IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH GROUP INVESTIGATION TECHNIQUE OF THE EIGHTH GRADE STUDENTS OF SMP N 1 HINAI IN THE ACADEMIC YEAR 2019/2020

A SKRIPSI

Submitted to the Tarbiyah Faculty UIN-SU Medan as a Partial Fulfilment

of the Requirement for S-1 Program

By:

<u>HALIMATUSYAKDIAH</u>

NIM: 34153086

DEPARTMENT OF ENGLISH EDUCATION

FACULTY TARBIYAH AND TEACHER TRAINING

THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

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FACULTY TARBIYAH AND TEACHER TRAINING

THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2019

Nomor : Istimewa

Medan, 06 September 2019

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Kepada Yth;

Prihal   : Skripsi

Bapak Dekan Fakultas Tarbiyah

   a.n **Halimatusyakdiah**

UIN-SU

di –

Tempat

Assalamualaikum Wr.Wb

  Setelah membaca, meneliti, dan memberikan saran-saran perbaikan seperlunya terhadap skripsi mahasiswi :

Nama   **: Halimatusyakdiah**

NIM   **: 34.15.3.086**

Jur / Prodi **: Pendidikan Bahasa Inggris**

Judul   **: Improving the Students' Speaking Skill Through Group Investigation Technique Of the Eighth Grade Students of SMP N 1 Hinai in 2019/ 2020 Academic Year 2019/2020.**

  Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

  Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

Wassalamualaikum, Wr, Wb.

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PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini :

Nama   **: Halimatusyakdiah**

NIM   **: 34.15.3.086**

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Judul   **: Improving the Students' Speaking Skill Through Group Investigation Technique Of the Eighth Grade Students of SMP N 1 Hinai in 2019/ 2020 Academic Year 2019/2020.**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Saya berani menerima segala konsekuensi bila pernyataan saya ini tidak benar.

Demikian surat pernyataan keaslian skripsi ini saya buat dengan sebenarnya.

Medan, 06 September 2019

Yang Membuat Pernyataan

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ABSTRACT

HALIMATUSYAKDIAH. 34153086. IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH GROUP INVESTIGATION TECHNIQUE OF THE EIGHTH GRADE STUDENTS OF SMP N 1 HINAI IN 2019/ 2020 ACADEMIC YEAR 2019/2020.

A Skripsi. Department of English Education, Faculty Tarbiyah Science and Teacher Training. The State Islamic University of North Sumatera, Medan, 2019

Keywords: Students' Speaking Skills, Group Investigation Technique

This research was aimed to find out improving of the students' speaking skill through group investigation technique. The subject of this research were the eighth grade of SMP N 1 Hinai which consisted of 29 students. This research applied classroom action research. The data of this research were qualitative and quantitative data. The qualitative data were taken from observation sheet, diary notes and interview. The quantitative data were taken from tests, that were carried out in the end of every cycle. The tests were given to the students in form of pre-test, post test 1 in the first cycle and the post test 2 in the second cycle. The result of the data analysis showed that the score of students increased from the first post-test I to post-test II. It were showed from the mean of orientation test was 60.2, there was 14% (4 students) who got point 75 or more. In the post test of cycle I, the mean was 68.8, it was higher than orientation test. There was 35%(10 students) who got point 75 or more. In the post test II, the mean was 77.4 and the percentage of students who got point 75 or more was 83% (24 students). It indicated that the use of group investigation technique can improve the students' speaking skill.

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The words are not enough to say appreciations for your contributions on this skripsi. May Allah guides them always and give them all happiness through their life. The writer hopes this skripsi can give a bit contribution to the language education, especially major of English, and further pedagogical research.

Medan, September 2019

HALIMATUSYAKDIAH
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CHAPTER I

INTRODUCTION

This chapter consisted of five sections, there were background of the problem, identification of the problems, formulation of the problem, objective of the research, andsignificances of the research. Further the explanation about introduction:

A.   Background of the Problem

It is generally known that no communication without a language. People need a language to interact with other people from different countries. They can use a common language in order that they can express their opinions, feelings and thoughts. So they must master some elements and skills in order to be able to communicate with other people by using language that they will create understanding and take the advantages from their communication.

And we know if language is an important role in holding relationship in human beings. Because it is the way people use to communicate with other. It becomes an effective communication which helps people share their opinions and feelings with the others. Language is an important in human life, as David Crystal[1] stated that language is an immensely democratizing institution. To have learned a language is immediately to have rights in it. You may add to it, modify it, play with it, create in it, ignore bits of it, as you will. And it is just as likely that the course of the English language is going to be influenced by those who speak it as a second or foreign language as by those who speak it as a mother-tongue.

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[1]David Crystal, (2003), *English As A Global Language (second edition)*,New York: Cambridge University Press, p.113

Many advantages if we mastery English language, as we can face the world. It is advantage for many people to communicate or to share information, feeling and so on. Language is very important in social life. All people know about the advantages of mastery English language, but little of them want to learn English. It is because they think that English language is so difficult for them. However, it has been taught in some levels of education in Indonesia, such as elementary school, junior high school, senior high school, and now in kinder garden also learn about English, in order to make young generations ready to face the world in globalization era. As a global language, English is used in many things we find in our daily and in many kinds of modern technology, such as computers, social media or networks, mobile phones, banking, electronic machines, transportation, etc.

English is acknowledged passport to better education and employment opportunities. English language plays a crucial role to weave the world into a single thread. English has a status of a second language in almost all the countries where it is not the first language. To acquire simple language for day to day communication is main aim of learning any language.[2]

From statement above, researcher can conclude that in order to get good education and employment opportunities, everyone must be able to communicate with English language in this global era. Learning English language is important for the students. It is important for students to face the world. The successful in

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[2]Riyaz Ahmad, (2016), *Importance of English Communication Skills* Journal, Sreenivasa Institute of Technology and Management Studies, Chittoor: Andhra, p.478

teaching and learning English process on school are the students can communicate with oral and written.

The teacher must to find new method in teaching learning process that can make students easy to understand the materials, effectively. In formal education, speaking and listening as the important of language skills get less proportion in teaching and learning English. There is rarely oral production test or speaking test. As the result that the students assume if listening and speaking are not very important to study. Speaking is productive skill of language learning. It involves communicative performance, and other important elements, such as pronunciation, intonation, grammar, and vocabulary.

In fact, based on the interview with English teacher and researcher's observation at the eighth grade students of SMP N 1 Hinai, that the researcher find out the problems of students' speaking skill, among them are, many of students feel bored in learning because the teacher just give the explanation about the lesson without involving their students in teaching and learning process, the students just be listeners without doing anything. The students are lazy to memorize the words and practice English in their daily life. So that they not mastery many vocabulary. Most of the students still got difficult in expressing their opinions, feelings or experiences orally. They felt unmotivated to learn, particularly to learn and to master speaking class. And most of the students still got difficult in pronunciation. Based on the problems above so researcher interested to chooses this school to be a target of research

And that the researcher gives solutions to applying the technique in speaking skill, namely is group investigation technique. Because applying this technique in speaking skill that can make the students more active, because all of the students divided into small group, and in the group the students will discuss and share their opinion in the group. So the researcher believe if group investigation technique can improving the students' speaking skill, and making the students be centre of learning

Group investigation method is one of the cooperative learning. Cooperative learning teaching model is one model of learning that support contextual learning. Cooperative learning teaching system can be defined as a system of a work/study in a structured group.[3]

The researcher try to use group investigation as a kind of techniques in teaching speaking. In addition, group investigation can help students to be more active and express their opinions through their partner in classroom's group. So, the researcher take using of Group Investigation Technique as a topic of this research. It is the reason why the researcher chooses the title for this research is **"Improving the Students' Speaking Skill Through Group Investigation Technique Of the Eighth Grade Students of SMP N 1 Hinai inAcademic Year 2019/ 2020.**

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[3]Finaty Ahsanah, (2015), *Group Investigation: A Cooperative Learning Method for The 10th Grade Students in Speaking English Classroom,* *TELL Journal,* p.58

B.   Identification of the Problems

In relation to background of the problem above, the following problems can be identified:

1. The students get bored while learning process because the techniques that the teacher uses are monotonous.

2. The students are lazy to memorize the words and practice English in their daily life. So that they are not mastery many vocabulary.

3. Most of the students still got difficult in expressing their opinions, feelings or experiences orally.

4. They felt unmotivated to learn, particularly to learn and to master speaking class.

5. Most of the students still got difficult in pronunciation

C.   Formulation of the Problem

Based on the identification of the problems above, formulation of the problems in this research is : How does the group investigation technique improve students' speaking skill in the eighth grade students of SMP N 1 Hinai in 2019/ 2020 academic year?

D.   Objective of the Research

Based on the formulation of the problems above, objectives of the researchin this research is: To describe students' speaking skill improvement by using group investigation technique in the eighth grade students of SMP N 1 Hinai in 2019/ 2020 academic year

E.   Significances of the Research

This research is hoped that it will be useful for researcher, teachers, students and for the school of SMP N 1 Hinai the statements is below:

a.   Theoretical

The study can provide a foundation for other researchers to conduct similar research in order to improve the students' speaking ability in giving opinion and language skills generally through the implementation of group investigation technique or the other methods and strategies.

b. Practical

1.   **For the researcher,** This research can give the researcher experience to do classroom action research in order to train the researcher in teaching ability. And the successful of this research will be used in teaching process in class after the researcher can be teacher in the future.

2.   **For the students,** Using group investigation technique to improving the students' speaking skill, to motivating the students speaking skill in teaching and learning process and giving more enjoy and active in the classroom.

3. **For the teachers,** This research give contribution for English teachers to choose the learning methods that are suitable in speaking class. The teacher must to use these methods to improve the students' achievement in class. That group investigation can help the teacher to improve the students' ability in speaking in their class. And English teacher must have many methods to teach

English to make the effective atmosphere in class. The students will more interest joining in English learning. It is the good point for teacher to get attention from all students.

CHAPTER II
LITERATURE REVIEW

There were four sections that will be discussed in this chapter. For the first section was theoretical framework that consisted of speaking and group investigation technique. While the second section was related study. Than third was conceptual framework. And the last was actional hypothesis

A. Theoretical Framework

In conducting a research, theories are needed to explain some concept in the research concern. This is considered the important ideas of conveyed. The concepts which are used must be clarified in order to have the same perspective of implementation in the field. In other word, the following is considered important to discuss for clarifying the concept used or being discussed, so that the readers get the point clearly.

1. Speaking Skill

Definition of speaking skill, the function of speaking skill, and the assessment of speaking skill were will be discussed in this section.

a. Definition of Speaking Skill

Speaking is one of language skills that plays an important role in learning a language. Sanggam states that speaking is the spoken productive skill. It is the skill of speaker to communicate information to a listener or a group of listeners.[4]

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[4]Sanggam Siahaan, (2008), *The English Paragraph,* Yogyakarta: Graha Ilmu, p. 2.

Speaking is one of the four basic skills in learning a language besides listening, reading, and writing. In Speaking means to say words, to say or to talk about something or to have a conversation with somebody in words, etc, while speech means the power of the action of speaking, a manner or way of speaking.[5]

It means that speaking is an important skill in our daily life, because it is the main skill in our communication. Without speaking we can't communicate with others. So, the main purpose of speaking is to send our message to another one or can to communicate about something that using a language and understood by someone who as the listener. In other words, that speaking is expressing opinions, ideas or feelings to another one.

