THE EFFECT OF GROUP INVESTIGATION (GI) MODEL AND LEARNING STYLE TOWARD STUDENTS' ECONOMICS ENGLISH SPEAKING COMPETENCE OF PROF. DR. HAZAIRIN, SH UNIVERSITY

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ABSTRACT

This study was designed: (1) to find out a significant progress on the English speaking skill of students' Economics using *Internet* reading materials. (2) to find out a significant effect by using visual and auditory learning style toward English Speaking Skill. (3) to know an interaction effect between Group Investigation Model and learning style toward English speaking skill. Quasi-experimental research 2 x 2 factorial design used in this research, and all the computational procedure were run by using SPSS. The results showed that, 1) there was a significant progress of students' Englsih Speaking skill after given Group Investigation Model, 2) there was the effect of learning style to the students' English speaking skills, 3) there was an interaction effect between the use of Group Investigation Model to the reading materials from the multimedia and learning styles on speaking competence.

Keywords: Group Investigation (GI), Learning Styles and Speaking Skills.

ABSTRAK

Penelitian ini bertujuan: (1) untuk mengetahui kemajuan yang signifikan dalam keterampilan berbahasa Inggris Mahasiswa Ekonomi dengan menggunakan bahan bacaan dari Internet. (2) mengetahui apakah ada pengaruh yang signifikan kemampuan berbahasa Inggris mahasiswa dengan menggunakan gaya belajar visual dan pendengaran, (3) mengetahui apakah ada interaksi antara Model Investigasi Kelompok dan gaya belajar terhadap kemampuan berbahasa Inggris. Desain faktorial 2 x 2 dalam quasi-eksperimen digunakan dalam riset ini dan semua prosedur komputasi menggunakan SPSS. Hasil penelitian menunjukkan bahwa ada kemajuan yang signifikan dari keterampilan Berbicara Englsih siswa setelah diberi Model Group Investigation, (2) terdapat pengaruh gaya belajar terhadap kemampuan berbahasa Inggris mahasiswa, (3) terdapat pengaruh interaksi antara penggunaan Model Investigasi Kelompok dengan menggunakan bahan bacaan dari multimedia dan gaya belajar terhadap kemampuan berbicara.

Kata kunci: Group Investigation (GI), Gaya Belajar dan Keterampilan Berbicara

INTRODUCTION

Education has an important role in preparing qualified human resources. Therefore, education should be managed, both in quality and quantity. This can be achieved if a student can complete his education on time with the ability to better learning results. The learning process in the educational unit organized in an interactive, inspiring, can be fun, challenging, motivating students to participate actively. Although English is a foreign language has an important role in this globalization era, but if not controlled properly, misunderstanding will happen between the speaker to communicate primarily with native speakers. This means not only the English language as an international language that is used to communicate but also as a tool to improve science and technology.

Sumaatmaja (2007) stated that the focus of learning English is to improve the four basic language skills, namely: listening, speaking, reading and writing. Highly functional language skills for self development of students in the society and the state, primarily for the purpose of continuing studies or finding a job. No creativity which reflects the awareness that arises from the students themselves to find reading material that is interesting to take advantage of multimedia.

English learning in Unihaz Economics Study Program aims to equip students to acquire the knowledge, skills, values and ability to think critically and creatively. In the course also rarely used method of assisted group investigation of audio-visual media and LCD projector as one of the International Communication Technology (ICT) support in delivering learning materials. Group investigation is one method used in instructional model design that facilitate the learning process to be more effective and efficient. Reading materials from various sources is indispensable also in understanding the English, both of multimedia (internet, e-books, disks, etc.) textbooks and other sources. One example application of the student's centered method is to use group investigation by utilizing the literature of multimedia (internet, e-books, disks, etc.) study which is expected to improve speaking competences of students. Group Investigation Learning Model is the most complex model of cooperative learning (Padmadewi, 2007:2). Learning styles is contained in the internal factors that can support student and can also inhibit the ability of students to speak English. According Clevelant (Safnil, 2009: 75) states that learning style is the way how the student can concentrate to process and store new and difficult information. In 2016, Indonesia was officially declared MEA or *Masyarakat Ekonomi*

Asean where the ASEAN countries have the ability to trade among members` countries. It hopefully invited opportunities to have cooperation with other countries. Moreover, it takes qualified individuals to make this MEA program successful. One skill that could be taken as granted is the ability to communicate in foreign language. Talking in native language is good, meanwhile, the greater number of foreign people coming in needs the greater challenges that ends with better communication.

