



Teaching Speaking News Item Through Group Investigation Technique in Senior High School

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Abstract

Speaking competence is one of the basic competences for senior high school students. However, there are some problems that mostly emerge in the teaching of speaking competence, specifically in reading news item text. The problems are the lack of students' English vocabularies, their lack of comprehension in using grammatically correct sentences and the discomfort they feel caused by the lack of creativity of teachers in managing the learning process in the classroom. In order that students could comprehend news item text, the writer selects group investigation as a technique used in teaching this topic. This technique is applied in the whilst-teaching phase by giving students half of the news text as their task to investigate the text given. By using group investigation, it is expected that teachers could maximize their roles in increasing students' speaking competence. The writer also hopes that the technique used could give positive contributions in teaching speaking competences in order to improve students' competence in conveying the news.

Key words: Group Investigation, Speaking, News Item, Senior High School

A. INTRODUCTION

Speaking is one of the language skills which needs to be mastered by language learners. It is essential to master because this skill can help people communicate well. The effective communication can more likely be achieved if both speakers have capable speaking competence. As both speakers have adequate speaking competence, the message sent both from the speaker and receiver will be more clearly understood. The essence of speaking is to deliver a message from the speaker to the receiver effectively. Speaking is considered effective when the ideas or thoughts delivered by the speaker can be accepted clearly by the receiver with no changes in the meaning from the intended message. This kind of communicative speaking can only be achieved if the speaker masters the indicators of good speaking.

According to Penner (1984: 157) there are several components of the oral communication process; the communication source, the message, the encoder which is done through language expressions, the channel or medium, the

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decoder which is used by the receiver to understand the message and the person who receives the communication. In oral communication, the first three relate to the speaker, the last two relate to the listener, and the fourth relates to both.

In Indonesia, students begin to learn English formally in Junior High School. At this time, students are taught some simple lessons such as how to greet, how to describe things and tell daily activity. In senior high schools, learners begin to learn more complex English sentences, such as identifying report text, recount text, correlative conjunctions, future text, indirect speech, news item and other similar topics. Since English has been included in the curriculum since year seven of junior high school, it is then expected that the students should have been able to interact orally with each other through English. However, many students in senior high school does not yet achieve this ability to converse in English well. This may be due to their tendency to speak in Bahasa or Minangnese since both of those languages are their mother language which they have been speaking with since their earlier times. Therefore, students prefer to speak in Bahasa or minangnese since they already master these languages, without having to transforming their ideas into a language they do not really know about.

News item is one of the lessons learned in senior high school. In news item, the students are taught how to comprehend the information in news. Students are required to be able to conceive information from the news since this ability is useful for the students themselves. In comprehending the news, students need to use their communication skills. They use their communication skill either to clarify the news or to give their opinion toward the news they are reading or listening to.

One of technique to improve students' understanding in news item is group investigation. Haqqi (2013) states that group investigation is a general classroom-organization plan in which students work in a small group including two to six members, then they discuss a topic from a unit being learned. In group investigation, students are required to speak and express their ideas related to the news they are reading or listening to. This learning technique will be very useful since students can discuss their ideas first before delivering what is in their thoughts. More importantly, it will also boost the confidence of the shy students who often find speaking with hesitance. Thus, by using group investigation, those shy and fearful students can slowly start to speak in little circle, then later they can speak without having embarrassed or fear at all in a bigger forum.

The Nature Of Speaking

In the study of language, speaking holds a crucial position. Cora and Knight (2000:18) states that speaking is a crucial part of language learning and teaching which involves producing, receiving and processing information. Speaking has important role in communication skill in English. Students need to have good knowledge of speaking in order to express their thoughts and share their ideas well. Without having good speaking mastery, students will fail

to deliver things they really want to say or express. Indeed, having lack of speaking might cause failure in communication.

Lindsay and Knight (2006:57) state that speaking is a productive skill which employs conducting, communicating the message, and interacting with another people. Therefore, before speaking, ones have to conduct what is going to be spoken, then communicate the message by interacting with another people. As known that speaking is about interaction between a person with another person related to a topic, the speaking occur between more than one person.