Furthermore, speaking is the skill that the researcher uses for verbal communication with other people. When they are engaged in talking to each other, it is sure that they are doing communication. There is certain generalization that they can make about the majority if communicative events and these have particular relevance for the learning and teaching process. It is clear that to be able to speak well, a person should know the elements of speaking; they are grammar, vocabulary, pronunciation, fluency, and comprehension.[6]

In additional, Hughes explain that speaking is interactive and according to accomplish pragmatic goals through interactive discourse

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[5]AS Hornby, (2005), *Oxford Advanced Learner's Dictionary of Current English,* 3rd Ed, London: Oxford University Press, p. 1140.
[6]Scott Thornbury, (2002), *How to Teach Speaking*, London: Longman, p. 13.

with other speaker of language.[7] Speaking also described in the Qur'an on Q.S Ar-Rahman: 3-4

$$\text{خَلَقَ ٱلْإِنسَـٰنَ ۝ عَلَّمَهُ ٱلْبَيَانَ ۝}$$

The meaning: He (Allah) created human, (and) taught him eloquence.[8]

Based on pieces of the verses in the Qur'an above says that, Allah Swt who created human and taught him to good in speaking. This means, our speaking comes from our God Almighty. And we are as humans just can to find our potential in our speaking. And in another verse Allah said in Q.S Al-Isra': 53

$$\text{وَقُل لِّعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ ۝}$$

The meaning: "And say to My-servants, that they should speak in the most kindly manner" (Q.S Al-Isra': 53)[9]

Speaking is the verbal use of language to communicate with others.[10] Speaking is the skills that the learners will be judged upon most in a real-life situation. Speaking is an important part of everyday interaction. Most often the first impression of a person is based on his/her ability to speak even he/she speaks fluently or comprehensibly. Thus, the teachers have a responsibility to prepare the learners as much as possible to be able to speak English in a real-life situation. Based on the explanation above, Allah Swt says in Q.S Thaha: 44

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[7] Dewi Hughes, 2007, *Public Speaking*, Jakarta: Gramedia Widiasarana, P.57

[8] Al Bayan. (2001). *Al-qur'an dan Terjemahannya*. Semarang:Asy Syifa. p.1429

[9] Abdullah Yusuf Ali, The Meaning of Holy Qur'an New Edition Revised Translation, Commentary and Newly Comprehensive Index (Bestvile: Amana Publication, 2005), p. 1153.

[10] Glenn Fulcher, 2003, *Teaching Second Language Speaking*, New York: Pearson Longman, P.24

فَقُولَا لَهُ قَوْلًا لَيِّنًا لَعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَىٰ

Meaning: "And speak to him mildly, perhaps he may accept admonition or fear (Allah)"[11]

Only two ways to bring a man to the right way, they are to convince him by argument or admonition and to warn him of the consequences of deviation.

قُلِ الْحَقَّ وَإِنْ كَانَ مُرًّا

Meaning: "Telling the truth even it's bitter"

This hadits narrated by Imam Baihaqi in *"Syu'abul Iman"* *(number. 4737)* from Abdul Malik Ibnu Juraij from 'Athoo' from 'Ubaid bin Umair Al-Laitsi from Abu dzar Rodhiyallahu anhu

In this hadits Rasulullah Saw order us to telling the truth even it's bitter than telling lie, although the telling lie because we want to keep the feeling of others.

Then it can be concluded that, according to the Islam teaching, speaking is to convey a message to someone in a good road, with a soft word, don't speak about sin and always speak about good things. That's the characteristics of the believers if they seen from the way in speaking. From the discussion above, the researcher can to conclude that speaking is the ability of human being to convey the message to the other people called by listener by the good ways in some context, and the listener will understand about the message in the conversation.

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[11] Ibid., P. 417

b.   The Function of Speaking Skill

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule there are three functions of speaking. "…three part version of Brown and Yule's framework: talks as interaction: talk as transaction: talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.[12]

1)   Talk as interaction

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other.

2)   Talk as performance

Speaking as performance refers to public speaking; it is talk which transmits information before and audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

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[12]Jack C. Richards, (2008). *Teaching Listening and Speaking; From Theory to Practice*. New York: Cambridge University Press. p.21

3)   Speaking as transaction.

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately.[13]

c.   **Criteria of Good Speaking Skill**

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. As proposed by Brown[14], those aspects are pronunciation, fluency, vocabulary, and accuracy.

1)   Pronunciation

Pronunciation is the way a certain sound or sounds are produced. It covers they way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

2)   Fluency

Fluency is an ability to speak quickly and automatically. It means that fluent speaker should be able to speak quickly and automatically.

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[13]Jack C. Richards, (2006), *Communicative Language Teaching Today*, Cambrigde: Cambridge University Press, p. 19-23

[14]Brown, (2001), *Teaching by Principles: An Interactive Approach to Language Pedagogy*, San Francisco: Longman.

3) Vocabulary

Vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

4) Accuracy

Accuracy is an ability to produce sentences. The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately.

2. Group Investigation

Definition of group investigation, procedures of group investigation, and advantages and disadvantages group investigation were will be discussed in this section.

a. Definition of Group Investigation

The Group Investigation learning model (GI) is categorized as one of the cooperative learning models. Cooperative learning is a learning strategy that involves the participation of students in a small group to interact with each other. The Group Investigation (GI) learning model by Wena is categorized as one of the cooperative learning models. From that point of view, the Group Investigation learning model (GI) has characteristics as a cooperative learning system. Group Investigation (GI) learning is a type of cooperative learning that

consists of several members within a group that are responsible for the mastery of the subject matter and able to work on that part with other members of the group. According to Sharan, model group investigation (GI) is a model that emphasizes group heterogeneity and cooperation.[15]

Group investigation method is one of the cooperative learning. Cooperative learning teaching model is one model of learning that support contextual learning. Cooperative learning teaching system can be defined as a system of a work/study in a structured group. Included in this structure are the five basic elements (Johnson & Johnson), include positive interdependence, individual responsibility, personal interaction, collaboration skills, and group process. Group investigation is a method for classroom instruction in which students work collaboratively in small groups to examine, experience, and understand their topic of study (Sharan and Sharan).[16]

It means that Group investigation is an organization that permit a class to work active and collaborative in small groups and enables students to take an active role in deciding their own learning goals and processes in the class.

In Group Investigation, students take an active part in planning what they will study and how. They form cooperative groups according to common interest in a topic. All group members help plan how to

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[15] Widya Karmila & Sari Achmad, (2018), *Application Of Group Investigation (Gi) Learning Model In Pendidikan Ips Sd Course, To Improve Students' Critical Thinking Skills At Pgsd Universitas Negeri Makassar,* IOSR Journal of Research & Method in Education: IOSR-JRME, p. 42.

[16]Finaty Ahsanah, (2015), *Group Investigation: A Cooperative Learning Method for The 10th Grade Students in Speaking English Classroom,* TELL Journal, p.58

research their topic. Then they divide the work among themselves and each group member carries out his or her part of the investigation. Finally, the groups synthesizes and summarizes its work and presents these findings to the class.[17] This type asks the student's abilities of communication or the group skill. Group Investigation trains the students to grow up what in their opinions. The students as the actively will show from the first step until the last step of the learning process.

Adopting this technique, teacher is expected to be able to ply the teaching and learning process effectively, especially teaching and learning of speaking class. The students will do in groups by explain materials that given from teacher. Thus, when teacher puts the students in groups, that the teacher must to choose that the students whose levels are different and put their together. In addition, the activity offered in Group investigation is interesting, so that the students will feel new atmosphere in classroom.

Group Investigation includes four important components: investigation, interaction, interpretation and intrinsic motivation. Investigation refers to the fact that groups focus on the process of inquiring about a chosen topic. Interaction is a hall mark of all cooperative learning methods, required for students to explore ideas and help one another learn. Interpretation occurs when the group synthesizes and elaborates on the findings of each member in order to enhance understanding and clarity of ideas. Finally, intrinsic motivation

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[17]Ibid., p.59.

is kindled in students by granting them autonomy in the investigative process.[18]

The technique can be used on teaching and learning a language as motivation to learning it. There are hundreds of techniques in teaching that can be used in connection with language teaching. And naturally, most of students like competition and co-operation in their life. So that the teachers should know the technique that make the students feel challenged to solving the material in learning process, Because of its element to making a relaxation and enjoyable situation of class.

From statements above, it is concluded that Group investigation is a co-operative learning in which students help set topics for study and then together to complete their investigations. In Group Investigation technique students divides into four or five members with heterogeneities in each group. The group may form about friendship form the students' group based on their friendship or the same interest, students are likely to feel more comfortable in their groups and possibly to share in similar working style. As a matter of fact, it can be concluded that Group Investigation is the technique that can be improved the students' speaking skills.[19]

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ

---

[18]Daniel Zingaro, (2008), *Group Investigation: Theory and Practice*, Ontario Institute for Studies in Education, Ontario, p. 8.
[19]Ibid

The meaning: And help you in (doing) virtue and piety, and do not help in committing sin and transgression. And fear Allah, verily Allah is severe in punishment.

b. Procedures of Group Investigation

Below is the procedure of teaching speaking through Group Investigation technique. Arends[20] states that Sharan and his colleagues describe the six-step approach to GI, as follows:

Table 2.1 Procedure of Group Investigation Technique

No	Activities	
	Phases	**Teacher & Students**
1	Topic Selection	Students choose a specific sub-topics within the field of certain common problems, which are usually explained by the teacher. Then, students are organized into small groups consisting of task-oriented two to six people. The composition of the hetero generous group both academically and ethnically.
2	Cooperative Learning.	Students and teachers plan procedures, tasks, and specific

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[20] Arends, Richard I, (2008), *Learning To Teach: Seventh Edition*, New York: McGraw Hills Companies, p.14.

		learning objective in accordance with sub-sub topics selected in step.
3	Implementation.	Students implement a plan formulated in step 2. Learning should involve a variety of activities and skills and should lead students to a variety of a sources inside and outside o school. The teacher follows closely the development of each group and offer help when needed.
4	Analysis and Synthesis.	Students analyze and evaluate information obtained during step 3 and plan for how this information can be summarized by drawing to be displayed or presented to classmates.
5	Presentation of the final product.	Some or all groups in the class give an interesting presentation on topics to make each other involved in his work and achieve a broader perspective about a topic.

		Presentation group coordinated by the teacher.
6	Evaluation.	In some cases the groups follow up the different aspects of the same topic. The students and the teacher evaluate the contribution of the whole work in each group. The evaluation included individual and group assessment or both of them.

c.   **Advantages and Disadvantages of Group Investigation**

Below are the the advantages and disadvantages of Group Investigation technique:

Table 2.2 Advantages and Disadvantages of Group Investigation Technique

NO	ADVANTAGES	DISADVANTAGES
1	This technique is expected to able to motivate the students to learn English	When applying this technique, the class becomes noisy since they have to discuss something in their own group and then share the result of the discussion with other partners.[21]
2	Particularly in mastering speaking since they are involved in the	Noise in the class that often makes the concentration of other students is

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[21]Zainal Aqib, (2013), *Model-Model Media dan Strategi Pembelajaran Kontekstual (Inovatif),* Bandung: YramaWidya, p. 101.

	speaking activity.	disturbed.
3	It can promote the students' group work and their ability to share their opinion with other students.	So that the teacher needs to pay his attention for the noisy students in the class and give them understanding about the using of learning.
4	It can improve the quality of the teaching learning of English.[22]	

B.   Related Study

In order to increase the understanding about this research, the researcher presents five related studies that has been done before.

1. The research has been done by Yunita Haffidianti (2011). The objective of this research was to increase the learning process result in mathematic class of MTs N 1 Semarang. That the participants of this research were 38 students. After complete this research, the researcher has found that in the result showed that there was the significant improvement of using group investigation to the standard of learning index. That can be concluded if in this research was a significant effect of moving better toward than before by using the group investigation technique to increase the learning process result in mathematic class.

