

**AN UNDERGRADUATE THESIS**

**INCREASING STUDENTS SPEAKING ABILITY THROUGH  
COOPERATIVE LEARNING OF INVESTIGATION  
GROUP TYPE AT THE SEVENTH GRADE  
OF SMP 04 DARURROHMAH SUKADANA  
EAST LAMPUNG**

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## **ABSTRACT**

### **INCREASING THE STUDENTS SPEAKING ABILITY THROUGH USING COOPERATIVE LEARNING OF INVESTIGATION GROUP TYPE AT THE SEVENTH GRADE OF SMP 04 DARURROHMAH**

**By**

**SITI LATHIFAH**

One of the important components of English teaching is strategic or method, how the teacher delivery English material through interest ways, then it can be said an imagination only to master English without suit strategic of teaching. In this case, the researcher will research the person's English mastery in speaking ability the sounds and words of the spoken language. In fact, there were many students have low speaking ability , This research was conducted at the eight grade of SMP Darurrohmah Sukadana East Lampung, The subject was the eight grader, consisting 30 students. Here is the problem formulation in this research : Can Group Investigation increas the speaking ability at student at the eight grade of SMP Darurrohmah Sukadana East Lampung ? The objectives of this research were to know the speaking ability , to know the use Group Investigation in learning process.

The research method is class action research, In this research, the researcher used three methods to collecting the data. There were test, observation and documentation. The researcher used test as data collection method to measure about the speaking performance. To get information about the condition of students learning process, used observation. The researcher uses the documentation method to get detail information about the English achievement of students especially in speaking ability , and the name of student .

The conclusion of the research result of data analysis is The research was success if the students able to achieved 70 of the minimum mastery criteria (KKM) and  $\geq 82\%$  of the students active in learning process. Based on the result of pre test and post test, it can be seen that a Group Investigation was able to improve the students' speaking ability significantly. It can be seen five is increasing of student who got score from pre-test to the post test in cycle I and from post-test in cycle I to post test in cycle II, from 4 (13,33 %) in pre-test to 23 (76,66) in post test of cycle II and also 27 ( 90 %) post test in cycle II

Group Investigation was able to increase the students' participation the result of observation sheet when cycle I the students got the active in learning in cycle I there were 19 (63,33) and at the cycle II (28 (93,33 %) student who give attention, make report cycle 1 : 15 (50,00 %) and at the cycle II : 29 96,66 % come the every meeting student was cycle I ; 30 (100 %), and cycle II : 30 (100 %), In this learning process in practicing in cycle I 7 (23,33%) and in cycle II was 100 %, it meant that the teacher could make conducive class and could control the situation to influence the student in order that to enjoyable in following the lesson .

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

One of the important components of English teaching is strategic or method, how the teacher delivery English material by using interest ways, then it can be said an imagination only to master English without suit strategic of teaching. In this case, the researcher will research the person's English mastery in speaking ability

For increasing the motivation and also the capability of student in speaking the teacher using cooperative learning of group investigation type, ."<sup>1</sup>

Cooperative learning according to Agus Suprijono is "a broader concept that includes all types of group work include more forms of teacher-led or directed by teachers, where teachers assign tasks and questions and provide materials and information which is designed to make students solve the problem in question, the teacher usually prepare some form of examination at the end of the task ".<sup>2</sup>

Based on the statement above the researcher assumes that cooperative learning is an important thing makes easier to master English material . Mastering speaking is one of the requirements to make the students more interested, The

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<sup>1</sup> Philip Sheppard, *Music Makes Your Child Smarter*, Gramedia Pustaka Utama, Jakarta, 2007 p 46-47.

<sup>2</sup> Agus Suprijono, *Cooperating Learning Teori Aplikasi PAKEM*, Pustaka Pelajar, Yogyakarta, 2010 , p.54

researcher assumes that students have low performance to differentiated purpose of speaking in sentences.

Learning speaking is not only memorizing an amount of words but also knowing the spelling, characteristic and also the kinds of speaking ability in using in the sentences. In this case mastering speaking method is one of dominant problem facing by the students in the future

There are a lot of components that effect students' speaking ability. Researcher assumes that one of them is speaking ability mastery. Understanding speaking ability form as one skill in English learning has the same role as others. It is because the meaning and message of a text is the key to translate and arrange them into writing form well. Students will be able to write the right text from the source language to target language. In this case most of the people are familiar with the replacement of textual material language (SL) by equivalent textual material in another language. Of course it related with how the students need to mastery the speaking ability then resulting the speaking ability .

Based on the explanation above, the researcher would like to know whether there is influence between cooperative learning of group investigation and their speaking ability .

In this case, the researcher tries to study about how the student learn by using cooperative learning of group investigation and their speaking ability of SMP 04 Daruurohmah Sukadana . The researcher has conducted a pre survey in SMP 04 Daruurohmah Sukadana by asking ten students of the seventh graders

to do the task given. The table below is the result of the pre survey held on 10 of May 2013 .

**Table 1**

Result of Pre Survey of Using Cooperative learning of group investigation and Speaking ability at the Seventh Grade of SMP 04 Darurrohmah Sukadana

No	Students' Initials Name	Cooperative learning of group investigation	Speaking ability
1.	AD	Good	55
2.	VTR	Good	45
3.	AS	Good	56
4.	RS	Good	58
5.	HNA	Good	50
6.	KLN	Good	76
7.	LN	Good	53
8.	RE	Good	59
9.	WTN	Good	75
10.	MRS	Good	54

*Pre survey of students' using cooperative learning of group investigation and their speaking ability at the seventh grade of SMP 04 Darurrohmah Sukadana at 10 on January 2015*

The table above shows the students' using cooperative learning of group investigation and their speaking ability . It shows the seventh out of ten students have good performance in speaking ability , so just two students have low performance. It means that 80% of students of SMP 04 Darurrohmah Sukadana have good performance in speaking ability . Then we compare the speaking ability , the table shows that the six out of ten students have low performance. It means four students have good performance only. Therefore the research on using

cooperative learning of group investigation and their speaking ability in State Junior High School SMP Darurrohmah Sukadana becomes interesting.

Based on the case above the researcher wonder whether using cooperative learning of group investigation can increase in speaking ability . In this case the researcher assumes that mastering group investigation speaking ability is not easy. The students have certain characteristic and need a certain treatment. The students do not come to the language classroom empty handed but they bring with them an already well established of instincts, skills and characteristics to help them to learn English language. In this case, the teachers need to develop, support, motivate and increase their basic performance and improving them by providing conducive environment, useful resources, and carefully structured input and practice opportunities.

