

INCREASING STUDENT LEARNING ACHIEVEMENT IN ENGLISH SUBJECTS USING THE GROUP INVESTIGATION METHOD IN CLASS VII UPTD SMP NEGERI 6 SINJAI

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ABSTRACT

The method is suitable and considered succeed in increase achievement study English lessons with use Group Investigation method. In study this researcher uses technique data collection carried out in a manner qualitative obtained from observation at the time ongoing learning process teach During research, and methods quantitative obtained from test results study subject on each cycle. Then the data is analyzed in a manner qualitative, that is explain Action results during the learning process teach, and in quantitative with use statistics descriptive that is average score, table frequency, value minimum, value maximum, distribution table and table presentation.

Keywords: Student Learning Outcomes, Group Investigation, English.

INTRODUCTION

Learning is an activity of the teacher in the form of action to create a conducive environment to increase students' interest in learning. Therefore, the planning and implementation requires solid and mature consideration. In the past, the teacher's main role was to convey and convey information in the learning process using the lecture method, telling stories to several students in the class, maintaining class discipline, supervising all activities carried out by students and providing evaluations only through question and answer or through tests carried out together. by all students in the class.

Along with the development of human knowledge and abilities today, the role of the teacher is increasingly complex. The method used by the teacher is not only to provide information about what students must know but also to pay attention to whether students are able to accept it well. This information often occurs in the learning process when students cannot accept the material presented by the teacher. This is possible in terms of the method used by the teacher needs to be reviewed.

Apart from being obligated, the learning method is also focused on being able to achieve achievements so that what has been conveyed can actually produce something good. The importance of achievement can make us feel proud because what we have got can be useful and useful as a provision in the future to take higher education.

So, to achieve this achievement, as a first step that needs to be done is to change the learning method or strategy to be better than what has been implemented so far. Teachers are expected to be able to provide input or motivation to students to deepen knowledge. In this way, the desire of students to deepen knowledge, study, discuss, and communicate arises, so that they can achieve excellent achievements in the same city. With the encouragement to achieve better, students will try as much as possible to continue doing and trying new things, then being able to make input in the next learning process, to be able to produce a satisfying achievement. Reflecting on the reality above, the teacher must be sensitive in teaching and learning activities where a person The teacher must be able to apply various methods in a lesson so that the learning atmosphere is not boring and vice versa all students will feel comfortable in taking lessons.

And to support it also requires firmness in terms of curriculum. As we know that nowadays the education office often implements and changes the curriculum at any time. For this reason, in learning a teacher must prioritize the implementation of active learning involving students physically and mentally (thoughts and feelings), and according to the level of student development in a systematic way. However, now it is precisely the student factor that determines success in achieving achievement in the learning process.

And what has happened lately at UPTD SMP Negeri 6 Sinjai is the low level of students' intentions and desires to achieve something better. Because they feel unable to balance the way of learning and target values that must be achieved by students. They feel inadequate if they must meet the targets achieved due to several factors, including a lack of motivation and a strong foundation in carrying out the learning process, students lack the courage to express opinions, the learning process is monotonous and less varied, the strategies and methods applied by teacher.

Applying suitable methods will enable students to experience effective learning. It can be said that the learning strategy is a bridge to achieve the transfer of knowledge to students. One of these learning strategies is the Group Investigation method. Learning is now widely applied because it involves all students in practice. Besides being able to attract students to be more creative, this method can also foster a spirit of cooperation within students and is expected to support a sense of mutual need to achieve a goal.

The object of study in this study is English studies subjects. Where this learning can be said to be active if students can really understand what is explained by the teacher. In addition, students are expected to be more critical in addressing a problem and the questions raised in the process. The source of learning is not only from the teacher, but also from the students themselves, for example from knowledge obtained outside of school.

METHODS

The method of writing this scientific article is an observation and evaluation. Observation data used for record various observed thing or researched

at the time do various observed thing or researched at the time do classroom action research. What was observed is condition or circumstances student. Situation class during the learning process teach with using learning models cooperative Investigation Group system. Whereas evaluation used for now understanding student to lessons learned especially IPS so will is known achievement learn each student. With achievement the could see is purpose for increase achievement learning IPS can succeed or not.

FINDINGS AND DISCUSSION

After carrying out CAR, it is expected to be able to explain and describe the results that have been carried out in each cycle. In this case, the results of the classroom action research carried out in elementary school are presented UPTD SMP Negeri 6 Sinjai.

Implementation of Cycle I

Cycle I

1. Planning

In the implementation of this CAR, an activity plan was previously made which will be implemented in the form of an RPP (Implementation Plan). Learning),

2. Implementation

In carrying out this CAR, the implementing teacher is assisted by a research teacher to research and observe the course of teaching and learning activities.

The implementation is as follows:

- a. The executor enters class VII at hours 1st to 2nd and is accompanied by the research teacher. The implementing teacher greeted and introduced himself to the seventh-grade students. Then explain that in this class classroom action research will be carried out, especially in English studies subjects using the cooperative learning model of the Group Investigation system.
- b. The implementing teacher opens the lesson by explaining or explaining the material to be discussed, then students listen and pay attention. After the students understand the teacher divides the students in the class into 5 groups, each group has 5 people. The teacher gives 20 minutes to do group assignments.
- c. During group work, the implementing teacher monitors and accompanies students, while the research teacher observes and records the things that are presented during the teaching and learning process for observation data.
- d. After the discussion, each group presented their work in turn and appointed one student as a representative, then other students paid attention and responded. During the presentation, the teacher can find

out student achievement. The group value is taken from the cohesiveness and activeness of all group members and the courage of each student in expressing opinions. After the presentation was over, the implementing teacher concluded the material and asked the students if there was something unclear and wanted to ask. At the end of the lesson, teacher announce gain score for each group and each student. Group or students who got value good given award.

