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IMPROVING STUDENTS' SPEAKING SKILL THROUGH GROUP INVESTIGATION TECHNIQUE AT XI IPA 2 STUDENTS' OF SMA NEGERI 1 KOTA SORONG

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Abstract, This research used the group investigation technique to improve students' speaking skills. The subject of this research was the XI IPA 2 of SMA Negeri 1 Kota Sorong, which consisted of 35 students. This study employed "classroom action research," and the data were qualitative. The qualitative data were taken from an observation sheet, a speaking proficiency rubric, a questionnaire, and an interview. The results of the questionnaire show that, overall, students think that the use of the group investigation technique can help students be more active in learning, which has an impact on improving students' speaking skills. Another piece of data that supports student success is the calculation of rubric score data. Based on the results of the rubric score in cycle 1, 3 out of 35 students who managed to meet the good criteria with the results of the classical learning completeness calculation scored only 8 out of 70. In cycle 2, 7 out of 35 students who managed to meet the good criteria with the results of the classical learning completeness calculation scored 20 out of 70. In cycle 3, 25 out of 35 students who managed to meet the good criteria with the results of the classical learning completeness calculation scored 71 out of 70. The number of students who have met the good criteria has increased, as has the completeness of classical learning among students. In other words, students' speaking ability increases and gets better from the first cycle to the third cycle. This proves that the use of the group investigation technique can improve students' speaking skills.

Keywords: Improving, Speaking Skill, Group Investigation, Technique

PENINGKATAN KETERAMPILAN BERBICARA SISWA MELALUI TEKNIK INVESTIGASI KELOMPOK PADA SISWA XI IPA 2 SMA NEGERI 1 KOTA SORONG

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Abstrak, Penelitian ini bertujuan untuk mengetahui penggunaan *Group Investigation* dapat meningkatkan keterampilan berbicara siswa. Subjek penelitian ini adalah siswa kelas XI IPA 2 SMA Negeri 1 Kota Sorong yang berjumlah 35 siswa. Penelitian ini menggunakan Penelitian Tindakan Kelas. Data penelitian ini adalah data kualitatif. Data kualitatif diambil dari lembar observasi, penilaian rubrik kecakapan berbicara, angket dan wawancara. Hasil angket menunjukkan bahwa secara keseluruhan siswa berpendapat bahwa penggunaan teknik *Group Investigation* dapat membantu siswa untuk lebih aktif dalam pembelajaran yang berdampak pada peningkatan kemampuan berbicara siswa. Data lain yang mendukung keberhasilan siswa adalah penghitungan data nilai rubrik. Berdasarkan hasil nilai rubrik pada siklus 1, 3 dari 35 siswa yang berhasil mendapatkan kriteria baik dengan hasil perhitungan ketuntasan belajar klasikal hanya mendapat nilai 8 dari 70. Pada siklus 2, 7 dari 35 siswa yang berhasil mendapatkan kriteria baik dengan hasil perhitungan ketuntasan belajar klasikal mendapat nilai 20 dari 70. Pada siklus 3, 25 dari 35 siswa yang berhasil mendapatkan kriteria baik dengan hasil perhitungan ketuntasan belajar klasikal mendapat nilai 71 dari 70. Jumlah siswa yang mencapai kriteria baik menunjukkan adanya peningkatan, demikian pula ketuntasan belajar klasikal siswa telah tercapai. Dengan kata lain, kemampuan berbicara siswa meningkat dan membaik dari siklus I hingga siklus III. Hal ini membuktikan bahwa penggunaan teknik *Group Investigation* dapat meningkatkan kemampuan berbicara siswa.

Kata kunci: Peningkatan, Keterampilan Berbicara, *Group Investigation*, Teknik

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Introduction

The role of communication is one that is highly valued in the current era of globalization. Language is the primary form of communication. "Language is the most comprehensive and efficient mode of communication for expressing thoughts, messages, intentions, feelings, and opinions to others," claims Walija (1996). Without language, humans cannot communicate to express their thoughts and feelings, which is why language is crucial. Language serves various purposes, such as as a tool for thinking, a means of communication, and a conduit for the meaning of socially accepted views. It is significant as a learning technique within the context of language itself, as well as a medium of communication and engagement. Language also functions as the identity of a tribe, nation, or country because of its uniqueness. In line with the definitions that have been presented, language has several benefits, including being the official language of a country, an introduction to the world of education, and a means of developing culture and science. The point is that without mastery of language, humans will have difficulty communicating.