2. The research has been done by Fariyah (2013). That the objective of this research was to increase the activeness in learning result of students. This research applied true experimental design. The participants of this research were 30 students learning about inflation in economy class at tenth grade of SMA 1 Candiroto Temanggung,

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[22]Kasihani K.E Suyanto, (2007), *English for Young Learners,* Jakarta: Bumi Aksara, p. 100.

which were divided into experimental group. And after conducting pre-test and post-test, the result of this research displayes that group investigation (GI) has positive effect on teaching and learning of economy classroom. It motivated the students to be more responsible and interested for the learning process. It concluded that the effectiveness of group investigation in learning about inflation in economy class and the students feel more motivated and interested than before because feel new situation in their class.

3. The research has been done by Ona OStarika (2014) who have done the research in class V of SDN 50 Bengkulu which was participants by 30 students. The researcher found that the using of group investigation improved the activity of learning in social study. The improvement also improved the students' ability in their communication and their activeness. The researcher stated that there was a significant difference before and after the learning process by using group investigation in class. The researcher concluded that the group investigation (GI) technique was improved students' ability in cognitive, affective, and psychomotor aspect.

4. The research has been done by Wahyu Wijayanti's , Sudarno Herlambang, Marhadi Slamet K (2013) entitled "The Effect of Group Investigation Learning Models (GI) Against Critical Thinking Ability for Class X Public High School 1 Mejayan Madiun Regency ". This study took 2 classes for implementation, namely one as a control class and the other as an experimental class. In hypothesis testing uses gain

score obtained from the difference final ability of students' critical thinking (post test) and initial ability critical thinking of students (pre test). From the results of research that has been analyzed found conclusions of the influence of the group learning model investigation of increasing critical thinking skills of class X students Mejayan 1 Public High School.

5. The research has been done by Research by Dinna Hidayanti (2010) in a thesis entitled "Increasing Learning Achievement by Using Learning Models Group Investigation in Accounting Class XI Science Social Knowledge 4 Public High School 02 Sukoharjo Academic Year 2009/2010 ". This study has the aim of increasing student accounting learning achievement through the group investigation learning model. Based on the results of the study show an increase in learning achievement starting from cycle I to cycle III. Thus it can be concluded that with the application of the investigation group learning model can improve student learning result. In this relevant study measuring improvement learning achievement, while in this study measuring increased interest learning and also understanding students' concepts.

Based on the researches above, and the research of papers above found that the using of group investigation showed a significant improvement in some kind of education materials. So, the researcher concluded to take the research in English lesson that was about using group investigation technique to improve students' skill especially in speaking.

C.   Conceptual Framework

Based on the research before, it was found out that the students got difficult when they learned speaking class or when they want to speak. This problem because the teacher did not use effective and interesting techniques to teach them speaking in the class. Consequently, the students got bored and found difficulties to understanding the lesson that given by their teacher. In other words, it can be said that they were not found the motivations to learn speaking. On the other side, they assume that their teacher was not competent and uncreative in teaching speaking.

In Group investigation, the students did in groups by explaining materials that are given by the teacher. Thus, when teacher puts the students in groups he has to ensuring that the students whose levels are different that put together. In addition, the activity given in Group investigation is interesting, so that the students feel the new atmosphere in classroom and are interested to learning speaking.

In relation to the teaching of speaking and that referring to the frame of the theories mentioned before, the researcher assume that Group Investigation technique is one of a suitable technique for teaching speaking because it generally can give motivation for the students in learning English particularly speaking and the progress is to make a better achievement in English subject and especially improve students' speaking ability.

D.   Actional Hypothesis

Hypothesis is a temporary answer toward some problems that occur in the research.[23] And according to Frame of Theory, Previous Research and Frame of Thinking above the finding of this study is predicted that the use group investigation technique will be able to improve students speaking ability.

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[23]Mahsun, (2005), *Metode Penelitian Bahasa Tahapan Strategi, Metode, danTekhniknya*, Jakarta: PT. Raja Grafindo Persada, p.13

CHAPTER III

RESEARCH METHODOLOGY

The research design, the research location, the research subject, Procedure of the Research, instrument of collecting data, the techniques of collecting data, the technique of analyzing data and trustworthiness were will be discussed in this chapter.

A.   The Research Design

The researcher choose the type of this research is Classroom Action Research or called by (CAR). Class action research is an action research that doing by teachers in the classroom. Classroom action research is a research aimed to improve the quality of learning practice, that focus on the process of teaching and learning in the class. Besides that, classroom action research is one of strategies for solving problem which use real action and developing capabilities to detected and solve the problem.[24]

This action research tries to identify the problem that happening in the teaching and learning process and then doing an action to complete the problems that found. In this research, the researcher found some problems that related to the students' speaking ability. In classroom action research, there are four phases that must to do, namely: planning, action, observation and reflecting. The four phases will do in two cycles and each cycle consist of 4 phases. According to Arikunto, Classroom Action Research consist of three words, there are:[25]

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[24]M. Djuanaidi Ghory, (2008), *Penelitian Tindakan Kelas,* Malang: UIN Malang press, p. 8

[25]Wina sanjaya, (2013), *Penelitian Tindak Kelas,* Jakarta: Kencana, p. 25

1. Research

   Examine activities of an object, use the rules of particular methodology to obtain data or information to improve the quality of a thing that interest and important for the researcher.

2. Action

   Some activities that are deliberately made with a specific purpose, which in this research formed a series of cycle activities.

3. Class

   Class is group of students who are in the same time receive the lesson from a teacher. Constrain which written for understanding about the class is old interpretation, to immobilize a misconception and widely understood by the public with "room for teacher to teach". Class not just a room but a group of students who are studying.

   By combination of three words above, classroom action research reflection to activity which is deliberately did and happened in class. In here, the researcher uses a Classroom Action Research (CAR) that designed by Kemmis and Mc Taggart model that consist of four phases namely, planning, acting, observing, and reflecting. Improvement the problem in this research is brought about the series of cycle. The figure is bellow:

Figure 3.1: Action Research Spiral, Model from Kemmis and Mc Taggart[26]
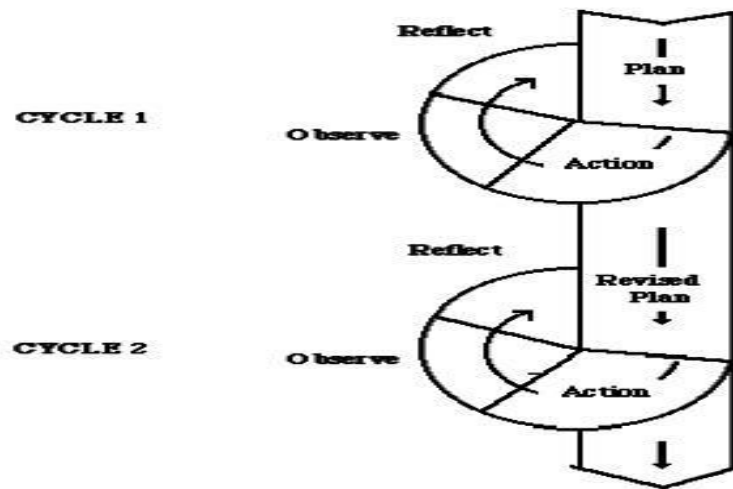
B. The Research Location

This research will do in the first semester of the academic year 2019/2020. The actions was carried out on April- May 2019. And the observation was done on April 2019. And this research will do in SMP N 1 Hinai, that school located on Desa Suka Damai Pasar 4, Hinai, Langkat, North Sumatra.

C. The Research Subject

The subject of the research was the students of VIII-7 of SMP N 1 Hinai who were in the first semester at the academic year of 2019/2020. There were 29 students in the classroom, with detail of 17 male students and 12 female students. Who were considered to improve their speaking skill by group investigation technique

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[26]Rochiati Wiriatmadja, (2006), *Metode Penelitian Tindakan Kelas (Untuk Meningkatkan Kinerja Guru dan Dosen),* Bandung: Remaja Rosdakarya, p. 66

D.   The Procedure of the Research

The Classroom Action Research (CAR) expressed by Kemmis and Taggart design consists of four phases, there are planning, acting, observing, and reflecting, after did that four phases called by one cycle. And after finishing the first cycle, it might that found a new problems or the case of the problems unfinished yet. The researcher can to continue to the second cycle in the same line and in the same concept as the first cycle. Here are the explanations about four phases by Kemmis and Taggart:

1. **Planning Phase**

A planning phase was done after the researcher know and identify and the students' speaking ability's problem happened in the class evidenced by observing and interviewing. And in this phase, the planning will divided into two kinds. These are general planning and specific planning. The general planning is aims at organizing whole aspects refer to Classroom Action research (CAR). And for the specific planning is aims at organizing the planning that related to cycle-to-cycle.

The organized planning will be formed into lesson planning based on the current used syllabus. The lesson plan has been prepared to be implemented in VIII-7 grade at SMP N 1 Hinai. It has been mentioned some instruction regarding procedures of teaching media, resources, and evaluation.

2. **Acting Phases**

The acting phase is a realization from an act that has been planned in planning phase before such as the strategy used, what material be taught and others. Acting phase is where both of the researcher and the teacher of that

class collaborate to practice the planned in planning phase. The teacher uses the determined strategy as he is teaching while the research observes the class condition during teaching learning activity.

In this phase it begins the process of doing in depth into the issue being researched, it takes two weeks to do two cycles in each cycle consists of two meetings in action the research. Wina Sanjaya states that the acting phase should be implemented at least two cycles continuously and the time period for each cycle depends on the material needs that existed in the semester or annual designed by the teacher.[27]

3. Observing Phase

In this phase, the researcher and the teacher collaboratively to write all events that is happen in the classroom, and also doing the observation toward the implementation of the action that using field note or unstructured observation sheet. The researcher observed the results of the intervention and reflecting on its effectiveness. When doing the observation, the researcher must to notice and note all of activities of the teaching and learning process in the classroom. It may be about the teacher's performance, class situation, and students' response in learning process. In this phase, it also collects the data derived from evaluation or post-test.

4. Reflecting Phase

This phase is aimed to reflect or evaluation from three phases did before. It is done based on the data that have been collected to do the evaluation for completing the next cycle. Thus, the reflection is able to be

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[27]Wina sanjaya,*Op.cit*, p. 26

determined after implementing the action and observation results. If there still might have found some problems, it needs to move to the next cycle until solved the problems.

E.   The Instrument of Collecting Data

In this research, the data that will be used are quantitative data and qualitative data. The instrument of collecting data is used by the researcher to get the data observation by using:

1. Observations: was a technique for collecting data about researcher and students' activities in teaching and learning process. Then observation sheet is given based on reality in the classroom, the type of observation which is used in this research is direct observation.

2. Diary Notes: was needed to researcher to write what happen in the action when teaching and learning process. Diary notes contained to the researcher's personal evaluation about the class, the progress of the project, and the result of the research. Furthermore, it consisted of everything that will be happened during teaching and learning process.

3. Interview: used to get data about implementation of Classroom Action Research (CAR) to the teacher.

4. Test: used for getting data research result and students activities in teaching learning. There are two tests used in this research as follows:

   a. Pre-test done before implementing the Classroom Action Research (CAR).

    b. Post-test implemented after implementing the Classroom Action Research (CAR).

3. Documentation: To collect all the data, a camera were utilized to record the students' performance in the teaching and learning process.

F. The Techniques of Collecting Data

The techniques that used in collecting the data for this research were Quantitative data and Qualitaive data.

1. The Quantitative Data

The Quantitative data is broadly used to describe what can be counted or measured. The researcher collected quantitative data in the form of students' score during speaking tests which consist of pre-test and post-test.

a. Test

There were two tests that was given to the students. The tests were, pre-test and post-test. Pre-test was conducted before the implementation of the actions and it was used to measure students' speaking skills at first. Meanwhile, post-test was conducted after the implementation of the actions or after doing treatment.

b. The Score of Speaking Skill

In scoring the data of speaking test, the writer used the catagory that evaluntes for critirions. Each criterion was scored 25 point. So for all criterions students would get 100 point. Every aspect of speaking was arranged from 0-25. The catagories are vocabulary, pronunciation, accurancy, and fluency.