#### **B. Problems Identification**

Based on the explanation of the background of the problem and also , the writer indentifies the problem, as follow:

1. The students get difficult in speaking
2. The students have low score in speaking
3. The students have low self- confident in speaking

#### **C. Problems Limitation**

Problem limitation in this reseach is increasing students' speaking ability through cooperative learning of infestigation group type at the seventh grade of SMP 04 DARURROHMAH SUKADANA east lampung in Academic Year 2015/2016

#### **D. Problems Formulation**

To ovoid misunderstanding in the research, the problems that will be studied in this research are formulated as follows : “Can cooperative learning of investigation group type increasing the students speaking ability at the seventh grade of SMP 04 Darurrohmah In Academic Year of 2014/2015 ?

#### **E. Objectives and Benefits of the Study**

##### **1. Objectives of Study**

The objectives of studies are aimed at :

- a. Knowing the students' using cooperative learning of group investigation at the seventh grade of SMP 04 Daruurohmah Sukadana .
- b. Knowing the students' speaking ability at the seventh grade of SMP 04 Daruurohmah Sukadana .
- c. Knowing the using cooperative learning of group investigation toward their speaking ability at the seventh grade of SMP 04 Daruurohmah Sukadana in academic year 2014 /2015 .

##### **2. Benefits of the Study**

Generally, the result of this research is expected to be useful to increase the students' competence in speaking specifically it is expected that the results of this research have the benefits as follows:

- a. For the teachers as the collaborator in the research : it hoped can improve the teaching strategic and learning activity in the class better than before by using interesting method
- b. For the students as the respondent : to motivate them in master speaking ability, especially they will enrich their interest in English lesson by various ways in English side .
- c. For the researcher: to give information for further research with certain interest or as a consideration for other researchers to conductions further studies in the specific English form.



## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. Theoretical Review of Dependent Variable

##### Speaking Ability

##### 1. Concept of Speaking Ability

Mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.<sup>1</sup> Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.<sup>2</sup> In speaking, one needs to know how to articulate the sound in a comprehensible manner and needs an adequate vocabulary. One also needs to have mastery of syntax. These various elements add up to linguistic competence.

Brown and Yule distinguish oral presentation into monologues and dialogues. The ability to give uninterrupted oral presentation requires different skill from those involved in having conversation with one or more other speaker. So in monologues, there is no interaction between people, while dialogues require an interaction between two people or more.<sup>3</sup>

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<sup>1</sup> David Nunan. *Language Teaching Methodology*. London: Longman. 2000. P. 39

<sup>2</sup> Joyce H. and A Burns. *Focus On Speaking. National Centre For English Language Teaching and Research* (NCELTR), Sydney: Macquarie University. 1999. P. 2

<sup>3</sup> Brown and Yule in David Nunan. *Language Teaching Methodology: A Text For Teacher*. English Language Teaching. New York: Prentice. P. 1991. P. 6

Dealing with genre, Nunan states that “the genre theory proposes that different speech events result in different types of text, and these texts are differentiated in terms of their overall structure and also by the kinds of grammatical items associated with them. Besides, the concept of genre has been proposed as a useful one for helping learner to understand the nature of the language used”.<sup>4</sup>

On the definition above, context is the most important aspect in speaking because according to burns and Joyce “its form and meaning are dependent on the context in which it occurs, including the participant (the speaker) themselves, their collective experiences, the physical environment, and the purposes of speaking. When someone speaks, he or she is both using language to carry out various social functions and choosing forms of language which relate in a relevant way to the cultural and social context”.<sup>5</sup>

Based on the definition above, researcher know that speaking is a production of oral language by human which aimed to deliver message, expressing idea, opinion or felling to get some purposes. Every people who meet each other will speak a language to prove that they are exists in their community. That’s why we need to speak up and we need to improve our speaking skill by learning a new language.

## **2. Process Of Speaking Ability**

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<sup>4</sup> David Nunan. *Second Language Teaching & Learning*. Boston: Heinle & Heinle Publishers. 1999. P. 230

<sup>5</sup> Joyce H. & A. Burns. *Focus On* . P. 6

In this study, performance assessment is used to measure the students' speaking ability one by one. According to David P Haris, "speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates". Either five components are generally recognized in analysis of the speaking process:

1. Pronunciation (including the segmental features vowels and consonant and the stress and intonation patterns)
2. Grammar
3. Vocabulary
4. Fluency (the ease and speed of the flow of speech)
5. Comprehension, for oral communication certainly requires a subject to respond to speech as well as to initiate it.<sup>6</sup>

Teaching the spoken language: an approach based on the analysis of conversational English provide something of a bridge between the schools of thought outlined above and more practically classroom oriented applications.

According to Lucy Pollard, the key elements to consider in the teaching of speaking are:

### 1. Language

When planning there is speaking activity with students, analyze carefully the language they will be using to carry out the activity. If you use an activity from an EFL book, you will probably find comments on the

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<sup>6</sup> David P Haris., *Testing English as a Second Language*, New York, McGraw-Hill Book Company. 1969 P. 81

language. If not, think about what you would say yourself when doing the activity and consider whether your students have learnt the language items

## 2. Preparation

Preparation is vital as it will help students to speak more easily. One aspect of preparation is warning students up to the subject matter. If they are to communicate well, it's important to engage them in the topic. It can be done by checking their prior knowledge and experience of the topic.

## 3. Reason for speaking

Students need to feel that there is a real reason for speaking. This is often referred to as the communicative element. Make sure there is a reason for speaking: i.e. that the students are communicating something the others don't know or that the others would like to hear about.<sup>7</sup>

Finally, as with all aspects of teaching, it is important to introduce variety and to choose topics that you think will interest your students. So, teaching speaking must be an enjoyable and fun activity that makes the students feel secure to speak up and express their feelings freely.

## 4. The Element of Speaking Ability

There are three classified of speaking in human relation and interaction that are talk as interaction. Talk as interaction, talk as transaction, talk as

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<sup>7</sup> Lucy Pollard. 2008. *Teaching English: A Book To Help You Through Your First Two Years In Teaching*. New York, McGraw-Hill Book Company. 1986, P. 33

performance.<sup>8</sup>, the speaking contain many component of speaking like as follows :

### **1. Talk As Interaction**

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function which people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

### **2. Talk As Transaction**

Talk as transaction refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

### **3. Talk As Performance**

Talk as performance refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements and speeches.

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<sup>8</sup> Jack C Richard. 2008. *Teaching Listening and Speaking: From Theory To Practice*. New York: Cambridge University Press. P. 21

Then the classified of speaking in my study is included in talk as interaction, because talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greeting, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others.

From the explanation above, there are so many activities that can promote speaking and it help the teacher to present the material easily. However, the level of its success depends on the teacher’s way in managing the classrooms’ activities. He or she should be able to organize the activity well, make the students fell secure and enjoy in the activities. In this research the researcher choose communication games to promote speaking. Because, game can make the students more fun and interest in following the teaching learning process.

