

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discuss the theories and literatures that giving some inspirations to did this classroom action research. It will gave us some informations of concerning in this research. The theories can be used in analyzing the data finding of this research.

A. Group Investigation Method

a. Definition of Group Investigation Method

Robert E. Slavin state that Group Investigation as follow :

“ Group Investigation was a form of cooperative learning that dates back to John Dewey but had been refined and researched in more recent years by Slomo, Yail Sharan and Rachel Herts – Lazarowits Israel.⁷

Roy Killen said that Group Investigation was one of cooperative learning method which focused on student’s participation and activity. The teacher used to the method firstly he or she divided the class into small heterogeneous groups. This group consist of two to six and may form around friendships or around an interest in a particular topic. Students select topic for study, then every group decided what subtopics are to be investigated as well as the goals of their study, and then prepare and present a report in front of class.⁸ This type demands to the student’s abilities communication or on the group skill. Group investigation

⁷ Robert E. Slavin, *Cooperative Learning : Theory, Research and Prcatice*, (USA : Allyn and Bacon, 1995), p. 111

⁸ Roy Killen, *Effective Teaching Strategies: Lesson from Research and Practice*, (Australia: Social Science Press, 1998), p. 99

model exercises the students to grow up their brain skill. The students as the followers actively will show form the first step until the last step of the learning process.

According to Robert E. Slavin is important for Group Investigation is student's cooperative planning of their inquiry. Group membered take part in planning the various dimensions and requirements of their project. Together they determined what they want to investigate in order to solve their problem which resource they required who will do what and how they will present their completed project to the class.

Presentation technique was done in front of class with several of presentation forms, while other group shift waited to presentation, to evaluate and gave response from the topic presentation. The teacher's role in conducting a Group Investigation project the teacher serves a resource person and facilitator. He or she circulates among the groups, saw that they were managing their work and helping out with any difficulties they encounter in group interaction and the performance of the specific task related to the learning project.

B. The Procedure in Group Investigation Method

In this method, the teachers involved students in planning and learning how to run. This method more sophisticated class structure. Teachers who used these methods typically divided the class into groups. The students chosen a topic to study, conduct in – depth investigation of the chosen topic, then prepare and present a report to the whole class.

According to Richard, there are six steps in practice the cooperative group investigation:⁹

a. The deviding of students

The teacher devided of students become some small group.

b. The selection of topics

The students chosen topics according to their interest that have proveously been described by teachers.

c. Cooperative learning

The students and the teachers to plan the procedures, taks, and specific learning purpose that match the topics that students'choose.

d. Analysis and disscussion

The students analyze and evaluate information obtained during the performace of learning and planning that information can be summarized by appealing to present to classmates.

e. Presentation

Each group give a presentation on a topic of their choice in order to achieve a better perspective on the topic. The group presentationis coordinated by the teacher.

⁹ Arends, Richard. Learning to teach (New York :McGraw Hill Companies, 2007. P.25.- 27

f. Evaluation

The students and teachers evaluate the learning and contributions of each group to the worked as a whole class.

C. The Advantage of Group Investigation Method

In group investigation, students not only work together but also help plan both the topics for the study and the investigation procedure used. Group investigation has many advantages :

- 1). Providing a sharing cognitive set of information between students.
- 2). Motivating students to learn the material.
- 3). Providing that students construct their own knowledge.
- 4). Providing formative feedback.
- 5). Developing social and group skill necessary for success outside the classroom, and
- 6). Promoting positive interaction between members of different cultural and socio – economic groups.

D. Discussion

Discussion was the process of talking things over among two to or more persons, preferably face to face. The total discussion process ideally is a cooperative effort on the part of individuals to work together as a group, through the exchange of thought orally, toward some group objectives. Risk states that discussion means thoughtful consideration of the relationship involved in the topic or problem under study. Thinking out some problems and situations together through verbal interchange of ideas was simply called

as to discuss. From those definitions, it can be concluded that discussion is the exchange of information, opinion, and ideas.

The positive effect of group discussion divided the students into small group seems to provide an opportunity for students to become more actively engaged in learning and for teacher to monitor students' progress better. It can also enhance students's cooperation and social skills. A further characteristic of successful discussion was the apparent motivation of the participants was their attention to the speaker.

