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Arfiyan Ridwan, M.Pd
NIDN 0723078802

Study on the GI (Group Investigation) Toward Teacher to Reduce Student's Anxiety in Speaking Skill

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Study on the GI (Group Investigation) Toward Teacher to Reduce Student's Anxiety in Speaking Skill

Mohammad Arief Wahyudi¹ & Ulul Azmi²

^{1,2} English Education Department, STKIP PGRI Bangkalan, Indonesia

Contact: [Mohammad Arief Wahyudi](mailto:Arwah74@stkipgri-bkl.ac.id)  Arwah74@stkipgri-bkl.ac.id

ABSTRACT

This study aims to describe the study on Group Investigation (GI) toward teachers to reduce students' anxiety in speaking skills. The research design of the study was qualitative which focuses on descriptive qualitative research. It involved the Tenth- Grade of Students at SMKN 1 Blega as the subject of the research. The data were obtained through observation during the teaching and learning process and an interview with the teachers. In this study, the researcher accomplished several steps to analyze the data, namely reducing data, presenting data, and drawing conclusions. The first research finding revealed that the GI was used by the teacher and the students in and out of the class. The teacher utilized Group Investigation to reduce students' anxiety in speaking skills toward teachers' response. Meanwhile, the students used the GI model to give corrections and suggestions on their friends' speaking in pairs or groups. The second findings revealed that the students gave positive responses toward the use of Group Investigation on speaking. The students said that the GI is a practical model that develops students' speaking skills and interesting mediums that make students enthusiastic. It also developed the students speaking ability and was able to motivate the students in speaking.

KEYWORDS:

Group Investigation;
Speaking skill learning;
Anxiety

Introduction

English is one of the international languages people need to know about the main communication materials to date. A problem that often occurs at this time, most students are even lazy and hard to learn English because of several things. First, indeed, some people do not understand English; thus, it is challenging to comprehend the lesson. Second, some people comprehend English, but they rarely practice and often forget it. Hashemi, as cited in Souriyavongsa (2013), identified that students' weakness in

English language learning is due to the differences in social contexts, cultural environment, for example, in the environments where the first and second or foreign language learning take place such as Cambodia, Laos and many others. Padmadewi, as cited in Melati (n.d.), adds that the Group Investigation learning model is the most complex model of cooperative learning state. So, the Group Investigation Learning Model enables the students to reduce their anxiety when they speak or present in front of the class. Because students will help each other when one of them does not understand, do not very fluent to speak English, and feel nervous when talking in front of their class. The concept of second-Language anxiety has also been investigated in the context of attitudes and motivation and their relationship to proficiency. Because the main importance is on attitudes and motivation, detailed information is not always given about the relationship of anxiety to proficiency. So, grouping in the investigation group learning model greatly help students who are still experiencing difficulties presenting or experiencing anxiety, nervousness, and lack of confidence. Because these group friends who are more understanding and able to present without feeling nervous while playing a role in helping reduce the anxiety experienced by other friends.

Referring to that case, teachers must be good facilitators to support the students' speaking ability. The teachers as the facilitators affect the students' speaking development. The use of appropriate strategy and medium chosen by the teacher really affect the students' speaking skills. Moreover, there are many methods used by the teacher to teach speaking, such as the use of guide question technique, free writing technique, pair-work activity, flow chart, the use of mind mapping, and so on. In addition, methods have different ways to be applied to the students. Some methods may be applied and work well for one student, but they are not certain that they also easily be applied to another student. Therefore, the choice of

teaching method and medium is the students' necessity in the learning process (De Jong, 2012).

So far, teaching-learning has still become a good way to develop students' knowledge. It gives lots of positive contributions to students' learning process. With the increasingly advanced technology, the use of a learning method is still getting an increase. Denzin (2005) states that learning style is a student's way of concentrating on the process, build-up and difficult information. Learning models such as Group Investigation (GI) can be applied in a class where students still have many difficulties in collaborating with their classmates and can improve student performance in carrying out schoolwork.