Table 3.1 The Score of Speaking Skill

NO	CATEGORIES	ASPECTS	RANGE	SCORE
1.	**Vocabulary**			
	a. Unsatisfactory	Very limited vocabulary, make comprehension quite difficult	1-6	
	b. Fair	Frequent uses wrong speech limited to simple vocabulary	7-12	
	c. Good	Sometimes uses inappropriate terms about language because of inadequate vocabulary	13-18	
	d. Very Good	Rarely has trouble	19-25	
2.	**Pronounciation**			
	a. Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, incomprehensible	1-6	
	b. Fair	Error of basic pronounciation	7-12	
	c. Good	Few noticeable errors	13-18	
	d. Very Good	Understandable	19-25	
3.	**Accurancy**			
	a. Unsatisfactory	Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure	1-6	
	b. Fair	Error of the basic structure, meaning	7-12	

		occasionally obscured by grammatical error		
	c. Good	Occasional grammatical errors which do not obscure meaning	13-18	
	d. Very Good	No more than two errors/speech is generally natural	19-25	
4.	**Fluency**			
	a. Unsatisfactory	Speed of speech and length of utterances are below normal, long pause, utterance left unfinished	1-6	
	b. Fair	Some definite stumbling, but manage to rephrase and continue	7-12	
	c. Good	Speech is generally natural	13-18	
	d. Very Good	Understandable	19-25	
	Total score		100	

2. The Qualitative Data

Qualitative data was used to describe data which are not enable to be counted. Qualitative is empirical research where the data are not in the form of numbers. Therefore, observation sheet, diary notes, and documentation were used in this research. The explanation about those kinds of data will be explained as below:

a. Observation Sheet

Observation sheet consisted of the activities that was applied in this research. The checklist was taken to check whether the researcher applied or not of the activities.

b. Diary Notes

Diary notes was needed to researcher to write what happen in the action when teaching and learning process. Diary notes contained to the researcher's personal evaluation about the class, the progress of the project, and the result of the research. Furthermore, it consisted of everything that will be happened during teaching and learning process.

c. Interview

Before implementing the research, that the researcher interview the teacher about the students' problems in the speaking ability, the students' condition in speaking ability, and the type of methods that usually used by the teacher in teaching and learning speaking in the classroom. The researcher also did the interview after finishing the research to know the teacher's response the idea of implementing the investigation technique in improving students' speaking ability in the classroom.

d. Documentation

Documentation provided data in the form of photographs. The photographs were collected by using camera. It was used to take a picture of the students and the teacher while teaching and learning process. It supported the main data of this study.

G.   The Technique of Analyzing Data

This research using the quantitative and qualitative data. The quantitative data was used to analyze the score of the students and the qualitative data was used to describe the situation or condition on the teaching and learning process. By adjusting this data, it assumed to get the result of the improving student's speaking ability through group investigation technique. The qualitative data was analyzed from the instrument. And the quantitative data was analyzed to see the improving of students speaking ability in the class.

1. Quantitative

The research looking for the mean of each post test from every cycle. And the researcher used the following formula:

$$X = \frac{\sum x}{N}$$

Where :

X   = The mean of the students score
∑x   = The total score
N   = The member of the students[28]

In order to categories the member of master students of the lesson, the researcher used the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P   = The percentage of students who get the point 75
R   = The number of students who get point up to 75 above
T   = The total of students who do the test

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[28]Anas Sudijono, (2014), *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo Persada, p. 86.

2. Qualitative

Meanwhile, Miles and Huberman is used to analyze the qualitative data, the process of the analysis is starting from: data reduction, data display, and conclusion drawing/verification.

Data reduction, is the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions Miles and Huberman. It means that the researcher had been reducing the data before, during and after collecting the data as well as analyzing the data. The data reduced in this study were found in the interview transcript.

After that, continue with Data display, it is an organized, compressed assembly of information that permits conclusion drawing and action. By displaying the data, the researcher was easy to understand and to analyze what was happening with the data presented.

The last step is Conclusion drawing and verification, in this step was drawing conclusion and verification. From the start of the data collection, the qualitative analysis is beginning to decide what things mean- is nothing regulations, patterns, explanation, possible configurations, causal flows and preposition. The conclusion in qualitative research was discovery that can be an answer of the research problem. The conclusion was in the form of description of the object of this study. Finally, in this step the researcher get the result and the conclusion of the research.

H.   Trustworthiness

It is important to establish that the findings of the study are validity. There are various ways to establish a sense of trustworthiness and validity. According to Lincoln and Guba, the trustworthiness consists of the following components credibility, transferability, dependability and confirmability.[29]

Credibility in qualitative research means the research of qualitative study is believable and trustworthy from the perspective of a participant or subject in the research itself. Credibility contributes to a belief in the trustworthiness of data through the following attributes: (1) Triangulation. Triangulation is accomplished by asking the same research question of different study participants and by collecting questions. (2) Member checks. Member checks occur when the researcher asks participants to review both the data collected by the interviewer and the researchers' interpretation of that interview data. Participants are generally appreciative of the member check process, and knowing that they will have a chance to verify their statements tends to cause the study participants to willingly fill in any gaps from earlier interviewers. Trust is an important aspect of the member check process.

Transferability refers to the degree to which the result of qualitative research can be generalized or transferred to other contexts or setting. From a qualitative perspective transferability is primarily the responsibility of the one doing the generalizing.

Dependability, on the other hand, emphasizing the need for the researcher to account for the ever-changing context within which research occurs. The

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[29] Sugiyono. 2012. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Bandung : Alfabeta. p. 268

researcher is responsible for describing the changes that occur in the setting and how these change effected to the research approached of study.

Confirmability refers to the degree to which the result could be confirmed or collaborated by others. The researcher got document procedures for checking and rechecking the data throughout the study. Confirmability entails full revelation of the data upon which all interpretations are based, or at least the availability of the data for inspection. In other words, the researcher should be able to examine the data to confirm the result or interpretations. The researcher only limits of the technique of establishing the trustworthiness on credibility through source methodological triangulation.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter consisted of two sections, there were research finding and discussion. The findings of the research presented the description of the data collected through test, observation sheet, diary notes, interview and documentation. While discussion consisted of the result of the research. Further the explanation about the findings and the discussion:

A.   Research Findings

The data of this research were qualitative data and quantitative data. Qualitative data was taken from observation sheet, diary notes, interview and documentation. While quantitative data was taken from mean of students' score in some tests. This research was conducted in VIII-7 class with 29 students. This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle including pre-test and post-test conducted in three meetings, and the second cycle including post-test was conducted in two meetings. So, there were five meetings in this research.

1.   The Data

There were two kinds of data in this research. The first data was quantitative data, and the second data was qualitative data.

a. Quantitative Data

Quantitative data was taken from the result of the tests given by the researcher in the class, which was carried out in two cycles that consisted of five meetings.

The test was given to the students in the form of pre-test, post-test of cycle I, and post-test of cycle II. The result of the students' score could be seen in the following tables.

Table 4.1 Quantitative Data

No.	Initial of Students	Score		Cycle II
		Cycle I		
		Pre-Test	Post Test I	Post Test II
1	AS	59	66	76
2	AP	60	71	79
3	AN	62	72	82
4	ASD	53	62	75
5	DIB	67	75	81
6	DM	50	60	68
7	DCY	77	79	85
8	DA	59	63	76
9	DWA	53	63	76
10	ES	59	69	77
11	EP	66	73	77
12	MAAP	56	67	76
13	MHB	49	66	77
14	MPSA	47	62	76
15	MRA	51	66	78
16	MAP	76	77	81
17	MA	59	66	76

18	MAR	51	58	68
19	MF	54	61	69
20	MZ	75	78	84
21	NA	74	77	80
22	P	61	70	78
23	PSP	76	77	83
24	RSF	64	75	82
25	SP	66	76	84
26	VR	65	75	81
27	WY	41	59	74
28	YA	64	75	78
29	YH	53	57	69
Total $\sum$X		**1747**	**1995**	**2246**
The mean score		**60.2**	**68.8**	**77.4**

b. Qualitative Data

The qualitative data were collected by using observation sheet, diary notes, interview and documentation.

1) Observation Sheet

Observation sheet was used to observe all the condition that happened during teaching and learning process. It was filed by the English teacher as the observer. It was focused on the situation of teching learning process such as group investigation technique was applied, students' activities and behavior, students' speaking skills, and the interaction between teacher and students.

Researcher did all the activities that written in the observation sheet except one thing. Researcher didn't explains about material to the students in the learning. While others, such as researcher started the lesson by greeting and saying prayer, researcher checked the students' attendance list, and researcher divided the students into four groups were did by the researcher. This can be proven by the "yes" or "no" checklist given by the English teacher in the observation sheet (See appendix XI).

Besides that, students also did the activities written in observation sheet such as students listened to the researcher's instrictions, students sat in their group discussion, and students answered the questions given by the researcher. There were three activities that the students didn't do it. The students make a noisy in the class, the students do the test in group seriously The students interest and feel enthusiastic during the teaching learning process Also this can be proven by the "yes or no" checklist given by the English teacher (See appendix XI).

From the result of the observation sheet that conducted in the first cycle, it can be concluded that teaching learning process was still not running well because the students still not serious and interest in English and the students still not express their ideas clearly. Therefore, group investigation technique didn't improve students' speaking skills in the first cycle.

In two cycle, researcher and the students did all of the activities written in observation sheet such as the researcher explained to the students and the students felt understanding, also the students respected and gave their attention to the researcher. In this cycle, there were some improvements to the students.

The students already felt confident to speak in English and the students could express their ideas clearly. This can be proven by "yes" checklist given by the English teacher (see appendix XII). Therefore, cycle two was better than cycle one.

From the result of observation sheet that conducted in two cycle, it can be concluded that teaching learning process was run well and group investigation technique created a good learning environment. Therefore, students could active and enjoy the class. The situation of teaching learning process was comfort, lively and enjoyable. Observation sheet can be seen in appendixes XI and XII.

2) Diary Notes

Diary note was written by the researcher during conducting the research in each meetings. The researcher did pre-test on Thursday, August 15th 2019 The researcher gave them the questions. The students seemed very difficult to answer the question. Some of them just kept silent, but other student just tried their best answer the question seriously.

The post test of first cycle in two meetings. First meeting on Tuesday, August 20th 2019 and the second meeting on Thursday, August 22nd 2019. In the first meeting of cycle one, the students were not really active. There were some students made noisy in the classroom and disturbed their friends. In this meeting, the students, were still not confident to express their opinion. While the second meeting of cycle one, half of the students already active and enjoyed the class, but half of the students still afraid to give their ideas and

reluctant to say their opinion. The students were interested but the situation of classroom was still crowded.

In The post test of second cycle, the researcher did it two meetings that on Tuesday, August 27th 2019 and Thursday, August 29th 2019. In the first meeting of cycle two, researcher motivated the students to speak in English. Therefore, almost of the students seemed active in the class and enjoyed the discussion. While the second meeting in the cycle two, seemed that the students speaking skills was improved. The students enjoyed the discussion, the students expressed their opinion, the students were more active and serious than before and the class was quiet and peace. Diary not can be seen in Appendix VII

From the result of dairy notes that conducted in two cycle, it can be concluded that teaching learning process was run well and group investigation technique created a good learning environment. Therefore, students could active and enjoy the class. The situation of teaching learning process was comfort, lively and enjoyable. Dairy notes can be seen in appendix VII.