E. Speaking

To most people mastering the art of speaking the single most important aspect of learning a foreign or second language and success is measured in terms of the ability to carry out on conversation in the language.

Speaking was making used words in ordinary voice, uttering words , knowing and being able to use language, expressing oneself in words, making speech. While skill was the ability to do something well. Therefore, the researcher can infer that speaking was the ability to make used of words or language to express oneself in ordinary voice. In short speaking skill was the ability to perform the linguistic knowledge in actual communication.

1. Definition of Speaking

Speaking consist of producing systematic verbal utterances to convey meaning. (untterances are simply thing people say). Flores said “ speaking was an interactive process of constructing meaning that involves

producing and receiving and processing information.¹⁰ Speaking in language was specially difficult for foreign language learners because effective oral communication requires the ability to use language learners, because effective oral communication the ability to use language appropriately in social interactions. Diversity in interaction involved not only verbal communication, but also paralinguistic element of speech such as pitch, stress, and intonation.¹¹

According to Nunan, interactional of speech was more fluid and unpredictable than transactional speech. Speaking activities inside the classroom need to embody both interactional and transactional purpose, since language learners will have to speak the target language in both transactional and interactional setting.¹²

Brown and Yule said, In transactional situation, where information transference was the primary reason for the speakers choosing to speak, the language tends to be clearer, more specific, than in primarily interactional situations. so they assume the normal speaker of language achieve an ability to express their need, to communicate information.¹³

¹⁰ Kathleen M. Bailey and Nunan, *Practical English Language Teaching : Speaking*, (New York , The Mc, Graw Hill Companies, 2005), p. 2

¹¹ Richard and Renandya, *Methodology in Language Teaching : An Anthology of Current Practice* , (New York : Cambridge University Press, 2002), p. 204

¹² David Nunan, *Practical English Language Teaching*, (New York, The Mc, Graw Hill Companies , 2003), p. 56

¹³ Brown and Yule, *Teaching The Spoken Language*, (New York, Cambridge University Press, 1999), p.14

Speaking was also one of the language arts that was most frequently used by people all over the world. The art of speaking was very complex. It requires the simultaneous use of the number of abilities which often develop at different rates. Generally, there are at least four components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation and fluency.

a. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it.

b. Grammar

It was needed for students to arrange a correct sentence in conversation. Student's ability to manipulate structure and to distinguish appropriate grammatical from inappropriate ones. The utility of grammar is also to learn the correct way to gain expertise in language in oral and written form.

c. Vocabulary

One cannot communicate effectively or express their ideas both oral and written form if they did not have sufficient vocabulary means the appropriate diction which is used in communication.

d. Pronunciation

Pronunciation is the way of students to produce clearer language when they speak. It deals with the phonological process that refers

to the component of grammar made up of the elements and principles that determined how sounds vary and pattern in language.

e. Fluency

Fluency was the ability to keep going when speaking spontaneously. When speaking fluency students should be able to get message across with whatever resources and abilities they had got, regardless of grammatical and other mistakes. It means the learners learn to speak by speaking. The teacher need to give them plenty of opportunities to communicate in different situations and different topic.

According to Scott, there are four the features of fluency can now be summarized, there were: pause may be long but not frequent, pauses were usually filled, pauses occur at meaningful transition points, and there were long runs of syllables and words between pauses.¹⁴

F. The Way to Improve Speaking Skill

The following activities are helpful in getting students to practice speaking skill. There are seven ways to improve of speaking skill.¹⁵

1. Information gap activities

An information gap was where two speakers have different bits of information, and they can just completed the whole picture by sharing that information, because they had different information.

2. Telling Story

¹⁴ Thornbury, Scott. *How to Teach Speaking* (Longman). P. 8

¹⁵ Harmer Jeremy, *How to Teach English* (England: Person Education, 2007). P, 129 - 130

We spend a lot of time telling other people and anecdotes about what happened to us and other people. Students need to be able to tell stories by English language.

3. Favorite objects

A variation on getting students to tell personal stories in an activity in which students were asked to talk about their favorite objects.

