyatakan pendapat dan pikiran</p> <p>3. Peserta didik berdiskusi dengan kelompok terkait dengan bacaan dan ungkapan menyatakan pendapat dan pikiran yang telah diberikan</p> <p>Menganalisis</p> <p>1. Dengan bimbingan guru, peserta didik berdiskusi dengan kelompoknya untuk mencocokkan antara gambar dan ungkapan-ungkapan menyatakan pendapat dan pikiran yang telah diberikan</p> <p>2. Peserta didik memperoleh feedback dari guru dan temannya</p>	
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	<p>tentang setiap yang dia sampaikan dalam diskusi.</p> <p>Berkomunikasi</p> <ol style="list-style-type: none"> 1. Peserta didik mempresentasikan hasil diskusi mereka dengan kelompok masing-masing 2. Peserta didik mendapatkan feedback dari guru dan teman tentang hasil pekerjaan yang telah dipresentasikan 3. Peserta didik mengungkapkan hal-hal yang sulit dan mudah dilakukan terkait materi ungkapan menyatakan pendapat dan pikiran. 	
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Guru dan peserta didik mengulang materi yang sudah dipelajari 2. Guru memberikan penugasan berupa tugas mandiri yang ada dalam buku pegangan siswa 3. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya 4. Guru menutup pertemuan hari ini dengan 	15 Menit

	melakukan doa bersama.	
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J. Penilaian

teknik lisan: Membuat dialog sesuai dengan topik yang sudah diberikan.

K. Indikator Penilaian

The Indicators of Speaking:

	Criteria	Description	Score
1	Pronunciation	Students is able to pronounce each word	4
		Students is able to mark the foreign pronunciation	3
		Students is able to comprehend what he/she pronounced	2
		Students errors in pronunciation are quite rare	1
2	Grammar	Students is able to simplify his/her phrases and sentence	4
		Students are able to formulate accurate phrases	3
		Student is able to formulate the grammar phrases; coherent and unity	2
		Students is able to control his/her failure pattern	1
3	Vocabulary	Student is able to complete the missing word given	4
		Student is able to limit her/his vocabulary to simples themphrases and certain topic	3
		Student is able to choice of words accurately	2
		Student is able to make the phrase coherent by complementing the suitable words to the missing test.	1
		Students speech is very fluent and in routine sentence	4

4	Fluency	Student is not hulting in speeach	3
		Students speech is not hesitant; sentence is not left incompletely	2
		Students' speech is not effortless and smooth	1
5	Comprehention	Student does not only understands too tittle for the simplest types of conversation	4
		Student has not repetation and rephrasing in presenting his/her idea	3
		Student does not only understand quite well normal educated speech directed to him or her, but requires occasional repetation and rephrasing	2
		Students understand everything in normal educated conversation expect for every colloquial or low frequency items or exceptionally or slurred speech	1

$$\text{Assessment : } \frac{\text{students score}}{\text{score maximum}} \times 100$$

APPENDIX 3

INSTRUMENT for PRE-TEST

1. Introduction

This test aims to determine students' ability about students' speaking ability in agree and disagree with an opinion and the results do not affect the position of students in this school.

2. Guidance

- a. Teacher gives two choices of agree and disagree with an opinion to students
- b. Students must prepare the group to showing their best in front of the class.
- c. If there is a question about the topic, ask to the teacher in the class.

3. Question

With your group, choose one statement and make dialogues based on the statement below. Use expression of **agree and disagree with an opinion**. Then, practice the dialogues in front of the class.

- ❖ Online game should be banned
- ❖ This year, I want you do decorate our class with a “flower theme”

Mengetahui,
Validator

Lanna Siagian, S.Pd.
NIP. 19820522005042001

APPENDIX 4

INSTRUMENT for POST-TEST

1. Introduction

This test aims to determine students' ability about students' speaking ability in agree and disagree with an opinion and the results do not affect the position of students in this school.

2. Guidance

- a. Teacher gives two choices of agree and disagree with an opinion to students
- b. Teacher asks all of the group to make dialogues from the statement that has chosen
- c. If there is a question about the topic, ask to the teacher in the class.

3. Question

With your group, choose one of the statement below and make dialogues based on the statement below. Use expression of **agree and disagree with an opinion**. Then, practice the dialogues in front of the class.