3) Interview

There are two interview sessions conducted. The first interview was done in the first cycle while students did pre test and the second one was done in the end of second cycle. The object of interview is English teacher and the students. In the first session, they were interviewed about their problems in speaking. While the second session, they were interviewed about their respond or comments about the implementation of group investigation technique. Can be seen in Appendixes XIII & XIV

4) Documentation

In this research, camera was used to collect all the data. Camera used to take a picture of the students and the researcher while teaching and learning process. Documentation can be seen in Appendix XV.

2. Data Analysis

There were two kinds of data analysis in this research. The first was data analysis for quantitative data, and the second was data analysis for qualitative data.

a. Quantitative Data

The researcher gave test in the end of each cycle. It has been found that the means of students' score were increasing from pre-test until post-test. The data was explained in the following table:

Table 4.2 The Result of Students' Speaking Skills in English lesson

(Pre-Test)

No.	Initial of Students	Pre-Test	
		Score	Successful Criteria ≥ 75
1	AS	59	Unsuccessful
2	AP	60	Unsuccessful
3	AN	62	Unsuccessful
4	ASD	53	Unsuccessful
5	DIB	67	Unsuccessful
6	DM	50	Unsuccessful
7	DCY	77	**Successful**

8	DA	59	Unsuccessful
9	DWA	53	Unsuccessful
10	ES	59	Unsuccessful
11	EP	66	Unsuccessful
12	MAAP	56	Unsuccessful
13	MHB	49	Unsuccessful
14	MPSA	47	Unsuccessful
15	MRA	51	Unsuccessful
16	MAP	76	**Successful**
17	MA	59	Unsuccessful
18	MAR	51	Unsuccessful
19	MF	54	Unsuccessful
20	MZ	75	**Successful**
21	NA	74	Unsuccessful
22	P	61	Unsuccessful
23	PSP	76	**Successful**
24	RSF	64	Unsuccessful
25	SP	66	Unsuccessful
26	VR	65	Unsuccessful
27	WY	41	Unsuccessful
28	YA	64	Unsuccessful
29	YH	53	Unsuccessful
Total $\sum X$		**1747**	
The mean score		**60.2**	

From the table of pre-test, the students that got success the test was 4 students and the students did not get success was 25 students. In addition, the total score of the students was 1747 and the number of the students who took the test was 29 students. So, the mean of the students was:

$$\overline{X} = \frac{\Sigma \mathbf{X}}{N}$$

$$\overline{X} = \frac{1747}{29}$$

$$\overline{X} = 60.2$$

From the analysis above, the students speaking skill was low. The mean of the students' score was 60.2. The percentage of the students who got success in speaking test was calculated by applying the following formula:

$$P = \frac{R}{T} \text{ x } 100\%$$

$$P1 = \frac{4}{29} \text{ x } 100\%$$

$$= 14\%$$

And,

$$P = \frac{R}{T} \text{ x } 100\%$$

$$P2 = \frac{25}{29} \text{ x } 100\%$$

$$= 86\%$$

Table 4.3 Table the Percentage of Students Score in Pre-Test

Criteria		Total Students	Percentage
P1	Successful	4	14%
P2	Unsuccessful	25	86%
Total		29	100%

From the table above, the students' speaking skill was low. It could be seen from the mean of the students' score was 60.2. The percentage of the students score was 4 students got success or it was 14%. In the other hand, 25 students got unsuccess score or it was 86%. It can be concluded that the students' speaking skill in pre-test was low. Therefore, the researcher would do post-test in the first cycle.

Table 4.4 The Result of Students' Speaking Skills in English lesson

(Post-Test Cycle I)

No.	Initial of Students	Post-Test Cycle I	
		Score	Successful Criteria ≥ 75
1	AS	66	Unsuccessful
2	AP	71	Unsuccessful
3	AN	72	Unsuccessful
4	ASD	62	Unsuccessful
5	DIB	75	**Successful**
6	DM	60	Unsuccessful
7	DCY	79	**Successful**
8	DA	63	Unsuccessful
9	DWA	63	Unsuccessful
10	ES	69	Unsuccessful
11	EP	73	Unsuccessful
12	MAAP	67	Unsuccessful
13	MHB	66	Unsuccessful
14	MPSA	62	Unsuccessful

15	MRA	66	Unsuccessful
16	MAP	77	**Successful**
17	MA	66	Unsuccessful
18	MAR	58	Unsuccessful
19	MF	61	Unsuccessful
20	MZ	78	**Successful**
21	NA	77	**Successful**
22	P	70	Unsuccessful
23	PSP	77	**Successful**
24	RSF	75	**Successful**
25	SP	76	**Successful**
26	VR	75	**Successful**
27	WY	59	Unsuccessful
28	YA	75	**Successful**
29	YH	57	Unsuccessful
Total ∑X		**1995**	
The mean score		**68.8**	

From the table of post-test in the first cycle, the students who got success the test was 10 students, and the students did not get success was 19 students. Total score of the students was 1995 and the number of students who took the test was 29 students, so the mean of the students was:

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{1995}{29}$$

$\overline{X}$= 68.8

From the data analysis above, the students' speaking skill in the post test I was still low. It could be seen of the mean score of the students was 68.8. It's mean that the score did not get success categorize. The percentage of students who got success in speaking skill was calculated by applying the following formula:

$$P = \frac{R}{T} \text{x } 100\%$$

$$P1 = \frac{10}{29} \text{x } 100\%$$

$$= 35\%$$

And,

$$P = \frac{R}{T} \text{x } 100\%$$

$$P2 = \frac{19}{29} \text{x } 100\%$$

$$= 65\%$$

4.5 Table of the Percentage of Students Score in Post-Test I

Criteria		Total Students	Percentage
P1	Successful	10	35%
P2	Unsuccessful	19	65%
Total		29	100%

From the table above showed that the students' score was low. It could be seen from the mean of the students' score was 68.8. There were 10 students passed the test and 19 students are failed in the test. Because the students' speaking skill post-test I in the first cycle was categorized unsuccess, the researcher would continue in the second cycle.

Table 4.6 The Result of Students' Speaking Skills in English lesson

(Post-Test Cycle II)

No.	Initial of Students	Post-Test (Cycle II)	
		Score	**Successful Criteria (>75)**
1	AS	76	**Successful**
2	AP	79	**Successful**
3	AN	82	**Successful**
4	ASD	75	**Successful**
5	DIB	81	**Successful**
6	DM	68	Unsuccessful
7	DCY	85	**Successful**
8	DA	76	**Successful**
9	DWA	76	**Successful**
10	ES	77	**Successful**
11	EP	77	**Successful**
12	MAAP	76	**Successful**
13	MHB	77	**Successful**
14	MPSA	76	**Successful**
15	MRA	78	**Successful**
16	MAP	81	**Successful**
17	MA	76	**Successful**
18	MAR	68	Unsuccessful

19	MF	69	Unsuccessful
20	MZ	84	**Successful**
21	NA	80	**Successful**
22	P	78	**Successful**
23	PSP	83	**Successful**
24	RSF	82	**Successful**
25	SP	84	**Successful**
26	VR	81	**Successful**
27	WY	74	Unsuccessful
28	YA	78	**Successful**
29	YH	69	Unsuccessful
Total ∑X		**2246**	
The mean score		**77.4**	

From the data above, the students that got success the test were 24 students, and the students did not get success were 5 students. The total score of the students was 2246 and the number of students who took the test was 29 students, so the mean of the students was:

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{2246}{29}$$

$$\overline{X} = 77.4$$

From the analysis data above, the students' speaking skill in post-test II was improved. It could be seen of the mean score of the students was 77.4. It

means that the score was categorized success. The percentage of students who were success in speaking skill was calculated by applying the following formula:

$$P = \frac{R}{T} \text{x } 100\%$$

$$P1 = \frac{24}{29} \text{x } 100\%$$

$$= 83\%$$

And,

$$P = \frac{R}{T} \text{x } 100\%$$

$$P2 = \frac{5}{29} \text{x } 100\%$$

$$= 17\%$$

4.7 Table of the Percentage of Students Score in Post-Test II

Criteria		Total Students	Percentage
P1	Successful	24	83%
P2	Unsuccessful	5	17%
Total		29	100%

From the table above, the researcher concluded that the students' speaking skill was improved. It could be seen from the mean of the students' score was 77.4. The percentage of the students' score was 24 students got success or it was 783%. In the other hand, 5 students got unsuccess score in the post test 2 or it was 17%. It can be concluded that the students' speaking skill post-test 2 in the second cycle was categorized success and improved. So the researcher stopped the research in this cycle.

Table 4.8 The Percentage of Students Who Got Point up to 75

Competence test	Percentage
Pre –test	14%
Post –test I	35%
Post- test II	83%

Based on the table above, the result of analysis data showed that there was an improvement on the students'speaking skill through group investigation technique. It was showed from the mean of pre-test was 60.2 the mean of post-test I in the first cycle was 68.8 and the mean of post-test II in the second cycle was 77.4. The percentage of the students' score in pre-test who got point up to 75 was 4 students. It means that there was improvement about 14%. The percentage of the students' score in post-test 1 of the first cycle who got point up to 75 was 10 students. It means that there was improvement about 35% . Then, The percentage of the students' score in post-test 2 of the second cycle who got point up to 75 here were 24 from 29 students. It means that improvement was about 83%.

b. **Qualitative Data**

The qualitative data was analyzed from observation sheet and interview sheet. The research was done in two cycles.

1) **Cycle I**

The researcher also have done some steps in the first cycle, they were planning, action, observation and reflection. The first cycle was conducted into two meeting. It was done on Tuesday and Thursday, August 20th and August 22nd 2019. Here the activities that have done in every steps:

a) Planning

In the planning step, the researcher prepared the teaching learning design, such as, arranging lesson plan based on the teaching material. Then researcher prepared the teaching learning process resources, such as the materials , observation sheets, test evaluation, and attendance list in order to know students' activity in joining teaching learning process.

b) Acting

In this step, the teacher conducted activities according to the schedule that was arranged in the planning stage. As acting, the teacher implemented group investigation technique. The teacher also explained about the advantages of group investigation technique in learning process. The teacher began the class by asking the students to take seat well and asking them to focus on teacher's explanation, then giving some explanations that related to the material in order to bring them to enter to the theme would be given.

c) Observing

Observation sheet was used to measure the level of the students' activities during teaching learning process. The observation was focused on situation of teaching learning process in which group investigation technique was applied students' activities and behavior students' speaking skill and interaction between teacher and students.

Based on the observation sheet, the researcher encouraged the students to be brave in expressing their ideas and made a little joke. The students listened and paid attention to the teacher's explanation and

instruction. However, they made a little bit noisy in the classroom when the researcher was making joke.

    d) Reflecting

        The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when learning by using group investigation technique, the students' difficulties and got some problems while learning process. It would be asked by the teacher in the end of the meeting. Through the reflection, the researcher knew the problems and the result of the students when did test.

        From the students' response and the students' scores, the researcher continued in the cycle two in hoping it could be better than before. Second cycle was held to improve score of the students' speaking skill.

2) Cycle II

The cycle II was done based on the result of cycle I. If the result from observation told that the quality was still low, so it was needed another action in order the next cycle made some improvement of the quality. The cycle II was done on Tuesday and Thursday, August 27th – August 29th 2019. The steps that were done by the researcher in the cycle II were :

a) Planning

        In the planning, the researcher arranged lesson plan based on the teaching material, improved the teaching media, prepared the teaching aid, and prepared the observation sheet.

b) Acting

In this step, the researcher prepared all the things better than the firstcycle. The researcher had good motivation to conduct the second cycle was carried out in two meetings. In this step, there were some activities that had been done by the researcher. First, the researcher explained about the material, and give some example to make the student more understood it. After they were know and the language features of material, the teacher was applied the group investigation technique to improving the students' speaking skill.

c) Observing

As the previous meeting, in this stage the researcher also observed the learning process that was helped by the English teacher as the collaborator. Based on the observation sheet, the researcher could manage the classroom effectively. The researcher was serious in teaching learning process. The students' activity during teaching and learning process had been observed.

d) Reflecting

In this cycle, the researcher motivated the students before teaching. the students' activities in learning process were maximum enough, they were more interesting and enthusiastic in the learning process. In this cycle many students asked to the researcher about the meaning of difficult words.