4. Meeting and greeting

The students role – play a formal or business social occasion where they met number of people and introduced by themselves.

G. Teaching Speaking

Teaching was an interactive process, primarily involving classroom talk which took place between teacher and pupil and occurs during certain definable activity. And speaking was showing or saying feeling, opinio, idea or what was in mind, news or what is known into words and sentences in order to be heard by someone else. It can also be said that speaking was way for one to extcnd what they know to the others to get any responses.

Teaching speaking was a process of giving help to the students to use the sound system, to expressing their idea, taught and feeling by using foreign language. In relation to that, in the teaching of speaking skill, there was a progression from exercise which focuses on sounds to activities which provided the students with choice and freedom for practicing communication.

Young learners were like sponges, they soak up everything we say and how we say it. Thus clear and correct pronunciation is of vital importance,

since young learners repeat exactly what they hear. What had been learned at an early stage was difficult to change later on. One rule that applied here was slowly and steadily through constant revision and recycling. With the help of mixed activities, such as dialogues, choral revision, chants, songs, poems and rhymes, students' speaking abilities grow, their pronunciation gets better and their awareness of the language improves.

When applying the abovementioned tools into the teaching practice, what should be kept in mind is that interaction is an important way of learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible. Many ways to teach English well. With communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching was based on real life situations that require communication. By using this way in classes, students will have the opportunity of communicating with each other in the target language. Teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task. In teaching speaking teacher can use many ways to make students speak up in speaking class.

Jeremy Harmer suggested on his book, there were some many classroom – speaking activities that were currently used in communicative class¹⁶

a. Acting from Script

¹⁶ Harmer Jeremy, *The Practice of English Language Teaching*, (New England ,Longman),p. 271 - 273

The teacher can ask the students to act out scenes from plays and or their course book sometimes filming the result. Students will often act out dialogues they had written themselves. This frequently involves them in coming out to the front of class.

b. Communication Games

Games which are designed to provoke communication between students frequently depend on information gap, so that one student has to talk to partner in order to solve a puzzle , draw a picture (described and drawn) , or find similarities and differences between pictures.

c. Discussion

One of the reason that discussion fail (when they did) was that students were reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway confident of the language they might use to say it. Many students felt extremely exposed in discussion situations.

d. Prepared Talks

A popular kind of activity is the prepared talk where students make presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation, because they were prepared, they were

more writing – like than this. However, if possible, students should speak from notes than from a script.

e. Questionnaires

Many students derived great benefit from simulation and role play. Students simulate were real life encounter (such as bussiness meeting, an encounter in an aero plane cabin, or interview) as if they doing so in the real world, either as themselves in that meeting or aero plane, or taking on the role of character different from themselves or with thoughts and feeling they did not necessarily share. Simulation and role play can be used to encourage general oral fluency.

H. Definition of Classroom Action Research

The most impotant component of action research is that it did include both action and reflection that lead to enhance practice. Kemmis and Mc Taggart distinguish it from the normal practice of teaching in the following way :

1. It was not the usual thinking teachers did when they think about their teaching. Action research was more systematic and collaborative in collecting evidence on which to base their group reflection.
2. It was not simply problem solving. Action research involves problem – posing, not just problem solving. It does not start fro a view of ‘ problem ‘ of pathologies. It is motivated by a quest to improve and understand the

world by changing it and learning how to improve it from the effects of the changes made.

3. It is not research done on other people. Action research was research by particular people on their own work, to help them improve what they did, including how they work with and for others.
4. Action research is not “the scientific method” applied to teaching. There was not just one view of “the science method”, there are many.¹⁷

However was action research is different to the normal practice of teaching, to what extent is it ‘research’?