There are so many languages in this world, but there is one that is considered to have an important role, especially in the era of globalization, and that is English. English is an international language. According to Richards & Rodger (1986), many people in various countries use English as a communication tool in various important international meetings. English is an international

language whose use is so important because all sources of global information in various aspects of life use it. Historically, the first international language was Latin, but it was replaced by English when international cooperative relations began to be carried out in the 20th century, which at that time needed a new international language. English spread rapidly during the days of the British Empire and the United States of America, which made English begin to be spoken all over the world. However, most of the English language distributions can operate without government directives, and what makes English operate is the development of technological advances that have succeeded in making many people access the language and know more about foreign cultures. Through the Internet, the younger generation has begun to enjoy English-language music, films, and celebrity news. This interest encouraged more people to learn English, so it became very popular.

According to Crystal (2000), English is a global language. As a communication tool, English is not only used in one or two countries but has spread throughout the world. The existence of English throughout the world is considered important, even in Indonesia. Learning English in Indonesia began to be applied from childhood to university level due to its importance. In learning English as a foreign language, each student has their own problem because English is difficult enough to learn. It can be understood because Indonesia is located so far from native English speakers that Indonesians will have difficulty learning English, which has a different pronunciation than their own language. When students try to learn English, there are four important components that they must know: reading, listening, writing, and speaking. Each of the four components has an important meaning and cannot be separated from one another, or, in other words, eliminated, even if it is only one component. This is because the learning process is gradual, starting with listening, speaking, reading, and writing. Therefore, speaking has an important role in the language learning process. According to Fulcher (2003), "speaking" is the verbal use of language to communicate with others. Speaking as a communication process is the process of changing the form of thoughts or feelings into meaningful speech or language sounds that can be conveyed to others. Speaking is not only quick to get words out of the speech apparatus, but the main thing is to convey main ideas regularly in a variety of languages according to the communication function. According to Maxom (in Nurokhma 2009), speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students express their ideas, feelings, and desires to others. In school, the students learn how to speak English easier because there are teachers and friends who can be their facilitators and partners to practice.

The fact that English is a foreign language studied in Indonesia certainly makes students experience difficulties when learning English at school. According to Baharudin (2020), in his research, two factors that cause students to experience difficulties in learning English are internal and external factors. Internal factors include low interest and willingness to learn English; a lack of mastery of vocabulary, reading, and grammar skills, making it difficult for students to do the assignments given by the teacher; and students' unwillingness to read or memorize English vocabulary. External factors come from the teacher and also from family. Factors caused by the teacher include methods and learning strategies that are not appropriate, so students lose interest

because they feel learning is not fun, and students have difficulty understanding the meaning of the teacher's explanation. Factors caused by parents include the lack of guidance and motivation to learn English when students are at home.

Communication skills are required in the workplace to speak appropriately to a diverse range of people. Communication skills must also be supported by showing a varied vocabulary and adapting the language to the interlocutor (Tsalis Annisa, 2021). Moreover, English is the language of getting opportunities for employment and getting success to achieve the desired goals in life. According to Brown (2004), to achieve the criteria for good speaking skills, students must pay attention to several aspects of speaking, including pronunciation, fluency, vocabulary, and accuracy. Pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. To make successful communication happen, the speakers need to be able to deliver a clear message for listeners.

Speaking is the most important skill to acquire foreign or second language. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. Speaking is the skill that students will be judged on the most in real-life situations, according to Brown and Yule (1983). Regardless of its importance, teaching speaking skills has been undervalued, and most of the EFL teachers have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills. Nevertheless, the modern world demands the development of communication skills for the learners, and the English teachers have to teach the English language learners the needed skills so that they will improve their abilities in speaking and perform well in real-life situations. In the present EFL teaching environment, oral skills are completely neglected.