Based on the observation and test done by the students, it can be concluded that:

1. The researcher can make the improvement of students' speaking skill through group investigation technique.

2. The students' score in the second cycle had improved then in the first cycle. In cycle I, the improvement of the result of students' percentage was 48%.Then in the cycle II, it increase become 83%.

Based on the observation and the result of the students' test, researcher concluded that the students had improved students' speaking skill through group investigation technique.

B.   Discussion

This research was conducted to find out the improvement on the students' speaking skills in English lesson by using group investigation technique. The research that has been done by the researcher indicated that group investigation technique could improve students speaking skills.

In order to increase the understanding about this research, the researcher presents the result of five related studies that has been done before. First, the research has been done by Yunita Haffidianti (2011). The objective of this research was to increase the learning process result in mathematic class of MTs N 1 Semarang. That the participants of this research were 38 students.

Second, the research has been done by Fariyah (2013). That the objective of this research was to increase the activeness in learning result of students. This research applied true experimental design. The participants of this research were

30 students learning about inflation in economy class at tenth grade of SMA 1 Candiroto Temanggung.

Third, the research has been done by Ona OStarika (2014) who have done the research in class V of SDN 50 Bengkulu which was participants by 30 students. The researcher found that the using of group investigation improved the activity of learning in social study.

Fourth, the research has been done by Wahyu Wijayanti's , Sudarno Herlambang, Marhadi Slamet K (2013) entitled "The Effect of Group Investigation Learning Models (GI) Against Critical Thinking Ability for Class X Public High School 1 Mejayan Madiun Regency ". This study took 2 classes for implementation, namely one as a control class and the other as an experimental class.

Fifth, the research has been done by Research by Dinna Hidayanti (2010) in a thesis entitled "Increasing Learning Achievement by Using Learning Models Group Investigation in Accounting Class XI Science Social Knowledge 4 Public High School 02 Sukoharjo Academic Year 2009/2010 ". This study has the aim of increasing student accounting learning achievement through the group investigation learning model

Therefore, based on the result of five researches that has been done, it found that the using of group investigation technique showed a significant improvement in some kind of education materials. And the result of this research that using group investigation in English class of SMP N 1 Hinai also showed a significant improvement. So, the researcher concluded if group investigation technique can to improve the students in many lesson and also in speaking skill

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The chapter consisted of two sections. The first section dealt with the conclusion of the research, and the second section dealt with suggestions.

A. Conclusions

To Improving the Students' Speaking Skill Through Group Investigation Technique Of the Eighth Grade Students of SMP N 1 Hinai inAcademic Year 2019/ 2020, the researcher gave test in the cycle I and II to know how far the students' speaking skill, it could be concluded that:

In analyzing the students' speaking skills using group investigation technique, the writer calculated the students' score in pre-test and post-test. The result of the data analysis showed the students' speaking skills using group investigation technique. In pre-test, the mean of the students' score was 60.2, in post-test cycle I, the mean of the students' score was 68.8, and in post-test cycle II, the mean of the students' score was 77.4. The students' score in speaking test was getting higher from pre-test until post-test. In other words, the students' speaking skills improved and became well in the first meeting to the next meeting. It means that using group investigation technique can improve the students' speaking skills.

B. Suggestions

After conducting the research, the researcher gave several suggestions for Principal of SMP N 1 Hinai, English teacher, researcher, and other researchers.

1. For Principal of SMP N 1 Hinai, to encourage the teacher to apply group investigation technique in teaching and learning Eglish.

2. For the English teacher, it is useful to apply group investigation technique as one of alternative strategies in teaching English especially speaking.

3. The researcher should develop group investigation technique in teaching English, because the students' speaking skill can improve by it.

4. For the other researcher, it is very useful as the additional and become reference in conducting a research which relate to this research.

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APPENDIX I

LESSON PLAN
(Post Test I)

School	: SMP N 1 Hinai
Subject	: English
Class	: VIII
Theme	: It's English Time
Skill	: Speaking
Time Allotment	: 4 x 40 minutes

A.   Core Competencies (KI)

KI.1   Appreciating and practicing the devotion of their religion.

KI.2   Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.

KI.3   Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.

KI.4   Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with the development of what they have learned in the school independently and be able to use the method according to the rules of science.

B. **Basic Competencies**

    1.1   Expressing sincere gratitude to the God for the opportunity can learn English as a language of International communication instruction embodied in the spirit of learning.

    2.1   Indicating well-mannered and caring behavior in conducting interpersonal communication between the student and teacher and his/her friends.

    3.1   Understanding social function, text structure, and linguistics element in the phrase of asking and giving opinion according to the context of use.

    4.1   Developing oral and written text to explain, ask, and respond about the social function, the structure of the text, and linguistic elements of asking and giving opinion

C. **Indicators**

    1.1.1   Students are able to express their gratitude for the opportunity can learn English.

    2.1.1   Students are able to responsible for the actions of his/her members during the discussion.

    3.1.1   Students are able to understand social function, text structure, and linguistic elements in asking and giving opinion according to the context of use.

    4.1.1   Students are able to answer questions related to the text of oral text of asking and giving opinion

D. **Learning Purposes**

Meeting I

    Lesson plans (curriculum 2013) for junior high school, 8th grade english aiming students skill to establish interpersonal relationships with teachers, students, and people around use asking and giving opinion with appropriate structures and linguistic elements, in a responsible, care, cooperation and peace in implementing functional communication.

Meeting II

    Daily exercise

E. **Teaching Learning Material**

1. **Definition:**

Opinion is: A subjective belief, and is the result of emotion or interpretation of facts.

Asking and Giving Opinion: Is an expression used to either answer or respond to an opinio

2. Asking Opinion:	3. Giving Opinion:
• What's your view?	• In my view….
• What's your opinion?	• In my opinion….
• What do you feel? • How do you feel about…..?	• I feel that we should….
• What do you think? • What do you think about….?	• Well, I think….
• What is your reaction to…..?	• My reaction is that we should…
• What about…..?	• May I make a comment on that?

4. **Examples**

A : What do you think about English lesson?

B : I think English lesson is very interesting

A : What's your opinion about Upin and Ipin film?

B : In my opinion Upin and Ipin film is good

F.   Teaching Learning Methods

- Approach   : Communicative approach
- Method/ Technique : Cooperative Learning, Type group investigation Technique

G.   Learning Activities

NO	Learning Activities		Time
	Teacher Action	**Student Reaction**	**Allotment**
1.	**Opening**		
	- Greeting	- Response the greeting	
	- Checking the students Attendance	- The students answer when their name are called	
	- Apperception; teacher gives brain storming about the job activities by using some questions.	- The students answer the question.	5 minutes
2.	**EEC**		
	a. Exploration		
	- Teacher tells the purpose of learning the material (asking and giving opinion) and gives motivation.	- Pay attention and listen the teacher's explanation carefully	5 minutes
	- The teacher introduces Group Investigation to the students. And teacher give little explanation the material (asking and	- Students ask a question if they don't understand	10 minutes

	giving opinion)		
	b. Elaboration		
	- Teacher divides the students to be some groups that consist with 7 students based on heterogeneous grouping.	- Students form groups quickly	5 minutes
	- The teacher gives ten minutes to students to discuss the theme which is given by the teacher that will be discussed.	- Students doing in group	10 minutes
	- The teacher asks three students of each group to stay and the others to stray or visit another group to share the finding with other members of different group	- Students practice in the class	20 minutes
	- The teacher asks the students who visited another group to return and share their finding gained from the other group with their respective group.	- Students practice in the class	10 minutes

	- The teacher and the students discuss the result of discussion	- Teacher & Students practice in the class	5 minutes
	c. Confirmation		5 minutes
	- Teacher summarizes the material	- Students listen to the Teacher	
3.	**Post Activities**		5 minutes
	- Teacher tells the best performance of students and gives appreciation.	- Students give applause for their friends who does the best performance	
	- Saying Good bye and thank you	- Saying Good bye too	

H. Teaching Learning Source

Book: English Book of class VIII

I. Assessment

Indicators	Assessment	
	Technique Form	**Form**
• Ask and answer about asking and giving opinion • Ask and answer the simple expression of asking and giving opinion	Spoken/oral	Performance test

J.   Instrument

Name :

Class :

With your group, make dialogues based on the situations below. Use expression of **asking and giving opinion**. Then, practice the dialogues in front of the class.

➢ Smartphone effect to students learning

➢ Improvement of English quality

➢ School environment

➢ The dangers of smoking

➢ Reading newspaper

K.   Assessment Rubric

Name:

Class:

NO	CATEGORIES	ASPECTS	RANGE	SCORE
1.	**Vocabulary**			
	a. Unsatisfactory	Very limited vocabulary, make comprehension quite difficult	1-6	
	b. Fair	Frequent uses wrong speech limited to simple vocabulary	7-12	
	c. Good	Sometimes uses inappropriate terms about language because of inadequate vocabulary	13-18	
	d. Very Good	Rarely has trouble	19-25	

2.	**Pronounciation**			
	a.　Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, incomprehensible	1-6	
	b.　Fair	Error of basic pronounciation	7-12	
	c.　Good	Few noticeable errors	13-18	
	d.　Very Good	Understandable	19-25	
3.	**Accurancy**			
	a.　Unsatisfactory	Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure	1-6	
	b.　Fair	Error of the basic structure, meaning occasionally obscured by grammatical error	7-12	
	c.　Good	Occasional grammatical errors which do not obscure meaning	13-18	
	d.　Very Good	No more than two errors/speech is generally natural	19-25	
	Fluency			
	a.　Unsatisfactory	Speed of speech and length of utterances are below normal, long pause, utterance left unfinished	1-6	

	b. Fair	Some definite stumbling, but manage to rephrase and continue	7-12	
	c. Good	Speech is generally natural	13-18	
	d. Very Good	Understandable	19-25	
	Total score		100	

$$\text{Score} = \frac{\text{the score of the students}}{Maximum\ Score} \times 100\%$$

Hinai, 02 June 2019

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APPENDIX II

LESSON PLAN
(Post Test II)

School	: SMP N 1 Hinai
Subject	: English
Class	: VIII
Theme	: We can do it, and we will do it
Skill	: Speaking
Time Allotment	: 4 x 40 minutes

A. Core Competencies (KI)

KI.1   Appreciating and practicing the devotion of their religion.

KI.2   Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.

KI.3   Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.

KI.4   Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with the development of what they have learned in the school independently and be able to use the method according to the rules of science.

B.   Basic Competencies

1.2   Expressing sincere gratitude to the God for the opportunity can learn English as a language of International communication instruction embodied in the spirit of learning.

2.2   Indicating well-mannered and caring behavior in conducting interpersonal communication between the student and teacher and his/her friends.

3.2   Understanding social function, text structure, and linguistics element in the phrase of asking and giving help according to the context of use.

5.1   Developing oral and written text to explain, ask, and respond about the social function, the structure of the text, and linguistic elements of asking and giving help

C.   Indicators

1.1.2   Students are able to express their gratitude for the opportunity can learn English.

2.1.1   Students are able to responsible for the actions of his/her members during the discussion.

3.2.1   Students are able to understand social function, text structure, and linguistic elements in asking plans and hopes according to the context of use.