Nothing standing Kemmis and Mc Taggart’s differentiation between action research and teaching, there was obviously a close connection between two and it is this close connection that makes the approach a particularly attractive one for practitioners. The self – initiated approach to research and to an improvement in practice on another strong attraction of the action research approach. Indeed, some have argued that it is a legitimate part of good teaching, Zeni sad :

“ Action research involved practitioners in studying their own professional practice and framing their own questions. Their research has the immediate goal to assess, develop or improve their practice. Such research activities belong into daily process of good teaching, to what has been called the ‘zone of accepted practice’.”¹⁸

¹⁷ The Open University, *Action Research A Guide for Associate Lectures* (COBE, Walton Hall Milton Keynes MK7 6AA), p. 8

¹⁸ *Ibid*, p. 8

I. Design of Classroom Action Research

According to Wijaya Kusuma that design of Classroom Action Research is divided into six models, there are :

1. Kurt Lewin model
2. Kemmis Mc Taggart's model
3. Dave Ebbutt model
4. John Elliott model
5. Hopkins model
6. Mackaron model¹⁹

Out of this six models, the writer would explain and apply Kurt Lewin design in teaching and learning activities. Kurt Lewin design becomes basic reference from the other models, specifically for Classroom Action Research (CAR). Kurt Lewin introduced CAR research for the first time. The basic conceptual of Classroom Action Research includes four components :

1. Planning

Planning was a step to prepare the classroom instructional strategy to be developed in the study to solve the instructional problem. The instructional strategy had been selected based on the belief that the strategy can theoretically solve the problems. It was this strategy that became the focus of the study, to be prepared, to be tried out, to be revised, to be tried again until it proves effective to solve the problem.

¹⁹ Wijaya Kusuma dan Dedi Dwitagama, *Mengenal Penelitian Tindakan kelas*, (Jakarta Barat : PT. Indeks, 2009), p. 20

2. Acting

Acting was the second step after the planning step to implement the instructional strategy that had been planned. At this stage, the researcher had mastered the instructional scenario before starting the implementation in class. The researcher at this stage was not in the process of learning how to implement the plan, nor in the process of improving the quality of teachers' performance, but in the process of actually trying out the strategy to test how much the strategy can solve the classroom problems. The researcher was recommended to collaborate with one or two other teachers of the same subjects. The collaborators observe the implementation of the plan to see how much the strategy can solve the classroom problems.

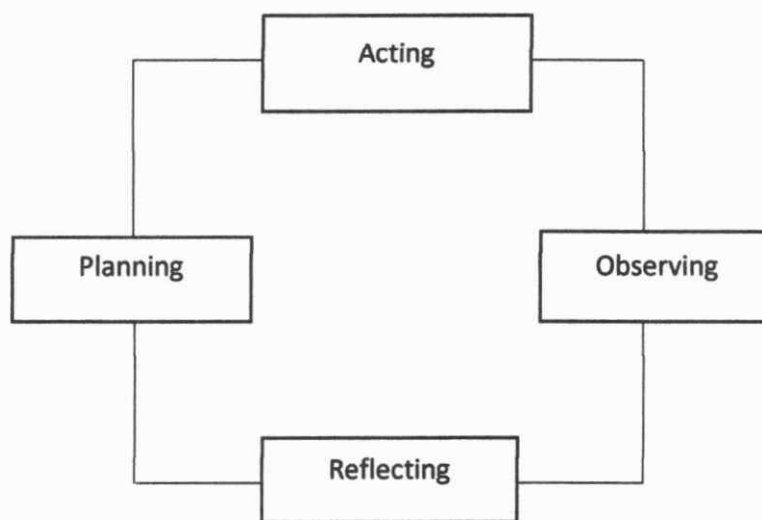
3. Observing

Observing was from the process of collecting data indicating the success of the strategy in solving the classroom problems. The focus of the observation is on the data related to the criteria of success that have been decided. The question that becomes to concern in the observing process was "How well does the teacher teach?" or "How well was strategy implemented by the researcher?" the last two questions were not the questions for Classroom Action Research but appropriate for observer observing students who were learning how to teach like in the practice teaching program.

4. Reflecting

Reflection was the process of analyzing data to determine how far the data collected had shown the success of the strategy in solving the problem. Reflection also show what factors support the success of the strategy or what other problems many occur during the implementation process. The connection of four components above can describe as below :

Picture 1. Kurt Lewin Model (Classroom Action Research)



J. Benefit of Classroom Action Research

Action research can be a worth while pursuit for educators for a number of reasons. Foremost among these was simply the desire to know more. Good teachers are, after all, themselves students, and often look for ways to expand upon their existing knowledge.