As stated by Chuang (2009), however, speaking skill is a crucial part of the language learning process, and it is also the one skill that has often been neglected in the EFL classroom. Because important elements of language such as phonological, morphological, semantic, and syntactic aspects have received little attention, it has become a major impediment for English language learners to acquire speaking skills. So far, more attention has been given to reading and writing skills. After realizing the importance of oral communication skills, more emphasis is now placed on developing the speaking skills of the learners so they can pursue their studies successfully and excel in their fields once they finish their education. Therefore, the group investigation method can be the guide that encourages students to engage in learning. This method requires students to have good communication and group-processing skills. The end result of the group is the contribution of ideas from each member and group learning, which in fact sharpens students' intellectual abilities more than individual learning. According to Sharan and Sharan (1989), "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. Group Investigation is an organization that permits a class to work actively and collaboratively in small groups and enables students to take an active role in deciding their own learning goals and processes in the class.

Some related studies have been done before. The first study, "Improving the students' speaking skill through group investigation technique of the seventh grade students of MTs Sudirman Jambu Semarang in the academic year 2016-2017," was conducted by Iman Arifin (2017). According to the study's findings, the average score of students before and after treatment demonstrates an improvement in their performance in speaking using descriptive text. The second research has been done by Halimatusyakdiah (2019) and is entitled, *"Improving the students' speaking abilities through group investigation techniques of the eighth grade students of SMP N-1 Hinai in the academic year 2019/2020."* The researcher administered tests to 29 students in cycles I and II to determine how far their speaking abilities had progressed. According to the study's findings, the students' speaking abilities improved from one meeting to the next. It means that using group investigation techniques can improve the students' speaking skills. Group investigation is a cooperative learning strategy that integrates interaction and communication in the classroom with the process of academic inquiry. It enables the classroom to become a social system of coordination between groups in the classroom. According to Sharan and Sharan (1989), "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. It means that Group Investigation is an organization that permits a class to work actively and collaboratively in small groups and enables students to take an active part in establishing their learning goals.

Through the observations at SMA Negeri 1 Kota Sorong, researchers managed to find that students at SMA Negeri 1 Kota Sorong also experienced the same problem as students in general, namely when learning English speaking skills. The students of SMA Negeri 1 Kota Sorong feel that the most difficult problem in learning English is learning to speak. One of the simplest and most common examples where students find it difficult to learn is when they are asked by the teacher to speak English in front of the class. It can even be said that there are some students who hate being asked to speak in front of the class. This is said by students not without reason; students always think that they do not have the courage to come forward in front of the class when their speaking ability is so low, or that it is better to be silent than to go ahead and make a shameful mistake later. These thoughts are ultimately what cause students to lack confidence in their abilities, making learning speaking skills difficult for them. If this problem is not addressed immediately, students will lose interest in learning. Based on these previous background, researchers feel the need to investigate how is the use of Group Investigation technique at XI IPA 2 students of SMA Negeri 1 Kota Sorong in the academic year 2022/2023, and how does the Group Investigation technique improve students speaking skill.

Research Method

This research was done in qualitative way and according to Sugiyono (2005), qualitative research methods are research used to examine the condition of natural objects, where the researcher is the key instrument. Hopkins (1993) defines "classroom action research" as research that combines research procedures with substantive action, an action performed in the discipline of inquiry or a person's attempt to understand what is happening while being involved in a process

of improvement and change. In general, the implementation of classroom action research (CAR) can be classified into four phases: planning, acting, observing, and reflecting. Planning is a strategy for carrying out treatments or determining the research problem. A researcher needs to prepare before doing action research. Acting discusses the steps and activities that would be taken by the researcher. It means that a researcher implemented the plan, which was made in a previous phase of research. In observing, a researcher has to observe all events or activities during the research. The observation is done during the research for the purpose of getting any data to show the students' conditions while the research is conducted. The inspection effort reflects on the success or failure in achieving the temporary goals in order to determine the alternative steps that are likely to be taken to reach the research's final goals. In this study, observation sheet, a rubric, questionnaire were used as instruments. As a criterion for the success of CAR, the researcher refers to the *Kriteria Ketuntasan Minimal (KKM)* for learning that has been set by the school. The *KKM* in English subjects at SMA Negeri 1 Kota Sorong is 70. Therefore, the impact of CAR exceeding *KKM* 70 is proven to increase learning outcomes. The criteria for mastery learning can also be used as criteria for success. The technique used to explore the validity of the data used in this study is triangulation. According to Patton (in Moleong, 2004), the technique of checking the validity of the data used in this study is "triangulation data sources" (to compare and check the degree of trustworthiness of information obtained through different times and tools in qualitative methods).