Students are often faced with a pile of tasks either from books or the Internet can be in searching through the *gadgets* and personal computers, field trips, presentations and thesis. Everything needs reference books that have been written and printed in English.

From the observations or teaching and the results of the questionnaire the students as well as data from the test results scholastic conducted by school every new admissions show that low ability to speak of student. It is not a lack of intelligence possessed by the students but the lack of students who are interested to learn English. Supposedly, with increasingly modern period put the most important English must be mastered by the students.

In this research the resercher investigated about the effect of application group investigation and learning style toward speaking competence (experimental study on English subject students' first semester Management Economics Faculty, University of Prof. Dr. Hazairin, S.H Bengkulu Academic Year 2016/2017.

Problem Statements

The problem statements of this research were formulated in the following questions. (1) Is there a significant difference student's English speaking competences who attend group investigation using reading material from multimedia and students who follow a direct learning model group investigation using reading material from the textbook? (2) Is there a significant difference between student's English speaking competences who have a learning style of visual and auditory learning styles?. (3) Whether there is an interaction effect between group investigation and force sailed against student's speaking competences?

Reasearch Objectives

The objective within this research are (1) to find out a significant progress on the English speaking competence of students' Economics using *Internet* reading materials. (2) to find out a significant effect by using visual and auditory learning style toward English Speaking competence. (3) to know an interaction effect between Group Investigation Model and learning style toward English speaking competence.

LITERATURE REVIEW

According to Zingaro (2008: Page.3) , "the constructivist perspective asserts that knowledge is acquired through a person's interactions with the social and material environment". As already noted, interaction is a key component of all Cooperative Learning techniques, including Group Investigation. Students guide their own learning as they investigate a topic of interest to them. This can be contrasted with direct teacher instruction, where there is very little interaction; instead, knowledge is transferred directly from the teacher to the student.

Heaton (1995: 88) said that the ability to speak is the most important aspect in testing the language skills a person. Speaking competences is a form of human behavior that utilizes physical factors, psychological, neurological, semantics, and linguistic so extensive, widely so it can be considered as the most important human tool for social control. The nature of learning a language is learning to communicate (speak). Language has two-way communication aspects, namely between the speaker and the listener on a reciprocal basis. The main objective is to communicate to speak. To be able to effectively convey thoughts, fitting the speaker understands the meaning of everything that wants to communicate.

For Dewey (Zingaro, 2008) the goal of education is to develop socially responsible citizens who understand how to work together to solve problems and construct knowledge. Thus, educational environments should mirror real-world democracies in that the students have the opportunity to make choices and discuss ideas and thoughts.

The Steps of Group Investigation

In Group Investigation, students progress through six steps. The steps of using Group Investigation (GI) as follow:

1) Topic Selection

   Students choose specific subtopics within a general problem area.

2) Cooperative Planning

   Students in each group and the teacher plans specific learning procedures, tasks and goals consistent with the subtopics of the problem selected in step 1 (first).

3) Implementation

   Each group gathers information, review the subtopic, analyze or evaluate it, and reach some conclusions.

4) Analysis and Synthesis

   Students analyze and evaluate information obtained during step 3 (third) and must prepare a summary

activity. It may be in form of report, a briefing, etc.,

5) Presentation of Final Project

Each group in the class give an interesting presentation of the topics studied in order to get classmates involved in one another's work and to achieve a broad perspective on the topic.

6) Evaluation

In cases where groups followed different aspects f the same topic, students and the teacher evaluate each group's contribution to the work of the class as a whole.