- ❖ Smoking should be banned in public places
- ❖ Women should not work

Mengetahui,
Validator

Lanna Siagian, S.Pd.
NIP. 19820522005042001

APPENDIX 5

The Score of Pre-Test and Post-Test in Experimental class

No	The Name of Students	Pre-Test	Post-Test
1	AF	60	80
2	AR	60	75
3	AS	50	75
4	AS	50	80
5	AS	50	80
6	AP	55	80
7	DS	55	75
8	FR	55	75
9	H	55	80
10	IR	45	75
11	IS	45	75
12	LM	45	80
13	LP	55	70
14	MH	40	80
15	M	40	70
16	MMP	40	85
17	PA	30	70
18	RY	30	70
19	SH	30	80
20	SW	40	85
21	SW	45	75
22	WK	35	60
23	WH	35	60
24	YA	35	80
25	ZA	65	70
	Total	1.145	1.885

APPENDIX 6

The Score of Pre-Test and Post-Test in Control Class

No	The Name of Students	Pre-Test	Post-Test
1	AOS	45	45
2	AKH	35	35
3	ARH	55	55
4	AMS	40	40
5	ARH	60	60
6	ARS	50	50
7	DRMH	45	45
8	HKH	60	60
9	IS	30	30
10	MD	45	45
11	NJH	35	35
12	NH	45	45
13	RS	45	45
14	RS	45	45
15	RR	40	40
16	RHH	40	40
17	RD	60	60
18	RS	45	45
19	SH	50	50
20	SRS	30	30
21	SD	50	50
22	SAH	30	30
23	SAZH	55	55
24	WRH	65	65
25	Y	30	30
26	YN	55	55
	Total	1.185	1.185

APPENDIX 7

TRANSKIP OF THE STUDENTS' SPEAKING

EXPERIMENTAL CLASS IN PRE-TEST XI-MIA

Instruction : Choose one of the statement below and make dialogue based on your statement!

1. Online game should be banned
2. This year, I want you do decorate our class with a “flower theme”

Group 1

(Online game should be banned)

In : [Onlain game sold be bennet, wat du yu ting abot dit?]

Win : [Yes, ai wen di onlain game tu be latted permently]

Wen : [Ai don wan onlen game tu be delited bikos are my daily laif at home]

Sell : [Yes ai olso don egri dat onlen game sold bi diletid bikos onlen game alwais ekkompani my lonlis]

Mey : [Yes, ai don won de onlen game tu bi delited bikous onlen game meik mani]

Group 2

(This year, I want you to decorate our class with a “flower theme”)

Apri : [Bai de wey, in de skul der is res décor klas. Dis yer dey won tu decoret de klas wit e flower dem]

Yun : [Yes, det raik bikos wi won tu hed seventin]

Ito : [Inden wi ar for dekor wait wan]

Put : [Oh no, its sims laik wi mos plenting plan in front of klas. maybe der is no net bikaus plan flower det long inof wer de even is alredi ner]

Apri : [Yes, det is tru der is som trut tu det tu]

Yun : [Kip going we mus for dekor laik wat]

Ito : [Ai kenow wat wi hav tu du, wi jus ned tu by origami paper]

Put : [Inden orimagi paper dat wat for?]

Apria : [Of cors for mek of flower. Okey, so wi ar ol redi egri det don der is flower]

Group 3

(Online game should be banned)

Mas : [Onlen game sold bi benned, wat du yu ting ebote it guys?]

Syaf : [No, ai don laik if onlin gem suld bi benned]

Ain : [Ai egri wit yu Masdina, it gud if der is no onlain gaim]

Afd : [Yes, ai egri tu bikos ai don laik onlain gem]

Mas : [Yes det gud gays]

Group 4

(Online game should be banned)

Hab : [Ecording tu me onlen gem sud bi benned]

Zuh : [Yes, bikos it will mek yu lezy tu stadi en yu wil hev bet skor in yor lesson on yor skul. Yu wil hev a litel taim for yor femili yu fokus in yor gem]

Asty : [Sory ai don egri, bikous of lessons in lessons on yusing telepon. Loking for usles ting meni tuk edvanteg of di offortuniti]

Hab : [Yes, I egri with Juhri, gem onlen is on of entertaimen ninknamed bas gem onlen is very interes]

Leo : [No, ai din laik it. Bikos if no onlen gem ai em boring]

Group 5

(This year, I want you to decorate our class with “flower them”)

Mey : [Ges our ticer say, dis yer se won us tu decoret our klas wit flower tem]

Des : [Yes, det gud. Bikos flower dem is fresh for us in de klas]

Alwi : [No, ai don laik. Ai ting tri dem is gud]

Lem : [Mi tu, ai don laik if our klas wit flower-flower]

Mey : [Ok gays, ai ting wi sold discas about it]

Group 6

(Online game should be banned)

Rad : [Gais ai get news. Onlain gem sold bi benned. How de gais?]

