Impovement of Writing Speech Text Using the Group Cooperative Investigation Method

Atma Titisan[1], Farida Ariyani [2], Mulyanto Widodo[3]

[1](Master of Indonesian Language and Literature Education, FKIP, Lampung University, Indonesia)
[2](FKIP, Lampung University, Indonesia)
[3](FKIP, Lampung University, Indonesia)

Abstract:
Background: This study aims to improve the ability to write speech texts in class XII Accounting at SMK Muhammadiyah Ambarawa with the Group Investigation (GI) of cooperative learning method. This research is a Classroom Action Research (PTK). The subjects of this study were 37 students of class XII Accounting at SMK Muhammadiyah Ambarawa. This research was conducted in two cycles with four stages of implementation, namely planning, implementing, observing, and reflecting. The data collection techniques of this research were observation and questionnaires. The research instruments were in the form of observation sheets and questionnaires. The data analysis technique in this research is descriptive quantitative.
Materials and Methods: Writing is a language skill that is used to communicate indirectly, not face-to-face with other people. Writing is a productive and expressive activity Tarigan (2013: 3) One of the productive activitu is Speech Text. Speech Text is the activity of expressing thoughts, ideas, ideas orally in the form of a series of words or sentences to many people with a specific purpose. Speeches are usually carried out in formal events, ceremonies and scientific meetings. Language and speech content are adjusted to the audience based on their level of thought or education, age, and topic of conversation.One of the learning model that can be used to speech text study is cooperative learning model. Cooperative learning model is one of the learning models in which students work in small groups to help each other in learning subject matter. In the cooperative learning method, students will sit together in groups of four to master the material presented by the teacher. The approach used a collaborative classroom action research. The research was conducted in a collaborative way, namely researchers working together with peers. Collaborative classroom action research conducted in class with the aim of improving / improving the quality of learning practice. The subjects in this study were students' learning outcomes in writing speech texts with the learning model using the cooperative group investigation type learning method in class XII students of SMK Muhammadiyah Ambarawa.
Results: Based on the results obtained at the time of pre-research on writing speech from 37 students, there were 17 students who got a score above the KKM (minimum criteria), namely by a percentage (48.57%) and as many as 20 students got a score below the KKM (not yet complete), namely by the percentage (53.05%). The average obtained during the pre-research was 71.78. Related to the low pre-cycle test to measure initial ability by using the cooperative learning model group investigation, cycle I was carried out by looking at the indicators to be achieved by students, the assessment aspect scores included indicators: topics, framework, systematics, punctuation, capital letters. Among the five indicators that students must master, only the topic and framework indicators that almost meet the minimum completeness limit. The results of learning to write speech in cycle II on average the students obtained have increased drastically to reach the KKM (minimum criteria). From the results of the pre-cycle, cycle I and cycle II, the ability to write speech was increased by using the cooperative group investigation type learning model. The following is the recapitulation result of increasing per cycle.
Conclusion: The investigation group cooperative learning model could improve students' speech writing skills. This success can be seen from the learning outcomes of students' speech writing skills, especially in speech writing by paying attention to topics, frameworks, systematics, capital letters, and punctuation. The increase in the ability to write speech was marked by an increase in student learning completeness in each cycle, namely pre-cycle 45.94%, cycle I 59.45%, cycle II 83.78%.
Keywords: Cooperative Group Investigation, Writing; Speech; Improvement.

I. Introduction

Language skills consist of four aspects, namely listening skills, speaking skills, reading skills, and writing skills. One important aspect of learning Indonesian is writing. Writing is an activity to express information received from the listening and reading process. So, the more people listen or read, the more

information will be obtained or expressed in writing. Hery Guntur Tarigan (2013: 3) states that writing is a productive and expressive activity. In this writing activity, a writer must be skilled at utilizing graphology, language structure and vocabulary. Writing skills are used to take notes, record, convince, report, inform, and influence readers.

Based on observations and interviews with Indonesian language subject teachers in class XII SMK Muhammadiyah Ambarawa, Pringsewu Regency, it is known that the expected minimum completeness criteria (KKM) is 72 or more in the subject of writing speech texts from the results of daily tests given that have not been achieved. The cause of the low ability of students in writing speech texts based on observations is that learning carried out by the teacher still uses direct learning, so that the teacher looks active in explaining but students look less enthusiastic and it is also found that there are students who do not pay attention to the material presented. In the direct learning process, one-way communication is dominated by one-way communication from teacher to student, and very little reciprocal two-way communication, namely teacher to student, student to teacher, or student to student.

