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Pendidikan Humanis



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GROUP INVESTIGATION METHOD ON STUDENTS SPEAKING ABILITY

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Abstrak: *Group Investigation Method (GI) is a kind of teaching method, that more focuses on interaction between group learning in this case is students in completing their tasks during teaching and learning process. Atmosphere learning in the classroom should be changed by the teacher in using some kind method and strategy in order to encourage the students to involve in his/her teaching. GI is collaborative model classroom instructional and school learning that integrates interaction and communication in classroom with process of academy inquiry. In Group Investigation students explore their ideas, clarify them for themselves and one to another, expand and modify them, and finally make them their own. In group Investigation the students are called on to use all their interpersonal and study skills and apply them to the planning of specific learning goals. They take an active part in examining, experiencing and understanding their study topic. The Students' opportunities to learn by asking questions, to obtain information relevant to these questions and interpret this information and their experience are maximised in Group Investigation.*

Kata-Kata Kunci: *Group Investigation Method, speaking, interaction.*

INTRODUCTION

The theoretical foundation of Group Investigation approach in teaching is founded on Dewey's philosophy of education (1945),

According to Dewey, the aim of education is to develop social responsible citizens in democracy who can work together to solve social problems. Hence, for students to learn to live in a democracy society, they should experience the process of democracy in the classroom. Life in the classroom should be a democracy in the microcosm and center of democratic living is cooperation in group. In the classroom, students learn to make choices and carry out projects cooperative and learn to relate to people around them.

The means or methods employed by the teacher to promote learning should be directly derived from the central goal of providing students with the experience and concepts needed for living in a democratic society. Students should be equipped to conduct a critical analysis of their lives and life situation. They are required to engage in verification of information obtained through various means of topics (such as investigation topics), and to debate or discuss the meaning of that information (Achambault.1964. in Tan, *at al.* 2006:17). Therefore, the pursuit knowledge by the students with the help of the teacher is an ongoing

process of schooling in democratic societies.

Group Investigation, the students in their small groups engage in planning together their project goals and strategies for implementation (Tan, *at al.* 2006:18). They set out to seek the information from a variety of sources with their teacher as a guide, like investigation engaged in genuine research. The students also pose the questions for which they will seek to answer the information. The group Investigation method emphasizes and encourages students self-direction through group centered decision making.

Thus, the process of investigation requires not only gathering of data but high-level thinking and constant analysis of information in terms of its relevance to, and meaning for, the central problem (Tan, *at al.* 2006:18). All of the procedures seek to translate Dewey's concept of having students become citizens in a democratic society into concrete activities relevant to schooling. The students direct their lives through participation in decision making and implementation of their decisions. Group Investigation can not be separated from group dynamic, because they have close relationship with each other.

"Group dynamics" refers to the manner in which people interact with another, most often in a relatively small group. (Tan, *at al.* 2006:19). In Practice, the concept of small group usually applies to groups approximately five. In educational setting which primary school children, groups engaged in study tasks generally comprise of three to four students. In secondary education, groups of four are still desired and potentially effective, although five students per

group may still be manageable after students have learned how to work productively in a group. The limit of the members in group stems directly from the observation that large groups are more difficult to manage in terms of interpersonal communication and accomplishing. (Steiner 1972 in Tan, *at al.* 2006:19).

The problems encountered when people work together in groups, which many of such ways available, belong to the of general topic of group dynamics. Teachers are rarely aware of group dynamics, or have skill in managing group, because they are seldom professionally trained to handle such group. Teachers are taught to teach students as collections of individuals, not as group of students, although the entire class is often referred to as a group. Relevant texts on cooperative learning and Group Investigation provide guidelines for teacher to manage students' participation in groups constructively. (Johnson and Johnson. 2000 in Tan, *at al.* 2006:19)

Group Investigation seek to have students function effectively as learners in small group that derive significant benefits. Social and intellectual group members interact among them that cooperative learning method should be made possible for students to derive superior benefits from classroom teaching and learning.