## **B. Theoretical Review of Independent Variable Cooperative Learning Investigation Group**

### **1. Concept of Cooperative Learning Investigation Group**

Almost student know the right side of learning method, they see that cooperative learning can aid them in learning, but before hand they must study more of the typical language leaner. Therefore, concept of cooperative learning is the most fundamental thing that must be controlled by a person in learning the English language for all student or learner

This case can be realized in considering how students ability of speaking .. It shows that people will do nothing in communication if they do not know

the words of vocabulary in speaking. If the teachers give them a new vocabulary, then they have never heard before, the student can increase their mastering vocabulary and use it for speaking .

Based on the explanation above we can see how importance speaking ability because it becomes key to express our imagination, opinion, feeling and it can be said that a life will be life more with words and expressions.

Cooperative learning according to Agus Suprijono is "a broader concept that includes all types of group work include more forms of teacher-led or directed by teachers, where teachers assign tasks and questions and provide materials and information which is designed to make students solve the problem in question, the teacher usually prepare some form of examination at the end of the task ".<sup>9</sup>

Referring to the statements above it can be concluded that by mastering Speaking ability and uses them in some song can help student of mastery English well and group of words that has meaning and used in English teaching and learning.

The investigation group model is a form of cooperative learning where students form interest groups and then plan and implement an investigation. They then put their findings together to do a group presentation for the class.

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<sup>9</sup> Agus Suprijono, *Cooperating Learning Teori Aplikasi PAKEM*, Pustaka Pelajar, Yogyakarta, 2010 , p.54

I think the difference between this and the typical cooperative learning groups we see in schools is that students are grouped based on their interests. Under this model there are four “is” that are focused on: investigation, interaction, interpretation and intrinsic motivation.

## **2. Steps Of Cooperative Learning Investigation Group**

The system is based on the democratic process and group decisions, with low external structure. Puzzlement must be genuine--it cannot be imposed. Authentic exchanges are essential. Atmosphere is one of reason and negotiation. Teacher plays a facilitative role directed at group process (helps learners formulate plan, act, manage group) and requirements of inquiry (consciousness of method). He or she functions as an academic counselor. The students react to the puzzling situation and examine the nature of their common and different reactions. They determine what kinds of information they need to approach the problem and proceed to collect relevant data.

They generate hypotheses and gather the information needed to test them. They evaluate their products and continue their inquiry or begin a new line of inquiry. The central teaching moves to build a cooperative social environment and teach students the skills of negotiation and conflict resolution necessary for democratic problem solving.

There are six stages:

1. Identifying a topic and organizing research groups.
2. Planning the learning tasks.
3. Carrying out the investigation.



4. Preparing a final product.
5. Presenting the final product.
6. Evaluation individually and in small groups. .<sup>10</sup>

In addition, the teacher needs to guide the students in methods of data collection and analysis, help them frame testable hypotheses, and decide what would constitute a reasonable test of a hypothesis. Because groups vary considerably in their need for structure and their cohesiveness, the teacher cannot behave mechanically but must "read" the students' social and academic behavior and provide the assistance that keeps the inquiry moving without squelching it. whatever the task, the groups should not be larger than six. Groups can investigate different aspects of the issue and pool the results of their investigations. Based on the statement above the researcher assumes that cooperative learning of investigation group type or music is important to make easier and fun and many benefit else for student to get more ways to learn English,

It is commonly frustrating for intermediate learner when they discover, they cannot write as well as understand its meaning and use. Because they do not know many of the Speaking ability their need, written form and how new item is pronounced. Students state that the biggest problem if they want to speaking ability English is about vocabulary. It proves that the word is one of the aspects parts of speaking that should be mastered in song form Word is a unit of language that native speakers can identify; words are the blocks from

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<sup>10</sup> Agus Suprijono, *Cooperating Learning Teori Aplikasi PAKEM*, (Yogyakarta, : Pustaka Pelajar, 2010) p.34.

which sentences are made. Mastery is great skillfulness and knowledge of some subject. The acts process of mastering is the state of having mastered. He could attain to mastery in all languages.

### **C. Action Hypothesis**

Hypothesis is “a statement temporary about something hasn’t examined the true empirically.<sup>11</sup> By concerning the theories and explanation above, the researcher formulated the hypothesis as follows : “Cooperative learning of investigation group type it can increasing the students speaking ability at the seventh grade of SMP 04 Darurrohmah ”

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<sup>11</sup> S. Nasution, *Metode Research (Penelitian Ilmiah)*, (Jakarta: Bumi Aksara, 2012) p.28

## CHAPTER III

### RESEARCH METHOD

#### **A. Setting and Subject of Research**

##### **1. Setting of research**

“Researcher begin a question that, to them, deals with issues of sufficient consequence to warrant investigation. It must be a question that can be answered through scientific investigation”<sup>1</sup>. For making easier of researcher research setting is something that is related to the location where researchers will conduct research. In this case, the researcher will conduct the research at the Seventh grader of junior high school (SMP) 04 Darurrohmah In Academic Year of 2014/2015

##### **2, Subject of research**

Basically the subject of this research is the writer become researcher to the know the situation in learning process by using picture, the researcher become collaborative for the teacher and help him how the strategic to learning more by doing pre test and post test

#### **B. Object of The Research**

This research was conducted based on action class. It means that the researcher analyzed the data which were taken from the students’ increasing students speaking ability through understanding cooperative learning of

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<sup>1</sup> Donal Ary, et.al, *Introduction to Research in Education: Second Edition*, (United States :Holt, Rinchart and Winston,Inc, 1979), p.22

investigation group type at Seventh grader of the student in the junior high school (SMP) 04 Darurrohmah In Academic Year of 2014/2015

There are two variable in this research they are variable X and variable Y they shows “ using cooperative learning investigation group type “ and “ speaking ability “

The object of research is in Seventh grader in the junior high school of (SMP) 04 Darurrohmah Sukadana

Researcher and the teacher help to each other for knowing the increasing ability of student in speaking ability by doing pre test in cycle 1 and after that give treatment by using cooperative learning for making student more easier to understand the speaking . If the student sill get low in speaking ability the writer and teacher do the next cycle

## **C. Data Collection Method**

### **a. Test**

Test used to measure the ability of student According to Eko Putro Widoyoko taken of Weiss statement” the purpose of evaluation is to measure program against the goals it set out accomplish as means of contributing to sub question decision making about the program and improving future programming”<sup>2</sup> “in selecting an achievement test, researcher must be careful to chose one that is reliable and is appropriate (valid) for measuring the aspect of achievement in which they are interested”<sup>3</sup>.

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<sup>2</sup> Eko Putro Widoyoko, *Evaluasi Program Pembelajaran Panduan Praktis Bagi Pendidikan dan Calon Pendidik*, (Pustaka Pelajar :Yogyakarta, 2010), p.5

<sup>3</sup> Donal Ary, et.al, *Introduction to*, p.180

The researcher use the test as the data collection method, there are pre test and post test, the researcher doing the pre test on January 14<sup>th</sup> 2015, in the pre-test researcher use multiple choice in as the question in pre-test to know how about speaking ability of student.