One alternative to solving problems in improving writing skills in class XII students of SMK Muhammadiyah Ambarawa Pringsewu Regency is to apply the cooperative learning model type Group investigation. Group investigation is a cooperative learning model that places students into groups heterogeneously. According to Tarigan (2013: 3) writing is a language skill that is used to communicate indirectly, not face-to-face with other people. Writing is a productive and expressive activity. Writing according to Dalman (2016: 3) is a communication activity in the form of delivering written messages to other parties using written language as a tool or medium.

As a creative process that takes place cognitively, writing includes four stages, namely (1) pre-writing, (2) the idea search stage, (3) the idea discovery stage, and (4) the idea development stage. At the pre-writing stage, the writer prepares materials, collects information, formulates problems, determines focus and processes information. According to (Nurhadi, 2017: 424) speech is one of the speaking skills in front of an audience of people who often make speeches called orators. Speech is general speaking delivered by a unit orator for specific purposes. These objectives include (1) making listeners aware of a problem, an event issue, (2) conveying knowledge accurately, (3) generating interest, (4) encouraging change or influencing audiences to behave in a certain way, (5) providing skills, (6) encouraging and providing support to audiences, (7) influencing audiences directly or indirectly to take action, (8) instructing to behave in certain ways, (9) stimulating imagination and creativity. As an effort to improve summary writing skills, the researcher conducted a Classroom Action Research using the cooperative group investigation method.

Based on the background of the problems above, the problem in this study can be formulated, namely *How to improve students' ability in writing speech texts in class XII SMK Muhammadiyah Ambarawa, Pringsewu district through the cooperative learning model type Group investigation?* The purpose of this study was to improve the ability to write speech texts using the cooperative group investigation method on the XII grade students of SMK Muhammadiyah ambarawa.

II. Material And Methods
2.1 Writing
According to Tarigan (2013: 3) writing is a language skill that is used to communicate indirectly, not face-to-face with other people. Writing is a productive and expressive activity. Writing according to Dalman (2016: 3) is a communication activity in the form of delivering written messages to other parties using written language as a tool or medium. In line with the expert opinion above, Morsey in Guntur Tarigan (2013: 4) writes that is used, reports / notifies, and influences, and such purposes and objectives can only be achieved properly by people who can compose their thoughts and express them clearly, this clarity depends on thought, organization, use of words, and sentence structure.

The writing process is a series of activities that occur. In fact, the disclosure of a goal in a writing cannot be strictly, but often intersects with other goals. However, it can usually be worked out that there is one dominant purpose in an article which gives the name of the whole article or essay. D'Angelo in Tarigan (2011: 25) what is meant by the intent or purpose of the author (the writer's intention) is "The response or answer that the writer hopes will get from the reader". Based on this limitation, it can be said, that:

1. Writing that aims to inform or teach is called informative discourse.
2. Writing that aims to convince or urge is called persuasive discourse (persuasive discourse).
3. Writing aimed at entertaining or pleasing or containing aesthetic purposes is called literary writing (literary discourse).
4. Writing that expresses strong or fiery feelings and emotions is called expressive discourse.

As a creative process that takes place cognitively, writing includes four stages, namely (1) pre-writing, (2) the idea search stage, (3) the idea discovery stage, and (4) the idea development stage. At the pre-writing stage, the writer prepares materials, collects information, formulates problems, determines focus and processes

information. The idea-seeking stage takes place when the writer processes the information he has to solve the problem or solution he is looking for. This process occurs in the subconscious, so it is often unconscious. This process can take several seconds to years. Writers who go through this process usually experience confusion and don't know what to do. An impatient writer will be frustrated because he can't find an idea to write about. The idea discovery stage is the sudden arrival of ideas and jumping in the writer's mind. At that time, the writer found a solution or a way out and the problem he encountered. The next stage is the development of ideas. At this stage, the ideas that emerge are selected, compiled, and developed according to the focus of the writing.