Correspondingly, vygotsky (1978 in Tan, *at al.* 2006:21) asserted that collaborative activity among students promotes growth because students of similar ages are likely to be operating within one another's proximal zones of development, modeling in the collaborative group behaviors more advance than those they could perform as individuals. He defined the zone of

proximal development as the distance between the actual development level of a child as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaborative with more capable peer. Interaction of students around appropriate tasks increases their mastery of critical concepts.

Group Investigation method seek to incorporate features of the teaching and learning process that can arouse students intrinsic motivation such as to have them engage in the pursuit of information needed to deal with problems they themselves posed. Group Investigation classroom becomes a flexible system of small groups that promotes bilateral and multilateral communication among peer or group member, and with the teacher.

The learning task in Group Investigation class is designed to promoted cooperation and positive social relations among group members in order to accomplish group goals. There is division of labor among the group members and then synthesize of all members contribution to group product. Teacher serve as expert consultants to the class to assist their investigation and discussion and the students are responsible for every step of investigation.

The objective of this writing is to inform to the reader about the principles in implementing Group Investigation Method, the advantages of Group Investigation Method, the application of Group Inve

DISCUSSION

The group Investigation method requires the students to form small interest groups, plan and implement

their investigation, synthesize the group members' findings, and make a presentation to the entire class. There is minimal direct instruction by the teacher who introduces the general topic of study and provides a wide variety of resources to help the students' to conduct their investigation. Students are very much responsible for their own learning. External rewards are de-emphasized and the method of teaching seeks to involve students so that they will experience a great deal of motivation to pursue their study.

There are four principles in implementing Group Investigation method in the classroom they are: Investigation, Interaction, Interpretation, and Intrinsic Motivation. The detail explanation as follow.

Investigation

In Group Investigation Method classroom, the students are members of small interest group, (three to five members). The entire class must be oriented by the teacher to carry out their own inquiry into the topic selected for exploration and study. The classroom becomes reorganized into a community of inquires(Thelen.1981 in Tan, *at al.* 2006:11). This feature is unique to Group Investigation Method compared withal other cooperative learning method, and compared with well-known " inquiry" Approach to teach that focused on individuals and not on interactive, cooperative groups.

Interaction

Within the students' inquiry groups, there is much discussion, elaboration of one another ideas and mutual assistance, amongst students. The students are given ample opportunity for intellectual as well as social interaction at each stage of

Group Investigation. Students also interact with others who have investigate different aspects of, main topic.

Interpretation

The students meet to provide each other with the information they have gathered from various sources. Together in group they interpret the collected information to synthesize their ideas that can lead to better understanding of the meaning of their inquiry. Interpretation of information through group interaction is consistent with the Piaget's constructivist approach to cognition.

Intrinsic Motivation

Group Investigation classroom, the students are given a large measure of autonomy to determine what and how they will learn. They plan an active role in making decision and have a great deal of control over their learning. The Group Investigation capitalizes on the students' personal interacts and opportunity to direct their own study in groups. These features are vital for stimulating students' genuine motivation to seek the information. (Tan *at al.* s2006: 11).

Furthermore, there are, six widely-researched cooperative learning methods have briefly introduced. All these cooperative learning method share several fundamental features that distinguish them from the conventional mode of instruction. The entire class is reorganized into small groups of students who are made depended positively on the team members according to the nature of reward or task. Positive face-to face interaction among members is significant and cooperation among group members is

the foundation of all cooperative learning methods. (Sharan. 2000 in Tan.2006). Yet, with all of these important common features, a comparison of six methods shown in the table two (2) demonstrates the significant extent to which they differ.

Group Investigation Method is a form of "Project" of classroom teaching (Slavin. 1995 in Tan, *at al.* 2006:13) that emphasizes and encourages students to have control over their learning and to be self-directed learners through group centred decision making that promotes interaction and communication.