Findings and Discussions

Result of Observation Data

All of the conditions that occurred during the teaching and learning processes were recorded on an observation sheet. It was filled by the researcher as the observer. It was centered on the teaching and learning process, such as when the group investigation technique was used, student activities, and teacher-student interaction.

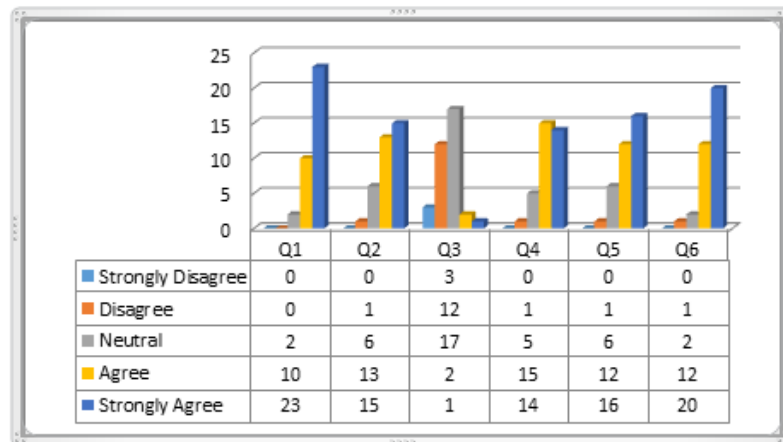
In cycle 1, the teacher did almost all the activities contained in the observation sheet; it's just that there was still one activity that had not been done. The teacher explains how to do cooperative group learning, divides the class into several groups, explains the purpose of learning and group assignments, gives a topic and sub-topic and then shares them with each group, asks each group to cooperatively discuss the topic that has been obtained, asks each group to convey the results of their discussion, and closes the lesson by doing an evaluation, but doesn't give any information about the subject matter to the students in the learning. Besides that, students also did the activities listed on the observation sheet, such as showing interest in the technique being taught, forming groups quickly, discussing the topic in groups, working well with individuals in groups, and taking turns presenting their work in each group. There were two activities that the students didn't do. The students ask a question if they don't understand, and they are confident in expressing their opinions and actively participating.

In cycle 2, the results of teacher and student observations had different results. The teacher seems to have done all the activities on the observation sheet, while the students still don't seem to

have done one activity, namely, expressing their opinions and actively participating in the investigative group. Both teachers and students seem to have done all the activities on the observation sheet in cycle 3. Compared to the previous cycle, in this cycle the students seemed to be more confident and active in expressing their opinions and ideas clearly. From the result of the observation sheet that was conducted in cycle 3, it can be concluded that the teaching and learning process was run well and that the group investigation technique created a good learning environment. Therefore, the situation of the teaching-learning process between the teacher and the students was comfortable, lively, and enjoyable.

Result of Questionnaire

Based on the result below, it shows that 23 students or 65.71% strongly agree, 10 students or 28.51% agree, and 2 students or 5.71% are neutral in choosing the options in the first statement. The results show that more students strongly agree with the statement that English is a very important language to learn. At first, students thought that English was a foreign language that was not very important and difficult to learn at school. But along the way, students begin to realize that English is one of the important lessons that they must learn to have more skilled abilities.



Program 1. Recapitulation of questionnaire

Likewise with the second statement, more students strongly agree that when learning English, they think it will provide many benefits for their life. This is chosen by students not without reason, because they know that English is an international language that can provide many benefits in the future, both in the world of communication and the world of work. This is also the reason why so many people, who used to think English was not important to learn, began to change their minds and decided to learn it. As shown in the results above, 15 students, or 42.85 percent, strongly agree, 13 students, or 37.14 percent agree, 6 students, or 17.14 percent agree, and 1 student, or 2.85 percent disagree in their choice of options.

In the third statement about students thinking learning English at school feels less effective, data shows that 1 student, or 2.85 percent, strongly agrees, 2 students, or 5.71 percent, agree, 17 students, or 46.57 percent, disagree, and 3 students, or 8.57 percent, strongly disagree, thus

indicating that most students choose the neutral option in the third statement. This could be because students still feel hesitant to choose whether learning English feels less effective or not, so they prefer to choose the neutral option. Another reason is that students feel normal when learning English, so they do not feel that learning English is effective or less effective.