After knowing the result of the pre-test, the teacher delivering the material by using technique that is cooperative learning several days and doing the post-test on January 21<sup>th</sup> 2015,

The researcher measures speaking ability of the students by giving the post test after using picture. If the result was not satisfied, The researcher and teacher do the next cycle using cooperative learning media more excellence, to increase speaking ability of the students by testing them in multiple choice and to make some sentences. Moreover, the students must identify the some sentences in correct form with suitable instruction, if the student can understand the speaking ability more then 80 % of student pass in score speaking the method of teaching was success exactly.

#### **b. Observation**

This instrument is used by the researcher to get information about the condition of students, teachers, and officials of Junior High School of (SMP) 04 Darurrohmah in the Academic year of 2014/2015, and it also use to know the cooperative learning media implemented in classroom for teaching student

Observing is the process of collecting data indicating the success of the strategy in solving the problems. Observation focus on the data related to the criteria of success that have been decided. The observing step was conducted in

the same time with acting or implementing step. There is one activity that will be observed in this research by researcher is student's activity in learning process.

### **c. Documentation**

Documentation as the method which is used to get information from written language or documents (for examples: books, magazine, rule, note, and others) The researcher uses the documentation method to get detail information about the English achievement of students especially the score of speaking ability of Seventh grade students at Junior High School in (SMP) 04 Darurrohmah Academic year 2014/2015

## **D. Data Analysis Technique**

In this classroom action research, the researcher will be validating the data use qualitative data and quantitative data.

### **1. Qualitative data**

Qualitative data will be obtained by conducting interview and observation on the process of learning to speak. The model that used is the model of Matthew B. and Miles Huberman. Data analysis can be done through three steps, as follows :

#### **1. Data reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcriptions.

#### **2. Data description**

The second major flow of analysis activity is data display, generically; a display is an organized, compressed assembly of information that permits conclusion drawing and action.

## **2. Quantitative Data**

Quantitative data will be obtained from students speaking in recount text on the pre-test and post-test and also the speaking of students at the end of each cycle.

To evaluate the actions that have been carried out which includes the evaluation of the quality of the amount and timing of any kind of action Conduct a meeting to discuss the results of the evaluation for use Improving the implementation of appropriate measures of evaluation results , to be used in the next cycle

To investigate whether there is increasing students speaking ability through understanding cooperative learning at the student at the junior high school (SMP) 04 Darurrohmah Sukadana, the researcher analyzes the data by using some formula as follows :

Statistic formula use by the reseacher is presentation as follow :

$$P = \frac{F}{N} \times 100 \%$$

P : Nominal prosentage

F : Frequency

N : Number of cases

#### **E. The Indicator of Success**

The indicator of the success took from the process and the result of the action research. To know the gain the researcher would compare between pre-test and post-test. Then, the result is matched by Completeness the minimum Standard (KKM) at the school at least 70. The researcher did the research in two cycles and made target 80% the students get score minimum 70.

The indicator of the students' activity that would be observed in speaking is they have the following criteria: 1) The students able to response the teacher's questions, 2) Every students can active in class discussion 3) The students give an attention to the other students who give opinion about the topic, 4) The students do the task.



## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND DISCUSSION**

#### **A. Description of the Research**

The general description that assessed as the complementary data. It is subjectively concerned in history of the school, building condition of the school data of the teachers and students, vision, mission and the purpose of the school .

##### **1. The History of SMP Darurrohmah Sukadana**

The classroom action research was conducted in SMP Darurrohmah Sukadana East Lampung, which is located on Banding Raya Street, number 11 Banding Village, Sukadana district, East Lampung Regency. The school was built on June 2010 with NIS : 400420 NPSN 10814982 and NSS 402120420040. and legalized by the Ministry of National Education in that year. Since it was established on June 2004 the leader headmaster of the school SMP Darurrohmah Sukadana and the head master right now is Iskhotimah M. Nur, S.Pd , S.Pd.I

##### **2. Building Condition and School Facilities**

SMP Darurrohmah Sukadana has satisfied facilities to support both the learning activity and extracurricular program. It provides some extracurriculars such as :

- a. OSIS, UKS, Scouting Movement, wall magazine, culture gallery, and self defence program.
- b. Sport programs like football, basketball, and volleyball.

**Table 3**

**School Facilities of SMP Darurrohmah Sukadana :**

No.	Room Types	Total	Condition	
			Good	Bad
a. 1	Class rooms	3	√	
b. 2	Headmaster's room	1	√	
c. 3	Vice of headmater's room	1	√	
d. 4	TU room	1	√	
e. 5	Teacher's room	1	√	
f. 5	Laboratory			
	1) Laboratory of Computer	1	√	
g. 6	Library	1	√	
h. 7	Mosque	1	√	
i. 8	Medical / UKS room	1	√	

j. 9	Warehouse	1	√	
k. 1	Toilet			
	1) Toilet of principal	1	√	
	2) Toilet of teacher	1	√	
	3) Toilet of library	2	√	
	4) Toilet of students	3	√	
l. 1	Parking area	2	√	
m. 1	Field	1	√	
n. 1	Canteen	4	√	
o. 1	OSIS room	1	√	
p. 1	Sport room	-		

Source: The Profile book of SMP Darurrohmah Sukadana Januari 22<sup>th</sup>, 2015

### 3. The Teachers and Students at SMP Darurrohmah

#### a. List of the teacher

SMK Ma'arif 07 Sukadana has 17 teachers and also the staffs, and 77 students. The total of the students divided some classes that can be identified as follow:

**Table 4**  
**Teacher List of SMP Darurrohmah Sukadana**

NO.	NAME	POSITION
1	Iskhotimah M. Nur, S.Pd ,	
2	Ahmad Romli Tohir,	PKn /P.Kom teacher
3	Drs Arsani	Aswaja teacher
4	Nur Syaimah, S.Ag	IPA teacher
5	Abay Rahmatullah, A.Ma	KJ AK teacher
6	Yuliani, SE	KM KJ teacher
7	Rahmat Athok K. SE	History of Indonesia teacher
8	Neneng Sutinah, S.Pd	Indonesian Language teacher
9	M. Syaikoni, S.H.I	Fiqih teacher
10	Juni Bahtiar, S.Pd.I	PAI teacher
11	Nurhayati, S.Pd	English teacher
12	Weni Cahyani, .S.Pd	Mathematic teacher
13	Slamet Riyadi, A.Ma	Computer teacher
14	Indra Saputra, A. Md.	KKPI teacher
15	Bajuri, S.H	Business teacher
16	Budi Wijayanto, S.Pd	Sport teacher
17	Supriyanto,	SBK teacher
18	Nusa Wati	TU

*Source: The Profile book of SMP Darurrohmah Sukadana 27 July th, 2015*

**b. Total of The Student**

SMP Darurrohmah Sukadana has 3 classrooms This school consist of three class include class VII, VIII, and IX. Moreover, SMP Darurrohmah Sukadana have 77 students :