Due to those cases, one medium that can be used in teaching speaking is Group Investigation model learning. Group Investigation is an alternative for students to complete schoolwork properly. This model is carried out in groups so that students have more reports or more information gathered, and after that, students will discuss with other groups the information obtained. When discussing students present using English. From there, it will be seen how far students can put themselves well in reducing anxiety and distrust in speaking English. Hesse (2015) elaborates that Group Investigation has two central scopes: 1) communication and 2) information. By this model, the teacher is able to make discussions and give questions or assignments and assessments that facilitate the teacher to interact with their students. Both teacher and student can discuss everything in group discussion, which they can do in school (Latif, 2012).

The teachers can directly revise students' speaking errors when presenting in the classroom. The students also can give comments and corrections to their speaking. However, SMKN 1 Blega is one of schools that has implemented Group Investigation model learning to teach speaking at the Tenth Grade. The teacher creates the group for the students to enable them to submit the task and do the discussion. The teacher asks the

students to talkative on Group Investigation model learning and course during the learning process. Then, the students are supposed to discuss with their classmates while speaking. Not only the students, but the teacher also corrects the students' speaking through the discussion. The teacher also gives some responses by Group Investigation model learning use. Thus, based on that learning condition, the researcher wants to investigate further the use of Group Investigation implemented by the teacher in teaching speaking and the teachers' responses toward the use of Group Investigation implemented by the teacher in teaching speaking.

Speaking

Speaking is an interaction process of built-up meaning that includes receiving, processing, and producing information, defined in Brown (2000) & Joyce (2018). It is often spontaneously, open-ended, and evolving according to situations and conditions in an ongoing conversation. Communication meets are another speaking type of activity proposed by Harmer (2007). The meetings are designed to provoke communication between students and depend on gap information.

Technique in Speaking

Four things the learning goals that achieve of a language course in accordance with Newton (2009), namely fluent control of the sounds, spelling, vocabulary, grammar and discourse features of the language, so that they capable of using to communicate effectively. English language teachers, while teaching oral language, deliver maximum occasion to students to speak the goal language by providing a rich environment that covers cooperative work, authentic materials, and shared knowledge (Newton, 2009). Ahmed (2016) defines that speaking as a language skill developed in child life, which is preceded by listening skill, and at that period, speaking skill is learned.

Group Investigation

The Group Investigation learning model is the most complex model of cooperative learning state Padmadewi, as cited in Melati (n.d.). Learning style factors are contained in the internal. According to Cleveland, Somekh (1999) stated that learning style is a student's way which can concentrate to process, build-up and difficult information. It can support students and also inhibit the students' ability to speak English. Learning models such as Group Investigation (GI) can be applied in a class where students still have many difficulties collaborating with their classmates and can improve student performance in carrying out school work. According to Gaw (2012) there are some innovative characteristics for each detail; 1.) Most research on teamwork focuses on the results of all groups, 2.) The role of educational technology in the 21st-century assessment allows computers to provide detailed timestamp data that captures collaborator activities, 3.) This study brings together a focus on assessment in unusual ways rarely implemented, 4.) This study focuses on developing problem-solving in the deductive paradigm. The volume explores how this hierarchy is supported inside the collaborative context and what the implications are for teaching hypothetical-deductive reasoning skills in two diverse curriculum fields, 5.) Much of the work reported in this book has been pragmatic and conceptual.

Previous Study

Study entitled "Comparison Study: Effects of The Group Investigation Toward Science Model and The Direct Instruction Model Concept Understanding" has been concluded that the group investigation model has a positive effect on the understanding of non-science students about science concepts in the first semester. It gave the impacts on the Group Investigation (GI) effective and has a more positive effect on understanding non-science science students' concepts in the first semester than the react (DI) Instruction class. For this reason, the model is very suitable to

implement and improve non-science students' understanding of science concepts in the first semester.

A study entitled "Improvement of Learning Process and Learning Outcomes in Physics Learning by using Collaborative Learning Model of Group Investigation at High School (grade X, SMAN 14 Jakarta aims to improve the quality of physics learning through the application of collaborative learning of group investigation at grade X MIPA 2 SMAN 14 Jakarta. The application of a collaborative learning model of group investigation can improve the learning process and learning outcomes in physics learning.