Group Investigation Method and Teaching Speaking Competence

In this method there are 3 concepts: enquiry, knowledge, and the dynamic of the learning group. The students give the responses the problems and solve it. The knowledge is the learning experience that has been founded directly or indirectly. And the dynamic of the learning group that shows describing a group of student which has a good interaction and share about their ideas, exchange their experiences, in their opinions. Thing have to do in Group Investigation are:

a. Grow up the group ability

When they do their homework, every member of group has their own opportunity to show their contribution. In the research, the student will find the information from the inside or outside class. Then, the students collect the information from every member of the group to do the task.

b. Cooperative Planning

All of the students have an investigation for their problem. Which one of the sources is needed, who want to do it and how to presented their project in the Class to know their speaking abilities.

c. The Teachers Roles

The teachers will prepare the source and facilitators. The teachers role their rule among the students groups and they pay their attention to also organize the students job and help the students to organize their job and help them when they get the trouble of the learning process in their group. All of them have own advantage for themselves. While, independent reading is one of the best ways for Economics students to add new words to their vocabulary, because independent reading depend on their independent consumption and enjoyment.

The Concept of Learning Style

DePorter (2003: 118) said that learning style is a combination of how he

absorbs and then organize and process information. According DePorter (2008: 117) and in the article's theory of learning styles by Sulistiyawati (2012: 2) states that the visual learning style, consists of six (6) components include: 1) Appearance; 2) Speaking; 3) Time management; 4) Reading; 5) Understanding and 6) Hobbies and auditory learning style consists of five (5) components, among others: 1) Appearance, 2) Speaking, 3) Reading 4) Understanding and 5) Hobbies.

Safnil (2009:16) said Successful people learn the language because it has a style of different learning, but all have a unique way of learning. The people learning while speaking and writing *(productive)* while many also enjoy learning while using the language in reading and writing *(receptive).*

RESEARCH METHODOLOGY

Methodology of this research used quasi-experimental research. The method forms is true factorial design with the level factorial (2 x 2), or Two-ways ANOVA by using *Statistical Program for Social Science* (SPSS.16) Analysis of variance two-ways Anova used to investigate two main influences that difference learning namely using group investigation using reading material from multimedia and students who attend group investigation using reading material from textbooks as well as between learning styles visual and auditory learning styles. The population of this reserach consists of 4 classes 176 students, and sample used cluster random sampling, 24 students experiment class and 24 students for control class.

Data Collecting Technique

Learning styles questionnaire was taken from a questionnaire that tested the validity of the samples tested outside the class consists of 20 students. To determine the ability of speaking used the test instrument. The test was an oral question for direct questions. Then tested to determine the validity, reliability, level of difficulty and distinguishing features.

FINDINGS AND INTERPRETATION

This study examined three hypotheses using statistical analysis Anava two lines and *t-test* because there is an interaction effect on hypothesis testing with statistical analysis Anava two lines. First final test data are grouped in a cell, after it had carried out the calculations on two-ways Anova and *t-test.* Data from the test cells are grouped into first, only then do the calculations on Anava two lanes. For learning styles and Group Investigation Learning Model there are three main hypotheses testing (main effect) as a

simple hypothesis advanced treatment effect consists of 6 cells. To test Anava two lines after the data is grouped in cells is determined, the calculation sums of squares (JK), average square (MK) and F_{Count}. Then the results of F_{Count} compared with F_{Table} for more details on the calculation can be seen in the following table:

Table 1. Statistics Two-Ways Anava

Learning Styles	Group Investigation (GI)			Total
	Statistics	Internet	Textbook	
Visual	N	12	12	24
	X	1067,5	852,5	1920
	X^2	85650	83600	169250
	X	4,94	4,58	10,27
Auditory	N	12	12	24
	X	887,5	947,5	1832,5
	X^2	82250	59525	141775
	X	5,88	5,59	6,51
Total	N	24	24	48
	X	1952,5	1800	3752,5
	X^2	81,35	75	78,18
	X	9,61	6,43	8,7

Table 2. Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk			
	GI	Statistic	df	Sig.	Statistic	df	Sig.	
Speaking competence	Textbook	0.136	24	.200*	0.796	24	0.241	Normal
	Internet	0.123	24	.200*	0.898	24	0.317	Normal

a. Lilliefors Significance Correction

Table 3. Test of Homogeneity of Variance

	Sample group	df	1/df	s^2	$df.s^2$	Log s^2	(df) log s^2
Speaking competence	1	11	0,09	24,38	268,22	1,387	15,26
	2	11	0,09	20,97	230,72	1,322	14,54
	3	11	0,09	34,61	380,72	1,539	16,93
	4	11	0,0	31,20	380,22	1,494	16,44
		44		111	1222	5,742	63,16