**Table 5. Total of the Students**

No	Graders	Total students
1	VII	30
2	VIII	26
3	IX	23
<b>TOTAL</b>		<b>77</b>

*Source: The Profile book of SMP Darurrohmah Sukadana 27 July th, 2015*

#### **4. Description Data of SMP Darurrohmah Sukadana**

##### **a. Vision of SMP Darurrohmah Sukadana**

“Being an outstanding school based on faith and piety”

##### **b. The Mission of SMP Darurrohmah Sukadana**

- 1) Promote the launching of various programs coaching students in both the academic and non academic to produce graduates who are moral, knowledge , skilled and nationality which is based on faith and piety.
- 2) Develop appropriate curriculum standards of the national character of the school yet.
- 3) Include educators and education personnel to always attend training or workshops in order to become a proffesional force.
- 4) Condustraining and peer learning teching to produce an exciting, fun and meaningful learning which is based on quantum spiritual.
- 5) Promote the provision of a complete education from the simple to the sophisticated to the use of ICT.

- 6) Promote build the school website regarded as one of the effective means of promotion.
- 7) Empower the various parties to the synergistic tangle formation in raising funding towards improving the quality standards of schools nationwide.
- 8) Promote the school management which transparent and accountable.
- 9) Promote the implementation of the system of assesment/testing valid and authentic.

**c. The Georaphic Data of SMP Darurrohmah Sukadana**

- 1) School Name : SMP Darurrohmah  
Sukadana
- 2) The address of school : Banding Raya Street  
Province Lampung
- 3) Village : Banding
- 4) Distric : Sukadana East Lampung
- 5) Ownership Status : Owned State
- 6) The status Geographic of the school area :
  - North : Residential area
  - East : Field of District
  - South : Banding Raya Street
  - West : Residential area

**B. Description of Research Result**

In this classroom action research, the researcher as the English teacher and Miss Nurhayati as the Collaborator conducted the research in two cycles, and each cycle consist of planning, action, observation, and reflection. It began from the cycle I was done on July 27<sup>th</sup> 2015, then cycle II was done on 3-5 August<sup>th</sup> 2015.

### 1. The Result of Pre-test

The learning was begun on Wednesday, April 15<sup>th</sup> 2015 that followed by 30 students. The meeting was opened by greeting and praying. Researcher greeted the students and they answered it. Because it was the first time the researcher came to the class, So the researcher introduced himself to the students, and so did them. All students were ready to have subject. Then the researcher gave them pre-test. Before doing the pre test the researcher explain to the students that this pre test will be used by the researcher to check their ability in speaking performance. The kind of pre test is answering the question orally about descriptive text title. It was done to know their speaking skills of the student.

The result of the student's pre-test score can be explained, as follow :

**Table 6**  
**Student's Speaking Score of Pre-Test**

No	Student's Code	SCORE	Explanation
1	AKM	56	Failed
2	AA	36	Failed

3	ANZ	72	Passed
4	ANH	36	Failed
5	CL	32	Failed
6	DR	40	Failed
7	DK	28	Failed
8	DD	44	Failed
9	DMS	36	Failed
10	ET	32	Failed
11	EK	40	Failed
12	FMN	28	Failed
13	FHRZ	44	Failed
14	IH	32	Failed
15	MMD	70	Passed
16	MS	40	Failed
17	MLS	28	Failed
18	MAP	28	Failed
19	MAH	70	Passed
20	NMA	36	Failed
21	RBi	44	Failed
22	SHI	76	Passed
23	SAI	36	Failed
24	TDA	36	Failed
25	WSO	40	Failed
26	YAAM	40	Failed
27	AKM	60	Failed
28	AA	64	Failed
29	ANZ	76	Passed
30	ANH	75	Passed
Total Score		1300	6 Students Passed
Highest Score		76	
Average Score		43,33	
Lowest Score		28	24 Students Failed
Students Passed		20,00 %	
Students Failed		80,00 %	

Based on the result of pre-test score table above, the researcher got the total score of pre-test by summarizing score of answering question orally then to know the average score, the researcher summarizing total score of all students and



divided it with the total students. In this pre-test, the total score are 1300 divided 30 , so that the average score are 43,33. Meanwhile the highest score of the pretest is 76 and the lowest score is 28.

Based on the standard of KKM (Criteria of Mastering the Material), there are four students that able to pass the exam with score  $\geq 70$  with the percentage 20,00 % and the percentage of the students who failed in the exam is 80,00 %.

## 2. Cycle 1

The research in cycle 1 began on July 27<sup>th</sup> -29<sup>th</sup> 2015 on some days become for steps like as follows

### a. Planning

In this section the preparation has been done in Classroom Action Research (CAR) with the some activities as follow

1. Making schedule and learning materials, preparing the learning scenario, learning media, and toll have been used in learning activities
2. Arranging the design of using group investigation as technique to improve the students speaking performance .
3. Arranging the evaluation and observation instrument to observe the students learning activities process.

### b. Action

It was implementing of the planning which showed the technique that will be used. At the first cycle, it held on doing the post-test in cycle I on July 27 and 29<sup>th</sup> 2015, in cycle II on August 3 and 5<sup>th</sup> 2015 with 30 students at

seventh of SMP Darurrohmah Sukadana in academic year 2015/2016 . The basic competence (KD) was about the problem on the students speaking performance in report text , the time allocation was 2 x 45 minutes.

And the second steps of this action research was implementing. In this step the researcher did some activities like as follows :

1) Treatment 1

The first meeting was done on Friday, on April 22<sup>th</sup>, 2015. In this meeting the researcher was being teacher and the collaborator was being observer. The meeting was started by greeting, then the teacher asked the leader of the class to lead their friends to pray together, and then the teacher checked the students attendance list and asked the condition of students. Then the teacher explained the material about report text. The students pay attention to the teacher's explanation. Then the teacher evaluated the students speaking skills which answer the question orally. The teacher gave test (pre-test), the teacher gave report text with title "kangaroo", the teacher gave 10 question essay, and they did individually. In this meeting the students got difficulties to answer the question of test, because they did not understand the meaning of the text and they did bring dictionary and also they still afraid and shy to speak English. From 30 students in tenth grader just 4 students who can answer the question orally and the other students just keep silent because they didn't know what they must say to answer the question. Then the teacher asked the students to read the text again and analyze what the meaning of the question.

After they were finish, the teacher asked them how about the text, did they know the content of the text and did the test was difficult, the students answered they didn't understand about the text and felt the test was difficult. Then the teacher motivated the students and gave the information to the next meeting, would use discussion in learning process of speaking.

