THE EFFECT OF USING GROUP INVESTIGATION METHOD ON STUDENTS' WRITING SKILL

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Abstract

The research focused on students' writing skill in procedure text at grade XI SMKS-1 Daerah Sei Bejangkar in 2022/2023 academic year. The purpose of this research is to find out does the (GI) Group Investigation Method have an influence on students' writing skill in procedure text. Sampling in this study using Jenuh sampling technique and the samples were 25 students in XI AK-1 and 25 students in XI AK-2. In this study used quantitative research. Technique of data collection in this study are observation, pre-test, treatment and post-test. The instrument of collecting data is an essay test. The results showed that the pre-test average for the Experimental group was 62,8 and post-test 78,8 an increase of 25,48% while the the pre-test average for the control group was 52,6 and post-test 65,4 an increase of 24,33%. The GI Method is an effective way to improve students' writing skill. This is evidenced by T-test formula for analyzing data, with tscore = 63,33 while rtable (df) 25 + 25 - 2 .= 48 (0,284) so tscore > rtable.

Keywords: Effect, Group Investigation Method, Writing

INTRODUCTION

English is an international language which is very important in our life because people all over the world use it to communicate. English as a communicate tool plays an important role in successful learning. We should know that learning English is more difficult than learning the native language which students need to understand namely pronunciation, spelling and cultural background of the language.

Learning English as a foreign language is becoming increasingly important in Indonesia. English is the first foreign language and is subject taught in high schools at universities, where students are expected to develop their thinking about learning English. One of the objectives of teaching English is the development of communication skills, and there are four skills in English proficiency; listening, speaking, reading, and writing.

Writing is one of the most important skills that students must master. In writing, they should express their thoughts and feelings in a proper way. They need to creatively express their thoughts and emotions so that readers can understand their writing.

There are various types of text that are studied in high school, especially procedural text, usually this material appears during tests and at the end of the semester exams, up to the entrance exams for higher education. Every time you study a procedural text, the most important thing is to understand how to write and understand and make procedural texts properly and correctly, so that it can make it easier to learn a procedural text. Text Procedure is a text that explains how someone makes or does something step by step. The nature of procedural text is objective (according to actual or real conditions).

There are several problems in class XI SMKS-1 Daerah Sei Bejangkar students in writing Procedure text. Based on the first observation, the researcher found that the students' found it difficult to write. For example: students have difficulty learning forms of procedure text, such as general structures, features of language, and students have difficulty to express their ideas in writing of procedure text. Therefore, the problem of teaching is not only teaching materials, but also teaching methods.

There are many method that can be used for improve students' writing skill, one of which is (GI) Group Investigation Method. The GI method is an interesting method that can help students understand the material. This builds students' prior knowledge before writing a test. When students cannot understand a text, they can use the Group Investigation Method in order to be able to convey their thoughts on a text, especially procedural text. Students who cannot write a text, do not understand the contents of the text and are less interested in making a good and correct text and have difficulty understanding the meaning of a procedural text. As a result, by using the group investigation method students are more able to understand the contents of a text easily. Therefore, so that students better understand the text they write. This method is interesting as a method of teaching English subjects.

METHOD

In this study the population used as the target was the students of SMKS-1 Daereah Sei Bejangkar which focused on class XI Akutansi which consisted of 50 students. In class XI Akutansi there are two clasess, namely class XI AK-1 and class AK-2 which were selected as samples in this study. In class XI AK-1 consisting of 25 students who were selected as the experimental group and in class AK-2 consisting of 25 students who were used as the control group. The entire population in class XI was used entirely as a semple. So that the total sample is 50 students.

In this study used quantitative research, so that there are research variable listed in the table below:

Tabel 1 Research Variabel

Group	Types	Experiment	Types
Experimental Group	Pre-test	X	Pos-test
Control Group	Pre-test	Y	Pre-test

1. Group Investigation Method was the first independent variable (X)
2. Writing skill was the second dependent variable (Y)

In this research, the research was conducted using experimental research. This refers to two method, namely the experimental method was carried out to obtain average data. During the experimental research, there were two groups that were used as samples, namely the experimental group and the control group. The experimental group was taught using the investigation group (GI) method and the control group was taught conventionally. Each group was given a Pre-Test and Post-Test.

The instrument used in this research was an essay test, the questions were made using procedure text indicators in which the writer give the opportunity to students to choose their own topic, and ask students to compile goals, materials, and steps into a good text. Each test for the the Pre-Test and Post-Test had the same questions. Students get a score according to the aspect of writing score.

This research used the attainment stage to obtain the required information, namely:

Data collection was carried out in several stages. The first step is to complete some formal administrative procedures, such as obtaining permission from the school principal to collect data by conducting classroom observations. After obtaining permission, this study was conducted with an observations.

Pre-test

Before carrying out learning activities, students take a pre-test which is an exercise in the form of a test. Each group or student receive a pre-test then the assignment was given a score. Pre-test is used to be initial data.

Treatments

In the treatment, each group was given material for discourse on writing procedure text in a different way. This research focused on studying whether there is an impact of Group investigation on writing skills. In the experimental group the Group Investigation method was applied in learning to write. Students was divided into groups which consisted of approximately 4 – 5 people, while the control group applied conventional learning.