5.1.1   Students are able to answer questions related to the text of oral text of asking and giving help

D.   Learning Purposes

Meeting I

Lesson plans (curriculum 2013) for junior high school, 8th grade english aiming students skill to establish interpersonal relationships with teachers, students, and people around use asking and giving help with appropriate structures and linguistic elements, in a responsible, care, cooperation and peace in implementing functional communication.

Meeting I

Daily exercise

E.   Teaching Learning Material

1. Asking help	Respond
Could you possibly help me?	I'd like to help you.
Could I possibly ask you to help me?	I'd be happy to help you.
Would you be willing to help me?	Sure. what can I do for you?
Could you help me for a second?	Sure. I would be glad to help you
I wonder if you could help me with this?	I will do it for you.
Can you help me, please?	Let me help you.
I can't manage. Can you help?	Yes, I can help you
Give me a hand with this, will you?	Yes, no problem.
Lend me a hand with this, will you?	Yes. How can I help you?

2. Offering help	Respond
Would you like some help?	How kind of you! Thank you very much.
May I help you?	
May I offer my assistance?	That's very good of you!
Could I help you?	That's terribly kind,. Thank you very much.
What can I do for you?	
Can I help you?	Yes, please do.
Need any help?	What a good idea!
Do you need a hand?	Yes, please.
Can I give you a hand?	Thanks. That would be excellent.
Do you need any help?	Yes.

3.   Example

Jacob: What are you doing, Bal?

Iqbal: I'm replying e-mail from client and writing 10 articles about English expression.

Jacob: Wow, you are so busy, right

Iqbal: Yeah. I'm so stressful.

Jacob: Can I give you a hand?

Iqbal: Really? You must be kidding me.

Jacob: I'm so serious, Bal. How?

Iqbal: Thank you so much, Jacob. I appreciate your help.

Jacob: most welcome, Iqbal.

F. Teaching Learning Methods

- Approach   : Communicative approach
- Method/ Technique : Cooperative Learning, Type group investigation Technique

G. Learning Activities

NO	Learning Activities		Time Allotment
	Teacher Action	**Student Reaction**	
1.	**Opening**		
	- Greeting	- Response the greeting	
	- Checking the students Attendance	- The students answer when their name are called	
	- Apperception; teacher gives brain storming about the job activities by using some questions.	- The students answer the question.	5 minutes
2.	**EEC**		
	a. Exploration		
	- Teacher tells the purpose of learning the	- Pay attention and listen the teacher's	5 minutes

	material (asking and giving help) and gives motivation.	explanation carefully	
	- The teacher introduces Group Investigation to the students. And teacher give little explanation the material (asking and giving help)	- Students ask a question if they don't understand	10 minutes
	b. Elaboration		
	- Teacher divides the students to be some groups that consist with 7 students based on heterogeneous grouping.	- Students form groups quickly	5 minutes
	- The teacher gives ten minutes to students to discuss the theme which is given by the teacher that will be discussed.	- Students doing in group	10 minutes
	- The teacher asks three students of each group to stay and the others to stray or visit another group to share the finding with other members of different group	- Students practice in the class	20 minutes

	- The teacher asks the students who visited another group to return and share their finding gained from the other group with their respective group.	- Students practice in the class	10 minutes
	- The teacher and the students discuss the result of discussion	- Teacher & Students practice in the class	5 minutes
	c. Confirmation		
	- Teacher summarizes the material	- Students listen to the Teacher	5 minutes
3.	**Post Activities**		5 minutes
	- Teacher tells the best performance of students and gives appreciation.	- Students give applause for their friends who does the best performance	
	- Saying Good bye and thank you	- Saying Good bye too	

H. Teaching Learning Source

Book: English Book in VIII students

I. Assessment

Indicators	Assessment	
	Technique Form	**Form**
• Ask and answer about asking and	Spoken/oral	Performance test

giving help • Ask and answer the simple expression of asking and giving help			

J. Instrument

With your group, make dialogues based on the situations below. Use expression of **asking and giving help.** Then, practice the dialogues in front of the class.

➢ At the library

➢ At the canteen

K. Assessment Rubric

Name:

Class:

NO	CATEGORIES	ASPECTS	RANGE	SCORE
1.	**Vocabulary**			
	a. Unsatisfactory	Very limited vocabulary, make comprehension quite difficult	1-6	
	b. Fair	Frequent uses wrong speech limited to simple vocabulary	7-12	
	c. Good	Sometimes uses inappropriate terms about language because of inadequate vocabulary	13-18	
	d. Very Good	Rarely has trouble	19-25	
2.	**Pronounciation**			

	a. Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, incomprehensible	1-6	
	b. Fair	Error of basic pronounciation	7-12	
	c. Good	Few noticeable errors	13-18	
	d. Very Good	Understandable	19-25	
3.	**Accurancy**			
	a. Unsatisfactory	Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure	1-6	
	b. Fair	Error of the basic structure, meaning occasionally obscured by grammatical error	7-12	
	c. Good	Occasional grammatical errors which do not obscure meaning	13-18	
	d. Very Good	No more than two errors/speech is generally Natural	19-25	
4.	**Fluency**			
	a. Unsatisfactory	Speed of speech and length of utterances are below normal, long pause, utterance left unfinished	1-6	
	b. Fair	Some definite stumbling, but manage to rephrase	7-12	

		and continue		
	c. Good	Speech is generally natural	13-18	
	d. Very Good	Understandable	19-25	
	Total score		100	

$$\text{Score} = \frac{\text{the score of the students}}{\textit{Maximum Score}} \times 100\%$$

Hinai, 02 Juli 2016

English Teacher   **Researcher**

(Damarliah,S.Pd)   **(Halimatusyakdiah)**

NIP: 19640208 198503 2 002   **NIM: 34153086**

Approved by:

Head & Master of SMP

Negeri 1 Hinai

(Tuti Suraya, S.Pd)

NIP:19650811 199903 2 01

APPENDIX III

PRE-TEST

Name :

Class :

       With your group, make dialogues based on the situations below. Use expression of **asking and giving opinion**. Then, practice the dialogues in front of the class.

- ➢ At the school
- ➢ At the garden

ANSWER KEY

PRE TEST

➢ **At the school**

Me   : What do you think about our English teacher at this school?

Risa   : I think our English teacher at this school is good and friendly.

➢ **At the garden**

Me   : What's your view about my garden?

Risa   : In my view your garden is very fertile and the fruits from your garden are

very fresh

APPENDIX IV

POST TEST

(Cycle I)

Name :

Class :

With your group, make dialogues based on the situations below. Use expression of **asking and giving opinion**. Then, practice the dialogues in front of the class.

➢ Smartphone effect to students learning

➢ Improvement of English quality

➢ School environment

➢ The dangers of smoking

➢ Reading newspaper

ANSWER KEY

POST TEST I

➢ **Smartphone effect to students learning**

Me : What is your reaction to our school's plan to use smartphone in our learning processl?

You : My reaction is that we should comment to our school because not all of us have much money to buy it.

➢ **Improvement of English quality**

Me : Our headmaster wanted us to improve the quality of our English. What do you think Siska?

Siska : I think good. We should be able to do that

➢ **School environment**

Me : What's your opinion about students in this school?

You : My opinion about students in this school is friendly and humorist

➢ **The dangers of smoking**

Me : What's your opinion about smoking?

You : My opinion smoking has many dangers for our health

➢ **Reading newspaper**

Me : What do you feel when you read newspaper?

You : I feel I get many knowledge from it

APPENDIX V

POST TEST
(Cycle II)

Name :

Class :

       With your group, make dialogues based on the situations below. Use expression of **asking and giving help.** Then, practice the dialogues in front of the class.

➢ At the library

➢ At the canteen

ANSWER KEY

POST TEST II

➢ **At the library**

Me   : Could you possibly help me to take that green book?

Dina   : I'd like to help you to take that green book

➢ **At the canteen**

Me   : Can you help me to give a cup of tea?

Fika   : Yes, I can help you to give you a cup of tea

APPENDIX VI

THE STUDENTS' ATTENDANCE LIST

No	Name Of The Students	Pre Test	Post Test I		Post Test II	
		August 15th 2019	August 20th 2019	August 22nd 2019	August 27th 2019	August 29th 2019
1.	Afika Salwa	√	√	√	√	√
2.	Agus Priadani	√	√	√	-	√
3.	Algin Nawawi	√	√	√	√	√
4.	Arya Sakti Dikrama	√	√	√	√	√
5.	Delila Ingke Bela	√	√	√	√	√
6.	Denny Mistiawan	√	√	√	√	√
7.	Dinda Crisna Yanti	√	√	√	√	√
8.	Dino Ardiansyah	√	√	√	√	√
9.	Dwiki Andriyano	√	√	√	√	√
10.	Egi Suranta	√	√	√	-	√
11.	Eka Pratama	√	√	√	√	√
12.	M. Alvin Alfadhil Pane	√	√	√	√	√
13.	M. Haris Bunandar	√	√	√	√	√
14.	M. Prasetio Setia Abdai	√	√	√	√	√
15.	M. Raihan Afdilah	√	√	√	√	√
16.	Mahira Arifa Putri	√	√	√	√	√
17.	Maulana Aswar	√	√	√	√	√
18.	Muhammad Alfiansyah	√	√	√	√	√

	Ramadhan					
19.	Muhammad Faiz	√	√	√	√	√
20.	Nayyara Zahra	√	√	√	√	√
21.	Nia Amelia	√	√	√	√	√
22.	Peri	√	√	√	-	√
23.	Putri Saumi Padilla	√	√	√	√	√
24.	Rauza Sahri Fatahu	√	√	√	√	√
25.	Selli Pania	√	√	√	√	√
26.	Vury Ramadhani	√	√	√	√	√
27.	Wira Yudha	√	√	√	√	√
28.	Yuanis Artanti	√	-	√	√	√
29.	Yuwana Harmika	√	√	√	√	√

APPENDIX VII

DIARY NOTES

First Meeting (Thursday, August 15th 2019)

The first meeting of the research was the pre-test. The researcher gave the students the pre-test to know how far their capability in english especially speaking. The researcher gave them the questions. The students seemed very difficult to answer the question. Some of them just kept silent, but other student just tried their best answer the question seriously. Most of them did not know how to speak although they had an idea. It could be seen from their face and expression. They looked confused and bored. Many problems have been found during pre-test. The condition of classroom was not conducive.

Second Meeting (Tuesday, August 20th 2019)

In the second meeting, the researcher conducted cycle 1. This meeting was done based on the lesson plan. The students were taught about expressions of asking and giving opinion. After giving the explanation, the researcher divided the students into four groups. The students discussed the topic given by the researcher in a group discussion. In a group discussion, the students were no really active. There were some students made noisy in the classroom and disturbed their friends. In this meeting, the students still not confident to express their opinion.

Third Meeting (Thursday, August 22nd 2019)

In this meeting, the researcher asked the students to shape their seat and divided into four group. The students looked more serious than before. The

researcher gave daily exercise based on the topic in second meeting. They discussed about it, but they got the difficulties in speaking. Some of them were serious but others made noisy and disturbed their friends. The researcher took the video as media to take the score of them.

Fourth Meeting (Tuesday, August 27th 2019)

This meeting was cycle 2 phase. The researcher decided to continue the research because there were no significant improvement from the cycle 1 test. The researcher could decide to continue until the next cycle based on the result through the action collected in several instruments, such as observation sheet, diary notes, and speaking test. Teacher motivated the students so speak confidently in the class. As usual, teacher did the class based on lesson plan that has been prepared.