The preparation stage is a series of activities carried out before writing activities are carried out. Pre-writing is an important activity and usually takes a long time. At this stage the authors carry out activities (1) selecting topics, (2) determining objectives, (3) considering the form of writing based on the characteristics of the readers, and (4) generating and organizing ideas to be translated into a writing. From the experience of senior writers, more than seventy percent of the time spent in writing is consumed for prewriting activities.

Based on the description above, it can be concluded that writing is a conscious and planned process that requires complex skills. As a conscious and planned process, writing activities are carried out with careful preparation. Writing cannot be done in one activity. In writing, the topic to be written about, how to develop it, and how to express it need to be considered by the writer. In addition, the suitability of the topic with the social reality of the reading community also needs to be considered. In the process, the author can replace or add ideas. (Nurhadi, 2017: 8).

2.2 Speech Text

Speech Text is the activity of expressing thoughts, ideas, ideas orally in the form of a series of words or sentences to many people with a specific purpose. Speeches are usually carried out in formal events, ceremonies and scientific meetings. Speech is a form of one-way communication because it consists of one person speech giver and many people as listeners. Language and speech content are adjusted to the audience based on their level of thought or education, age, and topic of conversation (Indonesian Language Book Class 12th, 2008: 37).

According to (Slavin, 2017: 424) Speech is one of the speaking skills in front of an audience of people who often make speeches called orators. Speech is speaking general delivered by the orator which is unitary for specific purposes. These objectives include (1) making listeners aware of a problem, an event issue, (2) conveying knowledge accurately, (3) generating interest, (4) encouraging change or influencing audiences to behave in a certain way, (5) providing skills , (6) encouraging and providing support to audiences, (7) influencing audiences directly or indirectly to take action, (8) instructing to behave in certain ways, (9) stimulating imagination and creativity.

2.3 Cooperative Learning Model

According to Slavin (2016: 4) The cooperative learning model is one of the learning models in which students work in small groups to help each other in learning subject matter. In the cooperative learning method, students will sit together in groups of four to master the material presented by the teacher. For example, in a method called Student Teams-Achievement Division or STAD (Slavin, 198a) - A teacher could deliver a lesson on maps, then give students time to work with the map and answer questions related to that question together. his team members. Heterogeneous team members consisting of high, medium, and low achieving students, male and female, and come from different ethnic backgrounds.

Based on the definition of cooperative learning above, the researchers concluded that the cooperative learning model is a learning model carried out by students learning and working in small groups collaboratively whose members consist of 4-5 people. This model can help improve student success in learning and train students to be skilled in thinking and working together. This group learning requires teamwork so that learning can be directed, integrated, effective, and efficient.

Cooperative learning model has different characteristics from other learning approaches. Rusman (2012: 207) suggests there are four characteristics of cooperative learning, namely (1) team learning, (2) based on cooperative management, (3) willingness to work together, and (4) cooperative skills.

2.4 Cooperative Learning Model Type Group Investigation

Cooperative learning model is a learning method in which students learn in groups, study groups are formed based on the topic chosen by the student. This approach requires more complex norms and structures than a more teacher-centered approach. In GI cooperative learning students are divided into several groups with 2-6 heterogeneous students. The group selects the topic to be investigated and conducts an in-depth investigation of the chosen topic, then prepares and presents the report to the class.

Group investigation is the most complex cooperative learning model and the most difficult to implement (Trianto, 2012). This model was first developed by Thelan. During its development this model was expanded and sharpened by Sharan from Tel Aviv University. In contrast to STAD and Jigsaw, students are

involved in planning both the topics to be studied and how their investigations will proceed. This learning requires more complex classroom norms and structures than a more teacher-centered approach. This approach also requires teaching students good communication and group process skills.

The cooperative learning type of group investigation has several stages. Slavin (2016: 218-226) stated that in the implementation of group investigation learning students worked through six steps, namely:

1. Identifying Topics and Organizing Students into Groups
2. Planning Tasks to be Learned
3. Carry out an investigation
4. Presenting the Final Report
5. Evaluation

Methods

The research was conducted in a collaborative way, namely researchers working together with peers. Collaborative classroom action research conducted in class with the aim of improving / improving the quality of learning practice. Collaborative classroom action is an action research conducted in class with the aim of improving / improving the quality of learning practices (Arikunto, et al, 2013: 58). The subjects in this study were students' learning outcomes in writing speech texts with the learning model using the cooperative group investigation type learning method in class XII students of SMK Muhammadiyah Ambarawa.