A study entitled "An Investigation into University Students' Foreign Language Speaking Anxiety" aims to identify whether the students' foreign language speaking anxiety demonstrate significant differences in terms of their gender, language level, receiving English preparatory training, and the kind of high school they graduated from. According to T-test, it was seen that female students' score is higher than male students. Also, it could be reported anxiety of students who have received English preparatory training are lower based on T-test results.

Method

The design of this study is qualitative, which focus on descriptive qualitative research. Descriptive qualitative research is research that produces the data in the form of words rather than in numerals. In the qualitative method, the researcher describes the events, phenomenon, or situation. Creswell (1994) states that the main focus of qualitative research is to explain, describe, explore, and discover the feeling, situations, values, events, and attitudes of a group of people.

Result and Discussion

The Group Investigation model plays an important role in teaching speaking. It can be proven by some responses from the teacher about the

implementation of the Group Investigation model in teaching speaking. First, group investigation is a practical model. It helps the students to ¹¹improve the student's creativity in learning. The result of the research above was comfortable when the researcher combined with the only one of the experts like Melati (n.d.). This condition is relevant with her that ⁴Group Investigation is one method used in instructional model design that facilitates the learning process to be more effective and efficient. Learning this model is done in groups where students will determine their own range of topics and themes, but there are still limits. When it has been determined by supervision, it will continue to investigate or omit information as accurately as possible regarding the specified topic.

Second, Group Investigation developed student's speaking skills. In implementing the GI model, the teacher can make students collaborate, such as dialog or conversation, to fulfill the tasks. So, the students can have some practices of speaking in the class. Besides that, the students also can adjust the task on speaking well. Therefore, it develops the students' speaking. The result of research above was comfortable. The result between the researcher and the states one of the articles had been suitable that ⁴learning style is how the student can concentrate to process and store new and difficult information. Learning models such as Group Investigation (GI) can be applied in a class where students still have many difficulties in collaborating with their classmates and can improve student performance in carrying out schoolwork.

Third, the Group Investigation model makes the class not conducive. In implementing the GI model in teaching speaking, the students become noisy because they need to discuss their speaking topic on the group. The result of research above, when the researcher combined with the one of an expert like accordance to Hesse (2015) has similarities and suitable which said ¹problem-solving is an activity in which a learner perceives a discrepancy between a current state and the desired goal state, recognizes

that this discrepancy does not have an obvious or routine solution, and subsequently tries to act upon the given situation in order to achieve that goal state. It is accompanied by several mental and behavioral processes that might not necessarily occur in sequential order but can run in parallel.

Fourth, Group Investigation makes the students more enthusiastic. GI model leads the students to always do the work in the group. When they have speaking activities, they become more active and enthusiastic because they can interact and share ideas with their friends in the group. This statement has suitable with the one pursuance of Gardner & MacIntyre (1992); the concept of second-Language anxiety has also been investigated in the context of attitudes and motivation and their relationship to proficiency. Because the primary focus is on attitudes and motivation, detailed information is not always given about the relationship of anxiety to proficiency. So, grouping in the investigation group learning model will significantly help students who are still experiencing difficulties of presenting or always experiencing anxiety, nervousness, and lack of confidence. Because this group of friends who are more understanding and able to present without feeling nervous will play a role in helping reduce the anxiety experienced by other friends.

Conclusion

This research uses descriptive qualitative as a research design. It was conducted in SMKN 1 Blega. The subject of the research was the Tenth-Grade students of SMKN 1 Blega. The data of this research was obtained from the interview. Based on the result of the data analyzed in this research, the researcher concludes that teachers' responses toward using the Group Investigation model. The use of Group Investigation on teaching speaking has brought some perception from the teachers. That is shown by the teachers' statements in the interview that there are four responses expressed by the teacher toward the use of Group Investigation.

First, the Group Investigation is a practical model. It helps the students to improve the student's creativity in learning and makes them more critical and confident. Second, Group Investigation can develop student's speaking skills. The teachers are able to make students collaborate with each other such as on dialog or conversation. The students have the opportunities for some speaking practices in the class and adjust the task on speaking well. Third, the Group Investigation model makes the class not conducive; the students become noisy because they need to discuss the topic of their speaking in the group. Fourth, Group Investigation makes the students more enthusiastic. It leads the students to always do the work in the group, and the students become more active because they can interact and share ideas with their friends in the group

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