Fifth Meeting (Thursday, August 29th 2019)

In this last meeting, the researcher gave daily exercise based on the topic in third meeting and had the students shape their seat same as before. The researcher tried to the best in teaching students and motivated them to increase their skill at speaking. In this last meeting, teaching-learning process was very conductive, live, and active. The students were more active and serious then before. Group investigation technique successfully worked in helping students' skill at speaking. It was effective and applicable. Based on the reflection of the cycle II, this research could be stopped because students' speaking skill had been increased

APPENDIX VIII

SPEAKING ASSESSMENT

PRE-TEST

No	Name Of The Students	Proficiency Description				Total
		Vocabulary	Pronounciation	Accurancy	Fluency	
1.	Afika Salwa	15	12	20	12	59
2.	Agus Priadani	13	14	19	14	60
3.	Algin Nawawi	13	15	20	14	62
4.	Arya Sakti Dikrama	12	11	18	12	53
5.	Delila Ingke Bela	16	17	20	14	67
6.	Denny Mistiawan	10	13	15	12	50
7.	Dinda Crisna Yanti	18	20	20	19	**77**
8.	Dino Ardiansyah	14	15	17	13	59
9.	Dwiki Andriyano	13	12	15	13	53
10.	Egi Suranta	14	15	18	12	59
11.	Eka Pratama	17	18	20	11	66
12.	M. Alvin Alfadhil Pane	13	15	17	11	56
13.	M. Haris Bunandar	12	10	15	12	49
14.	M. Prasetio Setia Abdai	12	10	14	11	47
15.	M. Raihan Afdilah	12	12	16	11	51
16.	Mahira Arifa Putri	19	19	20	18	**76**
17.	Maulana Aswar	14	15	17	13	59

18.	Muhammad Alfiansyah Ramadhan	13	12	15	11	51
19.	Muhammad Faiz	13	13	16	12	54
20.	Nayyara Zahra	19	20	19	17	**75**
21.	Nia Amelia	19	19	20	16	74
22.	Peri	18	13	18	12	61
23.	Putri Saumi Padilla	19	20	21	16	**76**
24.	Rauza Sahri Fatahu	16	15	19	14	64
25.	Selli Pania	17	17	19	13	66
26.	Vury Ramadhani	15	15	20	15	65
27.	Wira Yudha	10	10	15	6	41
28.	Yuanis Artanti	14	15	20	15	64
29.	Yuwana Harmika	13	11	17	12	53

APPENDIX IX

SPEAKING ASSESSMENT

POST-TEST (Cycle I)

No	Name Of The Students	Proficiency Description				Total
		Vocabulary	Pronounciation	Accurancy	Fluency	
1.	Afika Salwa	17	14	21	14	66
2.	Agus Priadani	18	17	20	16	71
3.	Algin Nawawi	17	18	20	17	72
4.	Arya Sakti Dikrama	15	12	19	16	62
5.	Delila Ingke Bela	18	19	21	17	**75**
6.	Denny Mistiawan	13	15	18	14	60
7.	Dinda Crisna Yanti	19	21	20	19	**79**
8.	Dino Ardiansyah	15	16	18	14	63
9.	Dwiki Andriyano	14	15	18	16	63
10.	Egi Suranta	18	16	20	15	69
11.	Eka Pratama	19	19	20	15	73
12.	M. Alvin Alfadhil Pane	14	19	20	14	67
13.	M. Haris Bunandar	16	15	18	17	66
14.	M. Prasetio Setia Abdai	16	13	18	15	62
15.	M. Raihan Afdilah	15	17	19	15	66
16.	Mahira Arifa Putri	19	20	20	18	**77**
17.	Maulana Aswar	16	15	18	17	66

18.	Muhammad Alfiansyah Ramadhan	15	15	15	13	58
19.	Muhammad Faiz	14	15	18	14	61
20.	Nayyara Zahra	20	20	19	19	**78**
21.	Nia Amelia	19	20	20	18	**77**
22.	Peri	20	15	20	15	70
23.	Putri Saumi Padilla	19	20	21	17	**77**
24.	Rauza Sahri Fatahu	20	18	20	17	**75**
25.	Selli Pania	19	19	19	19	**76**
26.	Vury Ramadhani	17	19	21	18	**75**
27.	Wira Yudha	15	16	18	10	59
28.	Yuanis Artanti	19	18	20	18	**75**
29.	Yuwana Harmika	16	15	13	13	57

APPENDIX X

SPEAKING ASSESSMENT

POST-TEST (Cycle II)

No	Name Of The Students	Proficiency Description				Total
		Vocabulary	Pronounciation	Accurancy	Fluency	
1.	Afika Salwa	19	17	22	18	**76**
2.	Agus Priadani	20	20	20	19	**79**
3.	Algin Nawawi	19	19	22	22	**82**
4.	Arya Sakti Dikrama	18	19	22	17	**75**
5.	Delila Ingke Bela	22	20	20	19	**81**
6.	Denny Mistiawan	15	18	19	16	68
7.	Dinda Crisna Yanti	22	22	21	20	**85**
8.	Dino Ardiansyah	20	19	20	17	**76**
9.	Dwiki Andriyano	17	19	20	20	**76**
10.	Egi Suranta	20	20	20	17	**77**
11.	Eka Pratama	19	20	20	22	**77**
12.	M. Alvin Alfadhil Pane	19	22	22	17	**76**
13.	M. Haris Bunandar	20	19	20	18	**77**
14.	M. Prasetio Setia Abdai	19	18	20	19	**76**
15.	M. Raihan Afdilah	20	19	22	17	**78**
16.	Mahira Arifa Putri	21	22	20	18	**81**
17.	Maulana Aswar	17	20	20	19	**76**

18.	Muhammad Alfiansyah Ramadhan	19	13	20	16	68
19.	Muhammad Faiz	17	17	20	15	69
20.	Nayyara Zahra	22	20	20	22	**84**
21.	Nia Amelia	20	20	20	20	**80**
22.	Peri	20	19	20	19	**78**
23.	Putri Saumi Padilla	22	21	21	19	**83**
24.	Rauza Sahri Fatahu	22	20	20	20	**82**
25.	Selli Pania	22	20	22	20	**84**
26.	Vury Ramadhani	20	20	22	19	**81**
27.	Wira Yudha	19	19	20	16	74
28.	Yuanis Artanti	20	19	20	19	**78**
29.	Yuwana Harmika	19	18	16	16	69

APPENDIX XI

OBSERVATION SHEET CYCLE I

Give a checklist in column "yes" or "no" based on your observation

No	Topic	Yes	No
The Teacher			
1	The teacher comes on time	√	
2	The teacher greets the students and check the attendance list	√	
3	The teacher motivates the students	√	
4	The teacher prepare the teaching material and gives ice breaker to the students	√	
5	The teacher divides the students into four groups that consisted of seven students	√	
6	The teacher explains about material		√
7	The teacher gives examples by material	√	
8	The teacher gives the chance to the students to ask about material	√	
9	The teacher responds to the students' question	√	
10	The teacher ask the students to do group investigation technique based on the material	√	
11	The teacher asks the students in group to make the exercise	√	
12	The teacher concludes the material	√	
The Students			
1	The students come on time to the class	√	
2	The students respond to the teacher's greeting and listen the motivation	√	
3	The students pay attention to the teacher's explanation		√

4	The students sit in group and participate actively in the group	√	
5	The students make a noisy in the class		√
6	The students discuss the material given	√	
7	The students do the teacher's instruction	√	
8	The students do the test in group seriously		√
9	The students asks the teacher about something that is not clear	√	
10	The students interest and feel enthusiastic during the teaching learning process		√

APPENDIX XII

OBSERVATION SHEET CYCLE II

Give a checklist in column "yes" or "no" based on your observation

No	Topic	Yes	No
The Teacher			
1	The teacher comes on time	√	
2	The teacher greets the students and check the attendance list	√	
3	The teacher motivates the students	√	
4	The teacher prepare the teaching material and gives ice breaker to the students	√	
5	The teacher divides the students into four groups that consisted of seven students	√	
6	The teacher explains about material	√	
7	The teacher gives examples by material	√	
8	The teacher gives the chance to the students to ask about material	√	
9	The teacher responds to the students' question	√	
10	The teacher ask the students to do group investigation technique based on the material	√	
11	The teacher asks the students in group to make the exercise	√	
12	The teacher concludes the material	√	
The Students			
1	The students come on time to the class	√	
2	The students respond to the teacher's greeting and listen the motivation	√	
3	The students pay attention to the teacher's explanation	√	
4	The students sit in group and participate actively in the	√	

	group		
5	The students make a noisy in the class		√
6	The students discuss the material given	√	
7	The students do the teacher's instruction	√	
8	The students do the test in group seriously	√	
9	The students asks the teacher about something that is not clear	√	
10	The students interest and feel enthusiastic during the teaching learning process	√	

APPENDIX XIII

INTERVIEW SHEET

Interview between the researcher and the English teacher.

The researcher : How long have you been teaching English in this school?

The teacher   : I have been teaching English around 38 years in this school.

The researcher : What do you think about students of this class?

The teacher   : They are nice students but sometimes they make me angry.

The researcher : How do you control your students in the classroom?

The teacher   : If I sould that I was angry, they will be quite or sometimes I admonished them. It's my way to control my students.

The researcher : Do you think they like English?

The teacher   : Most of them like English, just a little hate it.

The researcher : How about their speaking skill? Do you think they are difficult to speak English?

The teacher   : Yes, they are difficult in speak English because they prefer using Indonesia language than English language. They are too lazy to use English language.

The researcher : How do you teach speaking to them?

The teacher   : I often teach them speaking. If I teach speaking, I usually ask the students to memorize a dialogue in teaching speaking. I always ask the students to read the dialogue then memorize it before perform in front of the class.

The researcher : What do you think about group investigation technique in teaching speaking?

The teacher : I think group investigation technique is good technique, because that can make the students active to speak in the class, they dicsuss the material with their classmate, that make they speak up

The researcher: Do you want to try this technique in your class ma'am?

The teacher : Yes I will try this technique in my English class especially when I teach speaking

The researcher: Okay thanks for your time ma'am…

The teacher : Yes you're welcome

APPENDIX XIV

INTERVIEW SHEET

Interview between the researcher and the students.

The researcher : Apakah kamu suka Bahasa Inggris?

Student 1   : Suka-suka sedikit miss

Student 2   : Tidak miss

Student 3   : Lumayan suka miss

The researcher : Apakah kamu suka speaking?

Student 1   : Suka miss

Student 2   : Tidak miss

Student 3   : Suka miss

The researcher : Menurutmu apakah speaking itu sulit?

Student 1   : Sangat sulit

Student 2   : Sangat sulit

Student 3   :Lumayan sulit

The researcher : Apa masalah kamu dalam speaking?

Student 1   : Tidak tau apa yang mau disampaikan miss

Student 2   : Karena gak suka bahasa Inggris miss

Student 3   : Gak tau arti kata-katanya miss.

The researcher : Apakah kamu pernah mendiskusikan masalahmu ini dengan guru

                 atau teman?

Student 1   : Pernah sama teman sekelas miss

Student 2   : Tidak miss

Student 3   : Pernah sama guru les miss.

APPENDIX XV

DOCUMENTATION

BIOGRAPHY

The writer's name is Halimatusyakdiah. She was born on September 06th 1997 in Desa Baru, Hinai, Langkat, North Sumatera. She is 22 years old. She is Indonesian and a Muslim. People around her usually call her Halimah or Diah. She is the youngest daughter of Mr. Suhariadi and Mrs. Siti Mariam. She has two brothers, namely: Afria Adilanda and Agus Syahputra. And two sisters, namely: Agustina Ningsing and Ira Dewina

Her formal education started from 2003- 2009 in primary school, SD Negeri 050715 Hinai, Langkat, North Sumatera. Then from 2009- 2012 she continued her education in MTs Taajussalaam, Padang tualang, Langkat, North Sumatera. And the she finishid her Senior High School in MAS Taajussalaam, Padang tualang, Langkat, North Sumatera from 2012-2015. And then in 2015- 2019 she graduated from English Education Department of State Islamic University of North Sumatera.