Group Investigation has a strong foundation in John Dewey's philosophy of education where he believed that the students would have experienced meaningful learning if they have been exposed to the stages of scientific inquiry. So, this would help students "learn how to learn" (Sharan & Sharan, 1992). However, it is equally important to create a cooperative learning environment that involves interaction among students, interpretation of information and findings as well as intrinsic motivation where students are motivated to take an active role in determining what and how they will learn so that Group Investigation can then be effective.

The group investigation model was described in 1960 by Herbert Thelen, who drew upon John Dewey's educational philosophy concerning democratic problem solving. In Thelen's model, students are provided with opportunities to experience democratic decision making and problem solving through the investigation of real problems, issues, or concerns. This model also provides educators with an opportunity to integrate subject areas such as science, language arts, and

math with social studies.

Group Investigation Method was developed by Shlomo Sharan on 1988. In this method, groups take on topics within a unit studied by the entire class. The groups break these topics into tasks within the group and carry out the activities necessary to prepare group reports, which are presented to the class as a whole.

This method could lend itself to creative projects in the second language classroom. Groups would be given a theme to prepare and would be required to break that into smaller topics for research and discussion. Many opportunities for meaningful language use would take place.

Group investigations provide numerous benefits to students. With regard to cognitive skills, students are confronted with an academic problem or concern that they must address in a group through inquiry. Critical thinking, decision making, and problem solving are all essential elements required in this cooperative learning model. Additionally, by working in groups rather than as individuals, students share the knowledge they acquire and, in the process, become aware of different points of view. These varying viewpoints provide opportunities for discussion, reflection, and enhanced knowledge. With regard to social skills, students have an opportunity to respect other's value systems and ways of learning.

A sense of affiliation can develop during the group's construction of knowledge. Collective responsibility results in a sense of accomplishment and self-worth for participants. Because of the benefits derived from this cooperative learning model, it appears that educators should promote and implement the group investigation

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Group Investigation seems compatible with the constructivist paradigm in that it establishes a situation in which students interact with an information rich environment while working collaboratively with others in a cooperative climate to investigate a problem, plan and make presentations, and evaluate their projects.

The advantages of Group Investigation Method

1. Motivation and the feelings of connectedness that produce positive energy.

2. Members of the group learning from one another.
3. Interaction from one another that produces cognitive as well as social complexity.
4. Positive feelings towards one another, reducing alienation and loneliness, building relationships and providing affirmative views of other people.
5. Self-esteem through the feeling of being respected and cared for by others.
6. Student response to experience in tasks requiring cooperation by increasing their capacity to work productively together.
7. The ability to learn from training to increase their ability to work together. (<http://www.ncrl.org/essential/goalmethod.htm>).

Based on the several points above (Dewey, 1943 in Daniel, 2008:s91) States that the goal of education is to develop socially responsible citizens who understand how to work together to solve problems and construct knowledge. Thus, educational environments should mirror real-world democracies in that the students have the opportunity to make choices and discuss ideas and thoughts. These criteria were present in Dewey's classrooms of the early 20th century and continue on in today's GI: students get to choose the subtopic of study, then are free to explore their own ideas and the ideas of their group mates in order to arrive at consensus. This is to be contrasted with traditional teaching in which this horizontal flow of information is replaced by a vertical command-and-control philosophy that runs against the core of what Dewey believed. For example, as part of his pedagogic creed, Dewey states, that the teacher is not in the school to

impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the nuances which shall act the child and to assist him in properly responding to these nuances"

Group dynamics encompasses the study and solution of problems that occur when people work in groups . It makes a distinction between people simply working in the same place, and actual groups the latter characterized by goal interdependence and sharing of resources. It is important for teachers to understand how groups work so they can facilitate interaction among the students. For example, seminal work by Tuckman indentified four important stages in the development of both social and task behaviours. In the social realm, the stages are testing-dependence, cohesion, and functional roles. In the task realm, the stages are orientation, emotionality, relevant opinion exchange and emergence of solutions. Evidently, debate and argument in the second stage of group development is simply indicative of natural group processing.