## 2) Treatment 2

The second meeting was conducted on July 29<sup>th</sup> 2015 . In this meeting the researcher was being teacher and the collaborator was being observer. At the beginning of teaching learning process, the teacher greeted the students and checked students' attendance. In this meeting, the teacher reviewed the material last meeting and said are you ready to study, then they said yes Mis. After that, the teacher asked to make group for each group consist of 7 students and the teacher distributed the text to be discussed by them with their group and then present to the class orally. Teacher explained the way of discussion to students in order to make the discussion run well. After that, the teacher asked the each group to discuss and prepare many arguments related to the topic of discussion about 15 minutes. The title of the text is "My canary ". Each group discuss with the member of group with the report text topic and then gave their arguments and then present in front of class orally. The function of report text is to persuade the reader or listener should or should not be the case. It's mean that the students agree or disagree about the argumentation in the report text . From this reason report text in speaking is more effective in discussion process.

The next step is doing discussion class and the teacher as the moderator to manage the discussion process. Each group gave their arguments about the topic and also with their reason, why they agree with the text or disagree with the text. From the different argument in the each group can make the discussion life and effective. Several students agree with the text to like the kinds of bird, because of hobbies, and several students disagree because try to take care of animals

In this meeting close by the conclusion of the result of discussion from the moderator. The moderator get the conclusion that about 55% agree about the text to My canary. In the last step, the teacher hoped that the students would be mastered speaking performance. Such as able to speak up in front of class, and able to do conversation with the teacher and their friends. At the ends of the lesson, the researcher took the post-test for the students to know how the process of learning implemented in good situation, and full of motivation in following studying English lesson, The student learning activities observation can be seen as follows :

**Table 7**  
**Table of the result of student activities I**

No	Student Activities	Frequency	Percentage
1	Give attention to the teacher's explanation	19	63,33 %
2	Make report text in the class	15	50,00 %
3	Come in every meeting to get material	30	100, %
4	Practice their English of their report text in the class	7	23,33 %

Based on the table result above could be known that the students got the active in learning 19 (63,33 %) student who give attention, make report 15 (15,00 %) come the every netting student . In this learning process is 100 % and student in practicing 7 (23%) so the teacher must be change the media or other solution, when the material were given they must just talking to each other, as thought considered that English was not important. Beside that the teacher could not make conducive class and could not control the situation to influence the student in order that to enjoyable in following the lesson

#### **The result of Post-Test Cycle I**

To see the student speaking performance after implementing the treatment at cycle 1 the researcher conducted the post-test , furthermore, we can see the table bellow :

**Table 8**  
**Student's Speaking Score of Post Test in cycle 1**

No	Student's Code	SCORE	Explanation
1	AKM	76	Passed
2	AA	75	Passed
3	ANZ	75	Passed
4	ANH	78	Passed
5	CL	80	Passed
6	DR	82	Passed
7	DK	81	Passed
8	DD	76	Passed
9	DMS	74	Passed
10	ET	82	Passed
11	EK	82	Passed
12	FMN	75	Passed
13	FHRZ	78	Passed
14	IH	78	Passed
15	MMD	75	Passed

16	MS	70	Passed
17	MLS	70	Passed
18	MAP	70	Passed
19	MAH	75	Passed
20	NMA	50	Failed
21	RBi	70	Passed
22	SHI	70	Passed
23	SAI	70	Passed
24	TDA	70	Passed
25	WSO	60	Failed
26	YAAM	68	Failed
27	AKM	68	Failed
28	AA	65	Failed
29	ANZ	65	Failed
30	ANH	65	Failed
Total Score		2173	23 Students Passed
Highest Score		82	
Average Score		72,43	
Lowest Score		50	7 Students Failed
Student Passed		23 (76,66)	
Student Failed		7 (23,33)	

Based on the table, it was known that 23 (76,66) students get score 70 more. It meant that 23 (76,66) students pass and 7 (23,33) student failed, there is progress and increasing the student pass in pre survey only 13,33 % but in the cycle 1 the student pass in score for speaking performance is 76,66 %, but between the passed part higher than the failed so it must be increase again by using group investigation technique to make achievement of speaking performance of student in the seventh of SMP Darurrohmah Sukadana in academic year 2015/2016

### c. Observation

When the teacher asked students to get the point of the text individually, they had difficulties to do it, they also did not have confidence to convey their idea in the whole class

**d. Reflection**

The teacher asked students whether they had question. Some of students said that English was not easy because they did not understand about the grammar and their vocabularies just a little, in this side the student did some mistake when they pronounce their idea.

**3. Cycle II**

After the research conducted in cycle 1 began on July 27<sup>th</sup> -29<sup>th</sup> 2015 so the researcher continuo to the next cycle II on began on August 3<sup>th</sup> -5<sup>th</sup> 2015,

**a. Planning**

The researcher do planning before prepared in teaching learning, to revise the weakness of cycle 1, researcher designed a planning of cycle II, the teacher prepared the lesson plan, the material, identified the problem and found the caused and planed to give the task and evaluation

1. The researcher and collaborator identified the problem and found the problem solving the cycle 1
2. The researcher prepared the source of learning
3. The researcher prepared format of evaluation and the evaluation is retells about report text in tens minute in front of the classroom

**b. Action**

It was implementing of the planning, the researcher applied the action planning cycle II, and the action of this cycle was conducted in two meetings for studying as follows :

1) Treatment 1

The first meeting was done on teacher make grouping student on August 3<sup>th</sup> -5<sup>th</sup> 2015 as usual the writer was greeting students, praying, asking the conditions of the student, checking attending list and remembering about lesson material of yesterday, here the writer explained the topic in speaking skill in report text is “elephant “ the steps like follows :

1. Teachers delivered the material to be presented
2. Teachers make form groups and calling each chairman
3. Chairman of the group give an explanation about the material
4. Each group heads back to each group and then explain the material presented by the teacher to friends in group.
5. Each student was given a paper worksheet to write down one question concerning any matter which has been described by the chairman of the group
6. Students form the paper into a ball thrown from one student to another student for 15 minutes
7. After the students got 1 ball, he was given the opportunity to answer written questionhs in the paper are alternately
8. Teachers evaluate and close the learning



After doing the steps above and the topic discussed the telephone rang the writer closed the meeting, took rest first

## 2) Treatment 2

The second meeting was conducted on May 5<sup>th</sup> 2015 . In this meeting the researcher was being teacher and the collaborator was being observer. At the beginning of teaching learning process, the teacher greeted the students and checked students' attendance. In this meeting, the teacher reviewed the material last meeting and said are you ready to study,. After that, the teacher asked to make group for each group consist of related to the topic of discussion about 15 minutes. The title of the text is "monkey". Each group discuss with the member of group with the report text and each student as the group tell to other student as the representative of their group talking about the topic of meeting about the "monkey" the result of student test was better than student test before giving treatment. Finally the writer drew conclusion and gave the evaluation, the result of student learning activities as follows :

**Table 9**  
**Table of the result of student activities at post test Cycle II**

No	Student Activities	Frequency	Percentage
1	Give attention to the teacher's explanation	28	93,33 %
2	Make report text in the class	29	96,66 %
3	Come in every meeting to get material	30	100 %
4	Practice their English of their report text in the class	30	100 %
	Total	30	

Based on the table result above could be known that the students got the active in learning 28 (93,33 %) student who give attention, make report 29 96,66 % come the every meeting student was 30 (100 %), In this learning process in practicing was 100 %, it meant that the teacher could make conducive class and could control the situation to influence the student in order that to enjoyable in following the lesson

### **c. Observing**

In this step the researcher observed the process of teaching learning by using observation sheet and giving the student a test to collect the data. Observation was to found weather there was an improvement on student participation and teacher activity , and the test was given to scoring the student achievement.