As one of the four skills, speaking should be developed to enhance students' speaking competence. Hedge as in Iswardati (2003:246) explains that learning speaking is very important. It is an activity to understand and gain information in verbal communication. Through speaking, the speaker can share their ideas and thoughts in verbal communication.

Chaney as in Emma (2011:2) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. This means that speaking is one of the ways to express intended meaning whether it is spoken or through symbols. Speaking is not only about communicating with other people, but in speaking, we can get new information or we can share our plans to other people. Language can be controlled by people to interact with each other. Communication can be done by two individuals, there are speaker and listener. The listener must listen and understand what speaker says, and after that gives a response.

In addition, Richards and Theodore (2007) state that the classical meaning of speaking is the ability to talk, and to speak. The main purpose of speaking is to send the message for the other one or to be able to communicate about something in language and understood by someone who becomes a listener. So, speaking can be the media to create communication in order to share message or something to another person.

Based on the explanation above, it can be concluded that speaking is very important to communicate with others to take and give information learning language, speaking skill should be taught and practiced in the classroom even in real life situation, in order to enable the students to communicate effectively and accurately, and also requires the ability the students to cooperate in the management of speaking turn in order to give students' information and ideas.

News Items Text

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. News item is a type of the text that has the main function or communicative purpose to inform readers of listeners or viewer about events of the day that are considered newsworthy or important.

1. The generic structure of news item has elements as follows.

- a. **Headline/title:** the main point to report in reduced clause.
- b. **Summary of event:** the summary of main event that is to be reported.

- c. Background of event: the explanation about what had happened (who, what, when, where).
- d. Source: someone's about the event.

2. Language Features of News Item

- a. Focusing on circumstances
- b. Using material process
- c. Short, telegraphic information about story captured in headline
- d. Use of Material Processes to retell the events (in the text below, many of the Material Processes are nominalised)
- e. Use of projecting Verbal Processes in sources stage.
- f. Focus on Circumstances (e.g. mostly within qualifiers)

Definition of Group Investigation

To make teaching and learning effective, the appropriate technique is needed. In teaching and learning activity definitely some techniques are needed to support the effectiveness the process and progress and to achieve the perfect achievement for teacher and learner. Group investigation is one of the technique in teaching and learning process. In teaching speaking, especially news item, group investigation seems is suitable to be applied.

According to Diah (2012), "Group Investigation is a sort of cooperative learning which emphasize on the student's participation to find the lesson material (information) by themselves which will be learned through available materials, such as from lesson book or the student can find it through internet". In investigating the problem, the students must find the information as freely not only limited on the book lesson, but also the students can find them trough internet which provide many information.

Group Investigation has revealed some interesting results. The use of group investigation in the classroom seems to be growing. The variations that can occur with Group Investigation make it hard to target. Most people use Group Investigation with a variety of other teaching techniques, and Group Investigation has four theoretical origins.

From the explanation above it can be concluded that group investigation is a form of cooperative learning which focused on the student's participation and activities to find out by themselves the lesson information that will be learned through available material, such as book or the student can find it by themselves through internet or other sources. Also, group investigation is where the students are involved since the planning, determining the topic information or the way to learn it through investigation. The students investigate the problem, and then give the solution and present it in front of class. In the same way, when they express their ideas to investigate the problem in a good team work as the unity, so they will get good result in solving the problem and creative learning as well. It will be easier for them in learning process if the teacher can direct them correctly.

B. DISCUSSION

Using “Group Investigation Technique” is a technique in teaching speaking at Senior high school students. In this case, the teacher focuses on news item which is learned by students in senior high school. The implementation of using “Group Investigation Technique” in English speaking class is divided into three stages: pre-teaching activity, whilst-teaching activity, and post-teaching activity. These stages follow the instruction of *Permendikbud RI no 103 year 2014* about the stages of teaching and learning process using Scientific Approach which consist of observing, questioning, collecting data, associating, and communicating.

1. Pre-teaching Activity

Pre-teaching activities are done at the beginning of the classroom. It is a kind of warming up activities, which is done in order to build the students background knowledge about the topic or about the field they are going to study. The teacher can ask some questions and gives some key words related to the lesson.