Group Investigation (GI) promotes open verbal interaction and enables students to become resource persons for other students, highlighting the individual strengths of students from different ethnic groups. CL methods (including GI and STAD) have been found to improve the learning of English, including comprehension and knowledge of grammar rules.

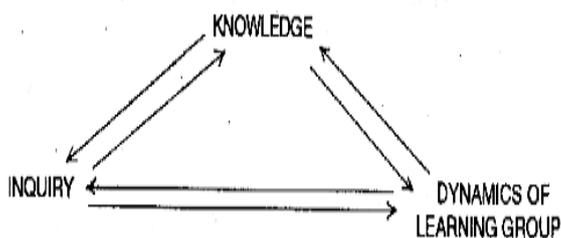
The models in this family emphasize the relationship of the individual to society or to persons. They focus on the processes by which reality is negotiated. Consequently, models from this orientation give priority to the improvement of the individual's ability to relate to others, to

engage in democratic processes and to work productively in the society.

This is considered to be synonymous with the democratic process of learning. It is believed that a society of reflective thinkers would be capable of improving itself and preserving the uniqueness of individuals. Further, it stresses that knowledge is constructed and continuously reconstructed by individuals, and groups. This knowledge is not conveyed merely through sensory interaction with our environment but we must operate on experience to produce knowledge.

The individuals' ways of reflecting on reality are what make their world comprehensible to them and give them personal and social meaning. Someone who is insensitive to much of his experience and does not reflect on it will have far less richly constructed world than others.

Three concepts are central to this method



1. Inquiry

The process of inquiry involves following elements

- a. Simulation through confrontation with the problems;
- b. Involvement of students both as participants and observers;
- c. Consciousness about method of inquiry;
- d. Capacity for reflection and synthesizing experience.

2. Knowledge

Knowledge here relates more to applications of the universals and principles drawn from past experience to present experience.

3. Dynamics of Learning Group

- a. The composition group pre-supposes commonality of values for easy communication and similar ways of working. However, there should be enough differences to generate alternative reactions;
- b. The advantages of such a model are many and varied. Though it is one of the most difficult methods requiring highly flexible mode of learning with highly attentive and well versed teacher, yet advantages far outweigh the problems it may, generate. The advantages are;
- c. Learner assumes on himself responsibility of learning;
- d. Capitalizes on the fund of previous knowledge and relates it to new situation;
- e. Analyses the currents of thoughts and inter-faces them with his own;
- f. Weighs the arguments and appreciates their relevance and meaning in the context;
- g. Finds gaps and suggests bridges;
- h. Comes out with alternative plans acceptable in a situation;
- i. Modifies own thoughts and relates new generalizations to old beliefs and ideas.

Group Investigation (GI) includes four important components they are: investigation, interaction, interpretation and intrinsic motivation. Investigation refers to the fact that groups focus on the process of inquiring about a chosen topic. Interaction is a hallmark of all cooperative learning methods, required for students to explore ideas and help one another learn. Interpretation occurs

when the group synthesizes and elaborates on the findings of each member in order to enhance understanding and clarity of ideas. Finally, intrinsic motivation is kindled in students by granting them autonomy in the investigative process.

The Application of Group Investigation Method

In Group Investigation, students progress through six stages. They are:

1. Identifying the topic and organizing into research groups;
2. Groups Plan the investigation;
3. Groups Carry out their investigation;
4. Groups Plan their presentations;
5. Groups make their Presentations.
6. Evaluating.

These Steps and their components are outlined below and then described in detail.

1. Identifying the topic and organizing into research groups.

In this step, the teacher gives the general topic to the entire class, and then the students break down the general topic into subtopic and they choose the subtopic for study according to their interest and backgrounds.

2. **Groups Plan.** to Investigate At this step the students should decide which the subtopic they would like to discuss, what are resources they would like to use, and how will they divide the work.