The students participation was different from the cycle 1 in the cycle II student were familiar with their activities in the teaching learning process , student were more responsive than before, they were more confident to write and answer the material about the speaking by using group investigation Data in this point to support the data like above researcher have used the table observation for teacher and student as the result of learning process in the class as follows :

From the table observation result above, could be seen that the planning of learning activity have increases as well

### **d. Reflecting**

From data of cycle 2 teaching learning process was going quite well, teacher delivered the lesson material effectively, solved problem precisely, and evaluating the learning process perfectly, the student also become more active in learning process, and it was one indication that the learning was succeeded. From the table observation result above, in cycle 1 could be known that the planning of learning activity done was good, but there were some disadvantages in apperception. They were ; the under communication of teacher in growing the enthusiasm of student, the teacher forgot to check the attendance list, and the teacher was not reviewing the last material. As result the student were not only less focus to the material but also to organize the time, because the time given to the student was too short, The usage of group investigation method or technique could increase the student ability in learning process till the learning atmosphere was pleasing, and hoped by do the method make easier for student to understand the material of lesson.

#### **d. Reflecting**

Reflecting is the activity to the advantages and disadvantages of the implementation of using group investigation technique to evaluate the program or change of the student and also the teacher.: The teacher asked student about their\

1. The teacher could not manage the time efficiently, so there something that actually must be done but the teacher did not do.
2. The teacher forgot to review the last material
3. When the teacher explained the material was not enough care to student as a result there were some student were playing even they were just silence.

4. When the material was given, teacher has not submitted some question where material was student still confusing
5. The student more confidence if they performance in front of the class.
6. Student can participant with their friend in group

By considering those problem the researcher decided to carry this research on cycle 2 and perform some improvement such as :

Motivating and encouraging the student to make part of learning process intensively

### C. Data Discussion

#### 1. The Comparison of Pre Test Post-Test Cycle I

In this table showed comparison among of result in pre-test and speaking performance in post-test as follows :

**Table 10**  
**Student's Speaking Score of Pre -Test in and Post-Test in cycle 1**

No	Student's Code	Pre-Test Score	Post-Test Score	Increasing	Explanation
1	AKM	56	76	20	Increased
2	AA	36	75	39	Increased
3	ANZ	72	75	3	Increased
4	ANH	36	78	42	Increased
5	CL	32	80	48	Increased
6	DR	40	82	42	Increased
7	DK	28	81	53	Increased
8	DD	44	76	32	Increased
9	DMS	36	74	38	Increased
10	ET	32	82	50	Increased
11	EK	40	82	42	Increased
12	FMN	28	75	47	Increased
13	FHRZ	44	78	32	Increased
14	IH	32	78	56	Increased
15	MMD	70	75	5	Increased

16	MS	40	70	30	Increased
17	MLS	28	70	42	Increased
18	MAP	28	70	42	Increased
19	MAH	70	75	5	Increased
20	NMA	36	50	14	Increased
21	RBi	44	70	26	Increased
22	SHI	76	70	-6	Decreased
23	SAI	36	70	34	Increased
24	TDA	36	70	34	Increased
25	WSO	40	60	20	Increased
26	YAAM	40	68	28	Increased
27	AKM	60	68	8	Increased
28	AA	64	65	1	Increased
29	ANZ	76	65	-9	Decreased
30	ANH	75	65	-10	Decreased
	Total	1375	2173		
	Average	45,83	72,43		

Based on the table, it was known that there was progress and increasing the student pass in pre survey only the average score in speaking performance 45,83 but in the cycle 1 the student pass in score for speaking performance is 72,43, it can be seen there were great progress in speaking performance, exactly the target of KKM has been achieved but the target 82 % has not achieved

## 2. The Result Post-Test at Cycle II

To see the student speaking performance after implementing the treatment at cycle II the researcher conducted the post-test , furthermore, we can see the table bellow :

**Table 11**

**Student's Speaking Score of Post Test in cycle II**

No	Student's Code	SCORE	Explanation
1	AKM	92	Passed
2	AA	90	Passed
3	ANZ	95	Passed
4	ANH	85	Passed
5	CL	85	Passed
6	DR	90	Passed
7	DK	85	Passed
8	DD	80	Passed
9	DMS	85	Passed
10	ET	90	Passed
11	EK	90	Passed
12	FMN	87	Passed
13	FHRZ	87	Passed
14	IH	85	Passed
15	MMD	85	Passed
16	MS	90	Passed
17	MLS	85	Passed
18	MAP	80	Passed
19	MAH	80	Passed
20	NMA	65	Failed
21	RBi	85	Passed
22	SHI	85	Passed
23	SAI	80	Passed
24	TDA	80	Passed
25	WSO	80	Passed
26	YAAM	70	Passed
27	AKM	75	Passed
28	AA	85	Passed
29	ANZ	68	Failed
30	ANH	68	Failed
Total Score		<b>2487</b>	<b>27 Students Passed</b>
Highest Score		<b>95</b>	
Average Score		<b>82,9</b>	
Lowest Score		<b>68</b>	<b>3 Students Failed</b>
Student Passed		<b>27 ( 90 %)</b>	
Student Failed		<b>3 ( 10 % )</b>	

Based on the table, it was known that 27 ( 90 %) students get score 70 more. It meant that 27 ( 90 %) students pass and 3 ( 10 %) student failed, there was progress and increasing the student passed in cycle I only 23 ( 76,66 %) but in the cycle II the student pass in score for speaking performance is 27 (90%), here there was great progressive between the cycle 1 and cycle II and the target for speaking performance that was 82 % was achieved more ever the result can achieved score in speaking until 90 % so the conclusion the cycle II was success in implementing the group investigation as strategic in learning process.