Ang : [No, ai don laik if noting onlen gem, bekos in onlen gem I ken fresh]

Fer : [Ai egri wit det, bikous onlain gem not gud for as en onlain gem ken maik as forget taim gais]

Yak : [Yes, det god gais. Ai wan onlen gem sohould bi benned, so wi ken fokus stadi]

Ang : [Bat if der is onlen gem wi ken stadi tu gais]

Rad : [Yes, det tru wi ken studi and wi ken plai onlain gem]

TRANSKIP OF THE STUDENTS' SPEAKING

CONTROL CLASS IN PRE-TEST XI-IPS

Instruction : Choose one of the statement below and make dialogue based on your statement!

1. Online game should be banned
2. This year, I want you do decorate our class with “flower theme”.

Group 1

(This year, I want you do decorate our class with “flower theme”)

Sya : [Gais, dis yer awer mem nid as tu decoret awer klas wit flower dem]

Did : [Yes, ai egri whit det opinion bikos flower is gud tu ower klas mek fres]

Agun : [No, ai don laik it. Ai won ower klas laik warriom them bikaus dis mon wi wil selebrate awer independens dei]

Yen : [Yes, dats a gud opinion Agun]

Agn : [Yes mi tu, warriom dhem is metc for dis mon]

Group 2

(Online Game Should Be Banned)

Syuk : [Ai hear onlain gem sud bi benned. Wat du yu ting abot it ges?]

Hen : [Ai egri, bikos onlen gem mek peipel don wan tu du somting]

Arsy : [Yes ai egri tu, im mai villek meni cildren plai onlain gem. Dei interes in onlain gem den stadi or plei ader]

Yos : [Ai don egri gais bikaus if der is onlen gem ai ken interes en ai ken enjoi mai laif. Somtaims ai em boring if nating onlen gem]

Ris : [Yes mi tu, ai don egri if onlain gem sohuld bi benned. Bikos from onlain gem wi ken now ader pipel or mei bi wi will get monei]

Syuk : [Ohh, okei ges].

Group 3

(Online Game Should Be Banned)

Ram : [Yes ai laik dis statemen]

Arli : [No ai don laik it. Wai du yu laik it, ai ting it mek us boring if noting onlain game]

Ros : [Batt ai egri wit Ramadhan, bikaus wi ken du gud ektiviti]

Rid : [Batt onlen gem ken mek us enjoy in somtaims gais]

Suc : [Ai egri if onlen gem sould bi benned. Wi ken fokus stadi hard gais]

Arli : [No, samtaims wi net onlain gem tu. Awer job not onli stadi wi nit oder aktiviti tu refresing]

Ros : [Yes, bat ader ektiviti is gud den onlain gem. Bat det is yor opini, so aptuyu gais]

Group 4

(This year, I want you do decorate our class with “flower theme”)

Aul : [Gais, ai hef informesion from ower ticer. Ower mem sey, dis yer se won as tu dekoret ower klas wit a flower dem]

Ris : [Wah dats gud aidia. Wit flower dhem awer klas wil fres]

Ira : [No, ai don won wit flower dem. It gud if wit a hiro dem]

Sam : [Yes ai egri wit Ira. Bikos wi ken rimember awer hiro everi stadi]

Ris : [Bat it ken mek as not fokus stadi, wi wil luk de hiro always]

Ira : [Wit flower tu, yu wil alwais luk de flower everi taim en yu wil not listen awer ticer]

Aul : [Ok gais its okey. Wi wil foting ebote it yes]

Ris,Ira,Sam: [Okey].

Group 5

(Online Game Should Be Banned)

Aul : [Ai ting onlain gem should bi benned]

Rik : [Hah, wat du yu sey? No, ai don laik it if onlen gem sold bi benned]

Aul : [Wai?

Rik : [Bikos onlen gem is mai hobi]

Wil : [Ar yu sur? Wai yor hobi not rid book?

Rik : [No, ai not really laik red buk]

Mar : [Yah ai ting Rika gud, bikos onlain gem ken mek us heppi]

Wil : [Yes samtaims ai ting laik det tu, bat if det is onlain gem mai stadi is bet]

Mar : [Bat ai ting it from yu Wil, yu ken plai onlain gem bat don forget tu stadi tu].