3. **Groups Carry out their investigation.**

Students carry out the plan formulated in the second step. During in this step students either in pair or single, try to gather, to analyze, and to evaluate information, in order to reach the conclusion, and share their new knowledge to the resolution of the group's research problem. Each

student investigates that aspect of the group project that interests him or her most, and in so doing contributes one of the parts necessary to create a group "whole".

When individuals or pairs complete their portion of the task, they back to their home team and share their knowledge they have got with their friends in their group to finish their tasks.

4. **Group Plan their Presentations.**

In this step students analyze and evaluate information that they have got during step three, and plan how it can be summarized in some interesting way for possible display or presentation to the classmates.

5. **Groups make their presentations.**

Team members in group get ready to present their final report to the class. All members of the class could participate in many of presentations. In presenting the final report the students should be able to handle the questions from the other groups.

6. **Evaluating.**

Group Investigation challenges lecturer to employ innovative approaches in assessing what students have learned and done. In group Investigation the lecturer will assess the students by using the FSI rating score that consist of several aspects such as: accent, grammar, vocabulary, fluency and comprehension. This kind of evaluation is best achieved through a cumulative view of the individual's work during oral presentation.

The Implementation of Group Investigation Method in teaching Speaking

There are six steps in implementing Group Investigation Method.

1. Identifying the topic and organizing students into groups
 - a) The teacher divided the students into groups (one group consist of 4-5 students)
 - b) The teacher give general topic to the students
 - c) The students breakdown general topic into sub-topic
 - d) The students should decided which sub-topics they would like to discuss
 - e) Teacher assists in information gathering and facilitates organization
2. Groups Plan their investigation
 - a) Students plan together
 - b) What do they study?
 - c) How do they study? Who does what? (division labour)
 - d) sFor what purpose or goal do they investigate this sub-topic
3. Groups Carry out their Investigation
 - a) Eachgroup members should have one problem
 - b) Students gather information from the other friend
 - c) Each group member contributes to the group effort
 - d) Students exchange, discuss, clarify, and synthesize ideas
4. Groups Plan their Presentations
 - a) Group members determine the essential message of their project
 - b) Group members plan what they will report and how they will make their presentation
5. Groups make their presentation.
 - a) The Presentation is made to

the whole class in variety forms.

- b) The presentation will be continued by question-answer session .

6. Assessment

- a) The students are informed that their presentation will be assessed
- b) The students presentation and their answer will be assessed based on Foreign Service Institute (FSI) rating procedur

Foreign Service Institute or (FSI) rating table, can be used in analyzing student speaking ability

Table 1, FSI Rating Table

COMPONENT	SCORE	DESCRIPTION
Grammar	1	Grammar almost inaccurate except in stock phrase.
	2	Constant errors showing control of every few major patterns and frequently preventing communication
	3	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.
	4	Occasional errors showing imperfect control some patterns but not weakness that causes misunderstanding.
	5	Frequent errors, with no pattern of failure.
	6	No more than two errors during presentation.
Vocabulary	1	Vocabulary inadequate for even

		the simplest conversation.
	2	Vocabulary limited to basic personal and survival areas.
	3	Choices of words sometimes innacurate, limitations of vocabulary prevent discussion of some common professional and social topics.
	4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
	5	Professional vocabulary broad and precise ; general vocabulary adequate to cope with complex practical problems and varied social situatuion.
	6	Vacabulary apprently as accurate and extensive as that of all educated native speaker.
Fluency	1	Speech is so halting and fragmentary that conversation is virtually impossible.
	2	Speech is very slow and uneven except for short or routine sentences.
	3	Speech is frequently hesitant and jerky; sentences may be lefl uncompleted.
	4	Speech is occasionally hesitant with some uneveness caused by rephrasing and grouping for words.
	5	Speech is effortless and smooth, but perceptibly non-