2. Whilst-teaching Activity

Whilst teaching activities are those activities conducted during teaching process. In this stage, the teacher leads the students to the main activity in the teaching learning process. The teacher guides the students by giving an example of news item text to the students. There are several activities or steps of whilst-teaching activities. They are as following: observing, questioning, collecting data, associating, and communicating.

a. Observing

The teacher activities in observing are presenting the context through pictures, presenting audio visual material, showing realia, conducting excursions, carrying out field trips, establishing social purpose through discussion and surveys. In this stage, the teacher leads the students to the topic about news item text that will be discussed by showing an example of news by tv, radio, or newspaper. At this time, the teacher displays the example of news item text on projector and demonstrates it in front of the class. Then, students pay attention to the social function, and the generic structure of the text.

b. Questioning

In questioning activity, student ask question about the information that is not understood from what is observed or question to obtain additional information about what is observed.

c. Collecting Data

In this stage, the teacher asks the students to find out information about the news item text from text book, the internet and other sources which are can helped them to understand the topic. After collecting the information, teacher guide the students to mention the definition of news item text, generic structure of the text, also the element of the language, after that students reads aloud the text, and then the students discuss a text with their group to get the information.

d. Associating

In this stage, teacher gives a different topic to the group, before students starting discuss the topic of news through the group investigation technique, the teacher must choose a leader of the group to lead the discussion. Then each group discusses the topic given by teacher. Here the teacher must control and guide the students. Group investigation will increases students' interaction and socialization also it is very helpful for students to engage in meaningful communication directed towards a goal or set of goals.

e. Communicating

In this stage, teacher and students discuss about the result of text that has discuss through group investigation by student, and students presents their text in front of the class, the students give their opinion, and teacher complete students opinion. Then the teacher and the other students evaluate the text which has been presented. The other group also analyze the grammar, the generic structure, and etc. Then the other group can give the suggestion and critics about the topic presented.

3. Post-teaching Activity

In the end of the lesson, students and teacher conclude about the lesson that have been learned together. Teacher gives students homework as their task to remind what they have learned. It is to see students' understanding about the topic what they have learned. Giving homework is one of the best ways to remind the lesson at home. After giving a homework, the teacher closes the class.

C. CONCLUSION AND SUGGESTIONS

1. Conclusion

Speaking is considered as one of the difficult skills to be mastered. The students may have some difficulties related to the lack of participation, inability to express opinion, and low motivation in speaking. Based on the curriculum of 2013, the primary purpose of teaching English is achieving communicative competence. As a result, Senior High School student as the early stage students should be able to speak and communicate in daily life using English Language. One of the method that can be used in learning English is "Group investigation". Group Investgatuon is a good technique in improvement students' speaking skill. It is very useful and applicable to be used in speaking class. It will make the students to be more creative in expressing their idea. They will be able to relate information in the text to their own life. Group Investigation helps teacher and students to present the material effectively. Based on explanation above, it can be concluded that the students' ability in speaking could be improved through group investigation technique. In learning through this technique, teacher uses scientific approach following the instruction of curriculum 2013. Scientific approach consist of observing, questioning, collecting data, associating, and communicating.

Teaching speaking skill in the classroom by using Group Investigation technique is divided in three phases. They are pre-teaching, whilst-teaching, and post-teaching. In pre-teaching, a teacher prepares students to get involved actively

in learning process. In whilst-teaching, the teacher gives topic and discusses it with students to get the ideas or information. Here, the teacher will be helped by using Group Investigation. The teacher facilitates students to work collaboratively and make advertisement together. Finally, in post-teaching, the teacher asks students to conclude the lesson and solves their difficulties.

2. Suggestion

In writing this paper, the writer expects the teachers to be more creative and use the suitable material in teaching speaking by using Group Investigation. The writer also suggest the next writer to do further study about the effectiveness of using Group Investigation in teaching speaking skill or other English subjects. Based on results and implementation of group investigation technique, the writer expects to the English teacher in Senior High School should continue to apply group investigation technique to improved students' speaking skill. Besides that, the teachers in Senior High School should use group investigation as a technique to improved students' in other subject.

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