Wil : [Yes].

Group 6

(Onlain Game Should Be Banned)

Sit : [Gais, ai rimember ower ticer sei if onlain gem sould bi benned. Ai don egri wit ower ticer. How ebote yu gais?]

Jam : [Mi tu, ai don laik if onlen gem sud bi benned. Bikos letter ai kenot plai gem egein]

Nur : [Ai ting awer ticer gud gais, bikos wi ken fokus stadi raik]

Sit : [No, ai ting no. bikos mos pipel hev e laif individual]

Jam : [Yes dets gud opinion. How ebote yu Rom?]

Rom : [Hah, oh yah ai don ker ebout it gais. Bikos ai don plai onlain gem]

Sit,Jam,Nur: [Aaa, laik det].

TRANSKIP OF THE STUDENTS' SPEAKING

EXPERIMENTAL CLASS IN POST-TEST XI-MIA

Instruction : Choose one of the statements below and make dialogue based on your statement!

1. Smoking Should Be Banned In Public Places
2. Women Should Not Work

Group 1

(Women Should Not Work)

Sel : [Gais, jas nau ai rid informasion in de henpon if women det sold not work]

Ind : [Yes, ai ting dets gud opinion, bikaus women job tu luk de cildren en klin de hous]

Win : [No, ai don egri wit yu, bikos wi es women olso hev tu bi independen women en not tu independen on men]

Ris : [Yes ai egri wit yu Win, bikos women olso suld hev de raik tu work en hev a gud karir]

Mey : [No, ai disegri wit yor opinion. Bikos ai ting womens job is onli tu tek ker of de hous en dasen hev tu work]

Ris : [Ai don egri wit yu Mey, wi es a women hev tu work so det wi ken hev money tu bai wat wi won tu bai]

Sel : [Yes ai ting Riska is gut, bikos if wi work wi ken bai wat ever wi won en monei from awer hasben for ader]

Win : [But ai ting wi kenot dipen on oder pipel forever].

Group 2

(Women Should Not Work)

Apr : [Gais, ai ting women suld not work. How ebout yu gais?]

Put : [No, ai disegri wit yu. Wi ar es a women sold work en bi indipenden women]

Sri : [yes, dets raik. Wi sold work tu eplai de knowled wi hev]

Ito : [Bat air egri wit Apria. Bikaus wi ar es e women suld stei et hom. Wi ken teac awer cildren bai awer knowled en wi ken tek ker awer home en wi ken hev e ful taim wit femili].

Group 3

(Smoking Should Be Banned In Public Places)

Sya : [Wei, jas naw ai listen ter ar men tolk about smoking suld bi benned in publik plase]

Af : [Hah, ar yu sur?]

Sya : [Yes of course]

Af : [Oh no, ai disegri wit det. Ap tu mi wer ai won tu smok bikos det mai hobi]

Mas : [Hei yu mai not laik det. Ai egri wit det bikos smoking in pablik plas ken mek as sick]

Ain : [Yes dets e gut opinion. Smoking is not gut for as, especialli for cildren].

Group 4

(Women Should Not Work)

As : [Gais, wat du yu ting ebout dit stetmen, women suld not work?]

Hab : [No, ai don egri. Women suld work bikos wi suld bi indipendet women]

Zuh : [Bat ai egri wit det opinion. Bikos si suld stei et hom wit deir cildren, si suld tek ker of de hous en deir children. Her hasben is working so si is onli stei et hom tu tek ker deir cildren en tic dem]

Le : [Ai also egri wit det. Bat samtaim wi also hev tu work bat not riel
bisi]

As : [Yes, dets e gut opinion].

Group 5

(Women Should Not Work)

Des : [Ai egri wit dis opinion, bikos wi sold stei et hom eit ower cildren]

Lan : [No, ai don egri wit det opinion. Wi nit tu work bikos wi nit tu hev
monei. Of cour awer haben hev giv as monei bat wi nit monei from awer job. If
wi won tu bai somting wi ken yus awer monei]

Al : [Ai disegri tu wit dis opinion. Bikaus women suld be independen
women. For exampel si is e ticer, si suld ser her knowledge for oder pipel]

Lem : [Yes, dets raik. Es a women suld upgret owerself. Wi ken ser ower
knowledge en wi wil get de niu ting]

Des : [Bat ai ting wi ken tic awer cildren et home]

Al : [Yes dets tru, bat it is better if wi tic et skul].