This study used a classroom action research procedure (PTK) with a cooperative group investigation-based approach. Classroom Action Research Design as follows, 1) planning, (2) execution of Actions, and (3) observation. This research using quantitative data in the form of classical cognitive learning outcomes were analyzed using descriptive analysis techniques by determining the mean or mean. The analysis is calculated using simple statistics, namely:

1. To obtain the value of the results of the observation of teacher and student activities, then it is formulated with.

$$Final\ Score = (Score\ obtained) / (Maximum\ Score)\ x\ 100$$

2. Student Completeness Data
   Sudjana stated that to find out the percentage of learning completeness using the following formula:

$$P = F / N\ x\ 100\%$$

   Information:
   P: The percentage of learning completeness that will be sought.
   F: Frequency (many students who passed).
   N: The total number of students.

3. Class Average
   Meanwhile, the class average is calculated using a formula as follows :

$$\pi = (\sum x) / N$$

   Information:
   π: Average (mean).
   x: The sum of all student grades.
   N: Number of students.

III. Result

This pre-research was conducted on November with Indonesian language subject teachers at SMK Muhammadiyah Ambarawa class. After doing the pre-research, before it is applied using the cooperative learning model Group Investigation. Based on the results obtained at the time of pre-research on writing speech from 37 students, there were 17 students who got a score above the KKM (complete the criteria minumum) by a percentage (48.57%) and as many as 20 students got a score below the KKM (not yet complete) by the percentage (53.05%). The average obtained during the pre-research was 71.78.

Related to the low pre-cycle test to measure initial ability by using the cooperative learning model group investigation, cycle 1 was carried out by looking at the indicators to be achieved by students, the assessment aspect scores included indicators: topics, framework, systematics, punctuation, capital letters. Among the five indicators that students must master, only the topic and framework indicators that almost meet the minimum completeness limit. Here are the results of Cycle I:

Table 1 Recapitulation of Cycle I Test results

No.	Value Range	Criteria	Number of Students	Precentage	Category
1	93-100	Very good	0	-	-
2	84-92	Good	2	5,40 %	Pass
3	75-83	Quiet	20	54,05 %	Pass
4	0-74	Kurang	15	40,54 %	Not Pass
	Number of Students		37		

The results of the learning in cycle I are still lacking because many students still find it difficult to improve learning to write speech so it is necessary to do cycle 2.

Table 2 Percentage of Completeness of Cycle II Students

NO	Value Range	Criteria	Number of Students	Precentage	Category
1	93-100	Very good	5	13,51 %	Pass
2	83-92	Good	3	8,10 %	Pass
3	75-82	Pretty Good	23	62,16 %	Pass
4	66-74	Not Good	6	16,21 %	Not Pass
5	54-65	Worse	0	-	-
	Number of Students		37		

The results of learning to write speech in cycle 2 on average of the students obtained have increased drastically to reach the KKM (minimum criteria). The cooperative learning model Group Investigation was success to motivated the students to be enthusiastic about doing assignments in any case. From the results of the pre-cycle, cycle 1 and cycle 2, the ability to write speech was increased by using the cooperative group investigation type learning model. The following is the recapitulation result of increasing per cycle.

Table 3 Number of Students who Pass

	Pre-research	Cycle 1	Cycle 2	Category
Number of Students	17	22	31	Pass
	20	15	6	Not Pass

Table 4 Student Completeness

No	Cycle	Frequency	Presentage	Category
1	Pre-research	17	45.94%	Pass
2	Cycle 1	22	59.45%	Pass
3	Cycle 2	31	83,78%	Pass
Number of Students		37		

IV. Conclusion

The investigation group cooperative learning model could improve students' speech writing skills. The investigation group cooperative learning model was a success learning model to solve the writing skils especially writing speech text by paying attention to topics, frameworks, systematics, capital letters, and punctuation. The increase in the ability to write speech was marked by an increase in student learning completeness in each cycle, namely pre-cycle 45.94%, cycle I 59.45%, cycle II 83.78%. The improvement of the cooperative type learning model group investigation on learning to write speech made the learning process interesting, fun, and useful. The cooperative group investigation type learning model developed better cooperative behavior and relationships between students and developed academic abilities to improve learning achievement.

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