### 3. The Comparison of Post Test at cycle 1 and Post-Test at Cycle II

**Table 12**  
**Student's Speaking Score of Post Test in cycle 1 and Post Test**  
cycle II

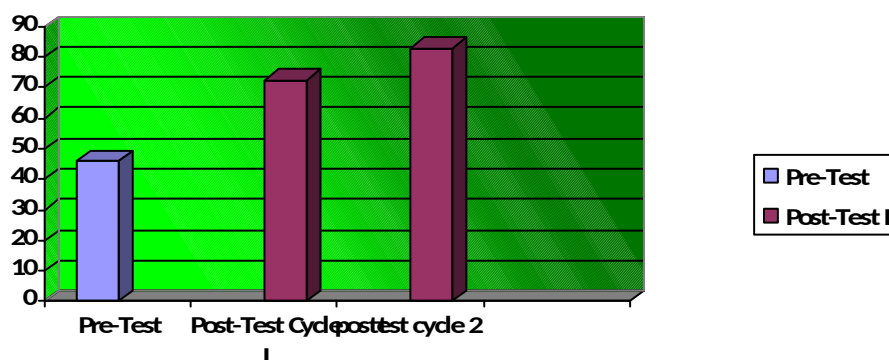
No	Student's Code	Post-Test Cycle I	Post-Test Cycle II	Increasing	Explanation
1	AKM	76	92	16	Increased
2	AA	75	90	15	Increased
3	ANZ	75	95	20	Increased
4	ANH	78	85	8	Increased
5	CL	80	85	5	Increased
6	DR	82	90	8	Increased
7	DK	81	85	4	Increased
8	DD	76	80	4	Increased
9	DMS	74	85	9	Increased
10	ET	82	90	8	Increased
11	EK	82	90	8	Increased
12	FMN	75	87	12	Increased
13	FHRZ	78	87	9	Increased
14	IH	78	85	7	Increased
15	MMD	75	85	10	Increased
16	MS	70	90	20	Increased
17	MLS	70	85	15	Increased
18	MAP	70	80	10	Increased

19	MAH	75	80	5	Increased
20	NMA	50	65	15	Increased
21	RBi	70	85	15	Increased
22	SHI	70	85	15	Decreased
23	SAI	70	80	10	Increased
24	TDA	70	80	10	Increased
25	WSO	60	80	20	Increased
26	YAAM	68	70	2	Increased
27	AKM	68	75	7	Increased
28	AA	65	85	20	Increased
29	ANZ	65	68	3	Increased
30	ANH	65	68	3	Increased
	Total	2173	2487		
	Average	72,43	82,9		

Based on the table, it was known that there was progress and increasing the student pass in cycle 1 only the average score in speaking performance 72,43 but in the cycle 2 the student pass in score for speaking performance is 82,9, it can be seen there were great progress in speaking performance, exactly the target of KKM has been achieved so the target 82 % has achieved, the result can achieved score in speaking until 90 % so the conclusion of cycle II was success in implementing the group investigation

**The Graph 1**  
**The Average of The Students' Score on Pre-test and Post-test 1 and Post Test**





In this session, the researcher will discuss the interpretation of the result of the research. The researcher would like to explained the result score by comparing the data as follow :

#### 4. The result of the data Students' Activities at Cycle I and Cycle II

The student's activities data is gotten from the percentage of active students on observation sheet. The table improvement of it as follow:

**Table 12**  
**the result of student activities at post test Cycle I and Cycle II**

No	Student Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	Give attention to the teacher's explanation	19	63,33 %	28	93,33 %	30,00 %
2	Make report text in the class	15	50,00 %	29	96,66 %	46,66 %
3	Come in every meeting to get material	30	100, %	30	100, %	00,00 %
4	Practice their English of their report text in	7	23,33 %	30	100 %	

	the class					76,67 %
	Total	30		30		

Based on the data above, it can be concluded that students felt comfortable with the learning process. Firstly, there are many students felt uncomfortable with the technique of the teacher use. It looked on the result of observation sheet when cycle I the students got the active in learning in cycle 1 there were 19 (63,33) and at the cycle II (28 (93,33 %) student who give attention, make report cycle 1 : 15 (50,00 %) and at the cycle II : 29 96,66 % come the every meeting student was cycle I ; 30 (100 %), and cycle II : 30 (100 %), In this learning process in practicing in cycle I 7 (23,33%) and in cycle II was 100 %, it meant that the teacher could make conducive class and could control the situation to influence the student in order that to enjoyable in following the lesson and active in learning process.

#### **D. Interpretation**

The research is success is the students are able to achieving of KKM that is 70. Based on the result of pre-test and the post test, it can be seen that group investigation method is able to increase the students speaking performance significantly. It can been seen the students average before and after given the treatment, the student in pre test is 45,83 in scoring of speaking, in post test in cycle I students score in speaking is 72,43, so the score in cycle II is 82,9, so there are the aim of pre-test to post test in cycle and also to cycle II

There is increasing of student who got score from pre-test to the post test in cycle I and from post-test in cycle I to post test in cycle II, from 4 (13,33 %) in pre-

test to 23 (76,66) in post test of cycle II and also 27 ( 90 %) post test in cycle II, so the conclusion of the research the group investigation method can increasing of speaking performance of student

According to indicator student have been achieved the target of learning The research is success is the students are able to achieving of KKM that is 70. Based on the result of pre-test and the post test, it can be seen that group investigation method is able to increase the students speaking performance significantly. It can been seen the students average before and after given the treatment, so the research is finish and success

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The research conclusion is presented according with the data which have been analyzed in the previous chapter. From all the data analysis about group investigation method increase speaking ability at the seventh grade of SMP Darurrohmah Sukadana East Lampung Lampung , it can be concluded that:

1. The facilities of learning process in SMP Darurrohmah Sukadana Lampung Timur was good enough to support the English learning process especially in speaking skill
2. The data in this research show that the students speaking ability could be increased by using group investigation . There is increasing of student who got score from pre-test to the post test in cycle I and from post-test in cycle I to post test in cycle II, from 4 (13,33 %) in pre-test to 23 (76,66) in post test of cycle II and also 27 ( 90 %) post test in cycle II, so the conclusion of the research the group investigation method can increasing of speaking ability of student
3. It looked on the result of observation sheet when cycle I the students got the active in learning in cycle 1 there were 19 (63,33) and at the cycle II (28 (93,33 %) student who give attention, make report cycle 1 : 15 (50,00

% ) and at the cycle II : 29 96,66 % come the every meeting student was cycle I ; 30 (100 %), and cycle II : 30 (100 %), In this learning process in practicing in cycle I 7 (23,33%) and in cycle II was 100 %, it meant that the teacher could make conducive class and could control the situation to influence the student in order that to enjoyable in following the lesson and active in learning process

## **B. Suggestions**

1. For the English Teacher
  - a) The English teacher should motivate the students to be more active in English learning process by helping them to master part of speaking strategic
  - b) The English teacher should suggest the students to increase their ability in speaking ability
2. For the Students
  - a) The students should enlarge knowledge about the verb more in order to have good speaking ability
  - b) The students should increase their mastery in verb and speaking ability
  - c) The students should increase their knowledge about parts of speech.
3. For the Institute

- a) The headmaster should support the English learning process by preparing the facilitation and instrument of English learning completely.
- b) The headmaster should recommends making research about the facilities for studying and also media by training all the teacher

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