The results of the questionnaire for the fourth statement are different from the results of the third statement, which are more students who strongly agree when students think the teacher should use many different methods to make learning more fun. Of course, this was chosen for a reason; all students would assume that if the teacher only uses one method of teaching that is repeated every time, the learning environment will be extremely boring. This is a compelling reason why every good teacher in any subject should employ a variety of teaching methods in order to pique students' interest in learning and make the learning process more enjoyable. In choosing the options in the fourth statement, 14 students or 40% strongly agree, 15 students or 42.85% agree, 5 students or 14.28% neutral, and 1 student or 2.85% disagree.

More students strongly agree with the fifth statement when they feel that the group investigation technique makes them more active in learning. As we know, when students are asked to do group learning, the atmosphere in the classroom will certainly feel more active than usual for learning. As we know, when the learning process is carried out using group techniques, the atmosphere in the classroom will certainly feel more active than usual. This is also felt by students when learning using group investigation techniques. Students feel that learning using the group investigation technique makes them more active because each student is required to work together with each other to discuss a topic given by the teacher. The results of the fifth statement show that 16 students, or 45.71 percent, strongly agree, 12 students, or 34.28 percent agree, 6 students, or 17.14 percent agree, and 1 student, or 2.85 percent disagree.

Then, in the sixth statement and also the last statement, it shows that more students strongly agree when they feel that the group investigation technique can help improve their speaking skills. When learning in class using the Group Investigation technique, each student in the group is required to express their respective opinions when discussing topics that have been given by the teacher. Not only that, but students also have to be brave to present the results of their discussions in front of the class, and without realizing it as the learning process goes on every time, students' speaking skills can also increase. The results show that 20 students, or 57.14 percent, strongly agree, 12 students, or 34.28 percent agree, 2 students, or 5.71 percent neutral, and 1 student, or 2.85 percent disagree.

Result of Rubric Data

The result of the rubric score below, in cycle 1 shows students who met good criteria are 3 students, those who met enough criteria are 15 students, and those who met less criteria are 17 students. According to the data that has been obtained, the reason many students failed in cycle 1 was that there were still many students who did not want to be active speakers of English. Only a few students have the intention to learn and want to play an active role in the learning process. In addition, this cycle is also the first cycle of research using group investigation techniques, so the researcher feels that students still need to adapt to a new learning technique. This shows that the researcher must do the next cycle to get better results.

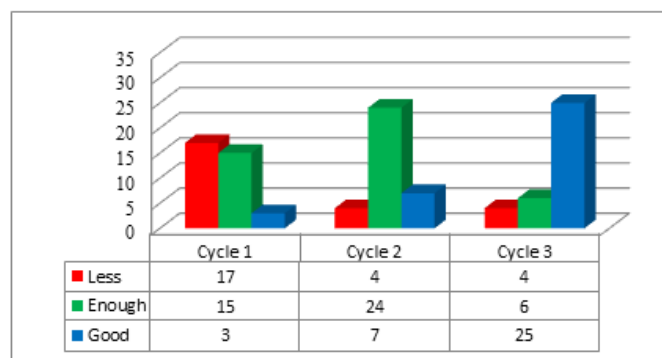


Diagram 2. Result of Rubric Score

In cycle 2, the rubric score shows the students who got good criteria as 7 students, enough criteria as 24 students, and less criteria as 4 students. According to the researcher, this cycle has shown some increase in the number of students who have succeeded in meeting the eligibility criteria. This is due to the students being more active or braver in topic investigation activities and presenting their work in front of the class. In addition, students have also begun to adapt using the group investigation technique. Not to forget, researchers continue to motivate students to be more active in future learning so that more students can get good grades. This also shows the researcher must do the next cycle, or cycle 3.

The result of the rubric score in cycle 3 shows the students that good criteria were met by 25 students, enough criteria were met by 6 students, and less criteria were met by 4 students. In cycle 3, the number of students who have achieved the good criteria has increased. According to the data, this was caused by all the students who had participated in the learning and had adapted to the investigative group technique, so that the classroom atmosphere became more active compared to the previous cycle. This also shows that the research in cycle 3 can be stopped because it has met the criteria for success.