Group 6

(Smoking Should Be Banned In Public Places)

Rad : [Gais, ai egri wit dis opinion “smoking should be banned in public
place”]

Ang : [Yes mi tu, dets gud opinion. Bikos laik in de bas, mos of pipel
kennot inhal sigaret smok]

Fer : [Yes, ai ting so. Bikos sigaret smok ken mek pipel sik]

Yak : [Dets tru, dei ken smok in enoder ples, bikos if dei smoking in
pablik ples it ken mek disis]

Rad : [Dis absoluteli raik, if der is e bebi it is not gut for bebi dei ken
sik]

Fer : [Mos of pipel now der is e gut ples for smok en not gut. Bat der is e pipel dei don ker about it. Dei smok in everi ples det dei won tu smok. Dei don ting eroun]

Ang : [So dets wai smoking suld bi benned in public ples, bikos det is not gut for pipel].

TRANSKIP OF THE STUDENTS' SPEAKING

CONTROL CLASS IN POST-TEST XI-IPS

Instruction : Choose one of the statements below and make dialogue based on your statement!

1. Smoking Should Be Banned In Public Places
2. Women Should Not Work

Group 1

(Women Should Not Work)

Sya : [Ai egri wit dis opinion bikos wi ken spen awer taim wit awer femili en wi ken tek ker of de hous]

Din : [Ai ting so, bikos ower haben finis work en ower job es a women is tek ker of cildren en stei et hom tu du de ektiviti et hom laik kuing, wosh, en oder]

Agun : [No, ai disegri wit yu ol, es a women wi suld hev e job in outdoor tu. Wi also hev tu hev eksperiens in dis world of work, ower job es women not onli stei et hom]

Yen : [Mi tu, ai disegri wit det opinion bikaus es e women wi ken belens ower job. For eksampel, wi ar es e ticer wi suld go in de morning. So det wi nit tu wek up earli en priper hom laik kuing, wosing, en tek ker of yor cildren en yor hasben bifer go tu skul]

Agn : [Yes, ai egri wit dis opinion tu].

Group 2

(Smoking Should Be Banned In Public Places)

Syu : [Ai egri wit dis opinion, bikos it ken kip everiwan healti and healti for as tu. Bai getting yus tu smok in publik ples yu ken also kip de eir en environment klin]

Hen : [Yes, wi ken also priven de eir from being pollution jas bikos of de sigaret smok dei emit]

Arsy : [Du yu now, meni of smoker ting det smok wil help dem tu rileks en get better konsentrasi]

Yos : [Sure, laik mai brader, hi tings wen hi smok hi wil enjoi en wan dei not smok hi wil boring]

Ris : [Ai laik det opinion, bat ekstuali mos of pipel don ker ebout it. Dey wil smok in publik ples. So dets wai wen wi si pipel laik det, wi suld evais dem tu du not smok in publik ples]

Ars : [Yes dets tru].

Group 3

(Smoking Should Be Banned In Public Places)

Ram : [“Smoking should be banned in public places”. Dis absoluteli raik, bikos of smoking meni pipelhev pas ewei earli]

Arli : [If smoking in publik ples bi benned, ol of pipel raik tu bret klin eir]

Ros : [Yes dets gud opinion. Bat wi kennot rimuf smoking in de eir bikos smoking is deir hebbit. En wi kenot forbid en rimof smoking bat wi ken edvais dem tu du not smoking in publik ples]

Suc : [Dets tru, wi wil edvais pipel wen dei smok in publik ples. Wi ask dem tu smok in ader ples not in public ples bikos so meni bebi hier en lots of old pipel]

Rid : [Bat ai ting sam of pipel det du not ker ebout it. Dey wil smok der werever det dei won tu smok]

Ros : [Yes dets tru. So dets wai everiwan riturn tu demself].

Group 4

(Women Should Not Work)

Aul : [Ai don egri wit dis stetmen, bikos women suld hev e job bai herself]

Ris : [Yes dets tru. Ai disegri tu bikaus wi kennot bi dependen on men. Wi hev tu hev ower owen work tu bi ebel tu du wat wi wan tu du, for eksampel buying samting, wi don hev tu ask ower hasben ebout it]

Ira : [Bat ai egri wit dis opinion. Bikos women suld stei et hom tu tek ker deir cildren. Dei also ken tic dei cildren et hom]

Sam : [Mi tu, ai ting so. Women suld stei et hom wit deir cildren en klin ap hom]

Aul : [Of cours gais wi hev eni differen opini]

Sam : [Yes, dets raik].