3. Observation

Observation was carried out in conjunction with the implementation of classroom action research as described above. And the results can be summed up as follows:

In the following, a group discussion table, and a written test in cycle I will be presented.

Table 1 Group Discussion in Cycle I

No	Name Group	Score Discussion
1	Group I	53
2	Group II	63
3	Group III	34
4	Group IV	53
5	Group V	63

Table 2 Tests Write Individuals in Cycle I

No	Student Name	Total Value
1	Students 1	63
2	Students 2	63
3	Students 3	53
4	Students 4	33
5	Students 5	33
6	Students 6	47
7	Students 7	33
8	Students 8	53
9	Students 9	30
10	Students 10	53
11	Students 11	63

12	Students 12	53
13	Students 13	53
14	Students 14	63
15	Students 15	63
16	Students 16	63
17	Students 17	60
18	Students 18	63
19	Students 19	50
20	Students 20	53
21	Students 21	33
22	Students 22	53
23	Students 23	63
24	Students 24	30
25	Students 25	43

Description :

No	Value Intervals	Category	Frequency	Percentage
1	0 - 34	Very less	6	15.15 %
2	35 – 54	Not enough	10	40.33 %
3	55 – 64	Currently	9	44.51 %
4	65 – 84	Well	-	-
5	85 - 100	Very Good	-	-
Amount			25	100 %

From description on can concluded that students' interest in learning is still lacking and must be increased again so that it is better in the next cycle.

4. Reflection

- a. From the results of observing the implementation of actions in cycle I, the implementation of cooperative learning activities in the Group Investigation system was not as expected. This happened one of them maybe because of the lack of detailed guidance that was carried out the implementing teacher, or the lack of habits the teacher wants to apply are still new to students, so it seems as if the majority of this learning is controlled by the teacher.
- b. In group activities there are still many students who only rely on the group leader and there is a lack of cooperation between group members so that only one person understands or understands.

- c. At the time of group presentations, the group that did not present paid less attention so that when giving responses there was less response. The results of the reflections carried out by the research teacher and implementing teacher as mentioned above are used to follow up on the research results in cycle I, so that the second cycle will show better results .

Implementation Cycle II

Cycle 2

1. Planning

In the implementation of this CAR, an activity plan was previously made. What will be implemented is in the form of an RPP (Learning Implementation Plan), which was made to follow up on the previous cycle which was less successful.

2. Implementation

The implementation of class action research in the 2nd was carried out to follow up on the previous cycle which was less successful in implementing Group Investigation learning model. Therefore cycle 2 is expected to be successful.

- a. Implementation begins with the teacher entering class VII at 3-4 o'clock accompanied by a research teacher.
- b. The implementing teacher informs students that it will be carried out re-examination.
- c. Furthermore, the implementing teacher starts the lesson by explaining the material to be discussed, then students listen and pay attention. After students understand the teacher divides students into 5 groups.
- d. During group work, the implementing teacher monitors and accompanies students while asking several questions and students can answer them.
- e. When finished, students presented what they had done. Because the group discussion was over, the implementing teacher gave the students a written test. Then corrected by the teacher.
- f. At the end of the lesson, the teacher announces the results of the scores for each group and each student and group that gets good grades is given an award.

3. Observation

This observation was carried out in conjunction with the implementation of classroom action research as stated above. And the results are concluded as following :

Table 3 Discussion Group in Cycle 2

No	Name Group	Score Discussion
1	Group I	97
2	Group II	100
3	Group III	83
4	Group IV	100
5	Group V	97

Table 4 tests write group in cycle 2

No	Student Name	Total Value
1	Students 1	100
2	Students 2	100
3	Students 3	90
4	Students 4	93
5	Students 5	93
6	Students 6	77
7	Students 7	77
8	Students 8	97
9	Students 9	83
10	Students 10	90
11	Students 11	100
12	Students 12	93
13	Students 13	93
14	Students 14	97
15	Students 15	100
16	Students 16	100
17	Students 17	87
18	Students 18	100
19	Students 19	93
20	Students 20	97
21	Students 21	80
22	Students 22	87
23	Students 23	97
24	Students 24	80

25	Students 25	90
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Description :

No	Value Intervals	Category	Frequency	Percentage
1	0 - 34	Very less	-	-
2	35 – 54	Not enough	-	-
3	55 – 64	Currently	-	-
4	65 – 84	Well	5	17.31 %
5	85 - 100	Very Good	20	82.69 %
Amount			5	100 %

From description on could concluded that interest students in this 2nd cycle it has been very good and the result already maximum when seen from percentage achieved value.

4. Reflection

From the results of observing the implementation of the action in cycle 2, the implementation of the Group Investigation system cooperative learning activities has shown a good improvement. This can be seen from the results achieved by students in cycle 2.

The application of the Group Investigation learning method to English studies subjects has brought significant changes Because students have the courage to express opinions and have activeness in cooperation in a group. In addition, students also feel excited because in this lesson the teacher can interact well with students and understand the character of student learning

CONCLUSION

From findings and discussion on then it can be concluded that Selection of topics to determine what will be discussed later Students are organized in groups in order to plan cooperation according to the topic chosen and the implementation carried out require All students must be actively involved in learning, students are invited for analyze various results in learning to be presented in front of the class. The constraints faced in this learning process are the relatively long time required to make it less efficient.

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