The Result of Classical Learning Completeness

The calculation of classical learning completeness in cycle 1 shows that the research has not been said to be successful because it only gets 8 out of 70 from the KKM value that has been

set at the school. Based on the above results, it is necessary for the researcher to proceed to the next cycle in order to get better results. In cycle 2, the researcher also found out the classical learning completeness of student success, and the result shows that this cycle is still not successful because the results in the calculation of completeness are 20 out of 70 from the KKM value that has been set at school. This also shows the researcher must do the next cycle, or cycle 3. Like in the previous cycle, in cycle 3, the researcher also looked for the results of the classical learning completeness of the student, and this cycle can be said to be successful because the results of the calculation of learning completeness are 71 out of 70 from the KKM value that has been set at school. This also shows that the research in cycle 3 can be stopped because it has met the criteria for success.

Discussion

Group investigation is a technique that enables a class to work actively and collaboratively in small groups and enables students to take an active role in investigating the topic that will be given. The researcher and teacher worked together to apply the Group Investigation technique for three meetings, providing three different topic materials in each meeting. At the first meeting, students in groups discussed the topic of natural disasters. At the second meeting, students in groups discussed meaning through music. At the third meeting, students discuss in groups their opinions and thoughts. This research was conducted to find out whether students' speaking skills improved in XI IPA 2 after using the group investigation technique. Group investigation technique was one of the strategies that could be used by the teacher in teaching English to improve the students' speaking abilities. It could be seen in the findings of this research.

Based on the results of the rubric score and the calculation of student learning success in cycle 1, out of 35 students, only 3 succeeded in getting good criteria, 15 got enough criteria, and 17 got less criteria in achieving the criteria for success, with the calculation results of only 8 out of 70. This indicates that the first cycle is said to have been unsuccessful because the result of the standard success criteria is 70. It could be concluded that the students' speaking skills in cycle 1 were still low. Cycle 2 has shown a slight increase in the number of successful students. Seven students out of 35 have met good criteria, 24 have met enough criteria, and four have met less. Although there is a slight increase, the results of calculating student success in the second cycle have not been successful; they only got 20 out of 70, which is the standard for success criteria. Because the target was still not achieved in cycle 2, the researcher worked hard in the next cycle to reach the target and try to evaluate the weaknesses in the previous cycles.

The result of the rubric score in cycle 3 has shown a large increase, where from 35 students, as many as 25 have succeeded in getting good criteria, 6 students get enough criteria, and 4 students get less criteria. On the other hand, the results of the calculation of student success in cycle 3 have also increased, namely 71 out of 70. With all the results obtained in cycle 3, it can be said that students in class XI IPA 2 have succeeded in achieving the standard criteria of success, and the research can be stopped. Based on the explanation above, the researcher concludes that the results of this study indicate that the use of group investigation techniques from the first cycle to the third

cycle can effectively and efficiently help improve students' speaking skills. This is proof that the research conducted in class XI, IPA, SMA Negeri, and Kota Sorong is said to have succeeded in achieving the objectives of this research.

Conclusion and Suggestion

To improve students' speaking skills using the Group Investigation technique at SMA Negeri 1 Kota Sorong's XI IPA 2 students in the academic year 2022-2023, the researcher collected data through observations in cycles 1, 2, and 3 to determine how far the students' speaking skills improved. It could be concluded that: The results of the questionnaire show that, overall, the students think that the use of the group investigation technique can help students be more active in learning, which has an impact on improving students' speaking skills. Another piece of data that supports student success is the calculation of rubric score data. Based on the results of the rubric score in cycle 1, 3 out of 35 students who managed to meet the good criteria with the results of the classical learning completeness calculation scored only 8 out of 70. In cycle 2, 7 out of 35 students who managed to meet the good criteria with the results of the classical learning completeness calculation scored 20 out of 70. In cycle 3, 25 out of 35 students who managed to meet the good criteria with the results of the classical learning completeness calculation scored 71 out of 70. The number of students who have met the good criteria has increased, as has the completeness of classical learning among students. In other words, students' speaking ability increases and gets better from the first cycle to the third cycle. This proves that the use of the group investigation technique can improve students' speaking skills.

Based on the conclusion above, the researcher presents some suggestions as it is hoped for the teacher that the use of the group investigation technique can be reused in the classroom because group investigation is one of the alternative strategies that can help improve students' speaking skills in teaching English. For the students, it is hoped that they will continue to train to improve their speaking skills using the investigative group and have better speaking skills in the future.

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