Table 4. Results of Testing Two-Ways Anava

Source of Variation	Sum of Squares (JK)	df	Mean Squares (MK=s2)	F$_{Count}$	F$_{Table}$ (=0,05)	Result	Conclusion
Group Investigation (A)	500,52	1	500,52	18,10		H1 Accepted	Differences
Learning Syles (B)	150,52	1	150,52	5,42	=0,05	H2 Accepted	Differences
GI*Learning Style (AB) (Interaction)	1575,52	1	1575,52	56,69		H3 Accepted	Interaction
In Grup	2226,56	44	742,19	-		-	-
Sum	3449,529	48	-	-		-	-
	297200		-	-		-	-

From the table of calculation data via Anova two lines in table 4 above. Can be explained that the value F_{Count}= 18,10 is greater than the value F_{Table}= 2.44 in sinifikansi level of 5% (F_{Count}= 18,10 F_{Table}= 2.44). This suggests that while H_1 accepted H_0 rejected. Can be explained that the value F_{Count}= 5,42 is greater than the value F_{Table}= 2.44 in sinifikansi level of 5% (F_{Count}= 5,42 >F_{Table}= 2.44). This shows that H_2 rejected while H_0.

Based on the calculation of data through Anova two lines in table 4 above. Can be explained that the value F_{Count}= 56,69 is greater than the value F_{Table} = 2.44 in sinifikansi level of 5% (F_{Count}= 56,69 > F_{Table}= 2.44). This suggests that while H_3 accepted H_0 rejected. There is an interaction so that the t-test research is continued so that the results are as follows:

Similar with Putra (2012:7) states that based on the results of his research on improving speaking competences through the direct method of teaching English, the application of group investigation model can improve students' speaking competences. The second hypothesis testing results show that studentsspeaking competences who have a visual learning style higher than students with auditory learning style, it is also reinforced by the idea of Shannon in an article entitled *'Helping Visual Learner Succeed'* written on Monday (7/3/2011) visual child generally always concentrated its focus on teacher sitting in the front row in class, as well as observing the teaching of teachers carefully. Because in this second hypothesis testing results show that there is a significant difference between students' learning styles both visual and auditory ability to speak the students as obtained

F_{Count} is greater than F_{Table}. Of the score's ability to speak 48 students sampled in the analysis, the ability to speak English has a visual learning style by being given group investigation reading of multimedia is very good because it is above the average of the ideal (100> 70). Visual learning style is a way of learning where ideas, concepts and other information or data captured and processed through visual images and techniques. Students learn visual style sometimes have problems to learn through writing, but would prefer the use of tables, graphs, video demonstrations and other visual material. When learning, students with visual learning style has some quirks, including the reading of information very quickly, and requires a quiet atmosphere when learning. Visual learning style is perfect when treated learning with group investigation reading of multimedia, the students' ability to speak English who have learning styles of auditory treated group investigation reading of multimedia (internet) is good because the average value (82.50) is lower than a visual learning style.

But there are also other factors that will affect the learning styles of both visual and auditory such as students really have to have good language skills and a good logical ability. Other factors that were not measured in this study but greatly affect the speaking competences *entry behavior*, *the ability to remember* or *age range*. Inexact people tend to have a visual learning style and the characteristics that have the ability to quickly recall and is superior in learning because they prefer to read, so much new knowledge they can from reading. This is because students have diverse characteristics and personality like nothing has taciturnity, did not want to be disturbed and so forth. While social people tend to have auditory learning style because they are faster to remember what the hearing or delivered so that it has a high reasoning. This is because they are very easy to interact. However, these two learning styles are equally capable of contributing to the students to be able to improve students' English speaking competences.

CONCLUSION

After analyzing the data, the writer would like to conclude that Student's English speaking competences are taught to group investigation model in reading of multimedia is higher than the students who follow the using group investigation model reading material from textbooks. Students' Economics English speaking competences who have a visual learning style higher than students with auditory learning style and the last, there was significant effect of the interaction between group investigation

model and learning style of the Students' Economics English speaking competence.

Recomendation

Group Investigation could improve students` speaking competence. Group Investigation learning, rewards will be given to students who are able to present the results of their investigations well. Suggestion for the teachers in Bengkulu, and especially for Economics lecturer in Unihaz to be better able to apply more creative and innovative learning model in English learning.

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