		native in speed and evenness.
	6	Speech on all profesional and general topics as effortless and smooth as a native speaker's
Accent	1	Pronunciation frequently unintelligible.
	2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
	3	Foreign accent' requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
	4	Marked "foreign accent" and occasional mispronunciation which do not interfere with understanding.
	5	No conspicuous mispronunciation, but would not be taken for a native speaker.
	6	Native pronunciation, with no trace of foreign accent.
Comprehen sion	1	Understand too little for the simplest type of conversation
	2	Understanding only slow, very simple speech on common social and tourists topics, requires constant repetition rephrasing.
	3	Understand careful, somewhat simplified speech directed to

		him or her, but requires occasional repetition and rephrasing.
	4	Understands quite normal educated speech directed to him or her, but requires occasional repetition and rephrasing.
	5	Understands everything in normal educated conversation expect for very colloquial or low frequency items, or exceptionally rapid or slurred speech.
	6	Understands everything in both formal or colloquial speech to be expected of education native speaker.

(Oller: 321-323)

Based on the table above it comes to the conclusion of rating score. The rating score of the students' speaking ability can be concluded into the following table.

Table 2, The Weithing Table

Proficiency description	1	2	3	4	5	6
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Accent	0	1	2	2	3	4
Comprehension	4	8	12	15	19	23

(Oller:321-323)

The table score from the weighting table of each students will be converted into the conversion table.

Table 3, The Conversion Table

Total score	First level
16-25	0+
26-32	1
33-42	1+
43-52	2
53-62	2+
63-72	3

73-82	3+
83-92	4

(Oller: 320-321)

Based on the conversion table above, it will be found out the rating on the FSI level of students' speaking progress. The FSI level on 5 point scale defined as follows:

1. Able to satisfy routine travel and minimum courtesy requirements. Can ask and answer question on topics familiar to him; within the scope of his limited language experience, can understand simple questions and statements;
2. Able to satisfy routine social demands and limited works requirements. Can handle with confidence but not with facility most social situation including introduction and casual conversation about current events, as well as work, family and autobiographical information...;
3. Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics. Can discuss particular interests and special fields of competence with reasonable ease; comprehension is quite complete for a normal rate of speech; vocabulary is broad enough that he is rarely has to grope for a word, accents may be obviously foreign. Control of grammar good; errors never interfere with understanding and rarely disturb the native speakers;
4. Able to use the language fluently and accurately on all levels not normally pertinent to professional needs. Can understand and participate in any conversational within his range of experience with a high degree of fluently and

precession of vocabulary; would rarely be taken for native speaker, but can respond appropriately even unfamiliar situation, errors of pronunciation and grammar quite rare, can handle informal interpreting from and into the language;

5. Speaking proficiency equivalent to that of an educated native speaker. Has complete fluency in the language in such that his speech on all level is fully accepted by educated native speakers in all of its features, including, breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references (Oller, 1979:320-321).

Verifying the scores to find out whether there is a significant differences between the pre-test and the post-test. In the other words it can be said that the hypothesis in this research should be examined, by the aim to answer.

CONCLUSION

Group Investigation Method is a Method that give the chance for the student, to use their critical thinking, to share each other, in order to overcome their problem related with their speaking ability. Because during teaching and learning process the students are expected to explore their mind, ideas in English, automatically they can practice their English in order to improve their speaking ability

Group Investigation (GI) promotes open verbal interaction and enables students to become resource persons for their friends, highlighting the individual strengths of students from different ethnic groups. Moreover, by using Group Investigation Method the students are encouraged to be more active in

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expressing their ideas in speaking English, sharing each other in order to improve their speaking ability. Therefore, Hutala (1994:3) is also agree, he says that in Group Investigation, students take an active part in planning what they will study and how they form cooperative groups according to common interest in a topic. All group members help plan how to research their topic.

Then they divide the work among themselves, and each group member carries out his or her part of the investigation. Finally, the group synthesizes and summarizes its work and presents these findings to the class.

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