Group 5

(Women Should Not Work)

Wil : [Ai ting it gud, bikos wi ar es e women suld stei et hom en tek ker of ower cildren. Wi ken tic dem et hom et wi ken tic dem everiting det dey don now]

Aul : [Bat ai ting es e women wi ken du ol of job. Wi klin ap de hous en tic ower cildren en du de ektiviti hom en du yu now, wi ken do ower job et hom tu. For eksampel wi ar e konten kreator, wi ken mek ower deili ektiviti es ovr konten en so wi ken get monei from it]

Rik : [Yes ai egri wit yu. Wi ken belens ouwer ektiviti, samtains wi tek ker of ower cildren en kiln de hous. So after finis ol of de ektiviti, wi ken do de job et hom or outsaid]

Mar : [Ektuali wi ken work et hom laik opening fot bisnis laik seblak en oder. So wi ken also work widout lif ower hom en cildren].

Group 6

(Smoking Should Be Banned In Public Places)

Sit : [Ai egri wit dis statmen, bikos if meni pipel smoking in publik ples
det ken mek as coug en wil bring disis]

Jam : [Yes, sigaret smok is veri dangerous for as, especiali for bebi hu ar
veri susceptibel tu disis. Ower cis also ken bikom tig if wi inhel tu mac sigaret
smok]

Nur : [Bai ai em not sur det pipel wil listen de informasion ebout
smoking suld bi benned in publik ples. Bikos dei don ker ebout it en dei wil
kontiniu tu smok werever dei go].

Rom : [Yes ai egri wit yu. Wi ken edvais dem tu don smok hier bikaus
der ar lots of bebi en it is not gut gud for dem].

APPENDIX 8

Documentation











CURRICULUM VITAE



A. Identify

Name : Windi Seviani
Reg. Number : 20 203 00010
Place/Birth : Desa Ujung Batu 5, 09 Mei 2002
Sex : Female
Religion : Islam
Address : Ujung Batu 5, HutarajaTinggi, Kab.
Padang Lawas

B. Parents

Father's Name : Ngadiono
Mother's Name : Hety Suryani

C. Educational Background

1. Elemntary School : SD Negeri 0711 Ujung Batu 5, 2014
2. Junior High School : MTSS Al-Khoir Mananti, 2017
3. Senior High School : MAS Al-Khoir Mananti, 2020
4. University : UIN Syahada Padangsidempuan, 2020-2024

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14/10/2024



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30 Oktober 2023

Lamp : -

Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

Yth.

1. Rayendriani Fahmei Lubis, M.Ag.

(Pembimbing I)

2. Sri Minda, M.Hum

(Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Windi Seviani
NIM	: 2020300010
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Effect of Group Investigation Strategy On Speaking Ability at The XI Grade Students of SMAN 2 Padang Bolak.

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui,

an. Dekan

Wakil Dekan Bidang Akademik
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Lampiran : -

Hal : Izin Penelitian

Penyelesaian Skripsi

Yth. Kepala SMAN 2 Padangbolak

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Windi Seviani

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Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat : Ujung Batu V. Sosa

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Group Investigation Strategy on Speaking Ability at the XI Grade of SMAN 2 Padangbolak".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.



a.n. Dekan
Kantor Dekan Bidang Akademik dan Kelembagaan

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**PEMERINTAH PROVINSI SUMATERA UTARA
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SMA NEGERI 2 PADANGBOLAK NPSN: 10207064**

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Batutambun, Juli 2024

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Lampiran : -

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Perihal : Surat Izin Penelitian

Syekh Ali Hasan Ahmad Addary

Padangsidempuan

Di

Tempat

Assalaamu'alaikum Wr. Wb.

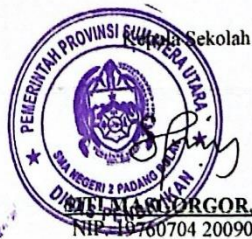
Dengan Hormat,

Berdasarkan Surat Permohonan Izin Penelitian Penyelesaian Skripsi dari Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor : B.3771/Un.28/TL.00.9/06/2024 Tanggal Juni 2024 Tentang Permohonan Izin Penelitian Penyelesaian Skripsi

Maka dengan ini kami memberi izin kepada Windi Selviani, untuk melaksanakan Izin Penelitian Penyelesaian Skripsi dengan Judul "The Effect of Group Investigasi Strategy on Speaking Ability at the XI Grade of SMAN 2 Padangbolak

Demikian surat ini kami sampaikan, atas perhatian dan kerjasama yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



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