Post-test

Post-test means learning evaluation activities which are conducted by the teacher at the end of each presentation of the material, which aims to find out the extent of knowledge of students of the material which has been taught. The post-test is used to know the impact of questions through the group investigation method as well as conventional learning.

Validality and Reliability of the Test

Validity

In the validity test is a valid test if the test is said to be good. Valid instrument is the instrument used to obtain data (measuring). Valid means the instrument can be used to change what needs to be changed.

To measure a test is valid or not, the researcher used the formula to measure validality test (Arikunto, 2013)

$$\mathbf{rxy} = \frac{N \sum xy - (\sum x)(\sum Y)}{\sqrt{(N \sum x^2 - (\sum x)^2 (N \sum Y^2 - (\sum y)^2)}}$$

Note:

R = the correlation between two variables.
N = Total of the Data
X = the mark in the pre-test
Y = the mark in the post-test
XY = Sum of multiplication X and Y
X^2 = Square of X
Y^2 = Square of Y

Reliability

The reliability of the test concerns it's accuracy as a measuring tool or it can be said that reliability refers to the measurement of consistency.

The most formula to measure realibility test (Arikunto, 2013)

$$\mathbf{r_{11}} = \frac{2.r_{1/21/2}}{1+r_{1/21/2}}$$

Note:

r_{11} = the reliability
$r_{1/21/2}$ = r_{xy} called the correlation lndex between the two part of the lnstrument

The obtain test reliability results, the mean (**M**) and the standart deviation (**SD**) must first be calculated.

The data analysed by applying T-Tes and ttable is compared with the Degree of Freedom (**df**) of the tes, the t-tes as follow:

$$ t= \frac{Mx-My}{\sqrt{(\frac{\sum Dx^2 + \sum Dy^2}{Nx+Ny-2})(\frac{1}{Nx}+\frac{1}{Ny})}} $$

Note:

Mx   = Averenge value in the experimental group

My   = Avarange value in the control group

DX^2 = Experimental group deviation score

DY^2 = Control group deviation score

Nx   = the total of

sample of the experimental group

Ny   = the total of sample of the control group

A test is valid if it measure what is purposed to measure. The data analysed by applying Ttes and Ttable is compared with the Degree of Freedom (df) N1 + N2 -2 from significance 0,05% of the t-tes.

RESULT AND DISCUSSION
Result

In the Pre-Test and Post-Test using the initials of the name, in the experimental group consists of 25 students and the control class consists of 25 students. The analysis was done based on the data collected by each instrument in each group. The result are as follow:

Table 2 the differences score between Pre-Test and Post-Test of experimental group

NO	NAME	(X)	(Y)	Y - X
1	AFT	45	75	30
2	AP	70	90	20
3	AU	60	75	15
4	BAS	70	80	10
5	DN	70	80	10
6	EN	85	90	5
7	EVT	40	80	40
8	GG	40	75	35

9	HA	60	75	15
10	HS	85	95	10
11	IHS	60	70	10
12	IP	60	70	10
13	JS	65	75	10
14	KNZ	70	80	10
15	LWM	85	95	10
16	MFF	70	75	5
17	NDA	35	75	40
18	NIP	60	70	10
19	NR	75	90	15
20	OAM	80	90	10
21	PW	60	75	15
22	SP	70	80	10
23	SCF	35	70	35
24	VMD	60	70	10
25	WN	60	70	10
	Total	**1570**	**1960**	**400**

The average value obtained from the Pre-Test and Post-Test

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

$$M = \frac{1570}{25} = 62,8$$

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

$$M = \frac{1970}{25} = 78,8$$

From the data above, it we can see that students' score in pre-test was lower than post-test. The mean of students' score in pre-test was 62,8 and after giving treatment by using GI Method, it increased 25,48% and the score mean was being 78,8 in post-test.

Can be analysed from the table the scores obtained by students on the Pre-Test(X) score were higher than the scores obtained by students on the Post-Test(Y) this means the students' ability to write procedure text by using treatment (GI) Group Investigation Method is effective.

Table 3 the differences score between Pre-test and Post-test of control group

NO	NAME	(X)	(Y)	Y -X
1	ANS	75	85	10
2	AS	50	65	15
3	A	60	65	5
4	BKM	40	70	30
5	DR	50	65	15
6	EGP	30	40	10
7	EMS	85	85	0
8	GL	0	40	40
9	HA	40	65	25
10	JS	50	65	15
11	LS	65	85	20
12	LIR	65	75	10
13	MH	30	40	10
14	MFP	40	65	25
15	MYW	65	75	10
16	NSZ	40	0	-40
17	NHS	80	85	5
18	OCS	50	70	20
19	RSR	70	85	15
20	SWA	50	75	25
21	TSS	50	75	25
22	TNS	70	75	5
23	TAS	35	40	5
24	TA	45	70	25
25	WS	65	75	10
	Total	**1315**	**1635**	**315**

The average value obtained from the Pre-Test and Post-Test

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

$$M = \frac{1315}{25} = 52,6$$

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

$$M = \frac{1635}{25} = 65,4$$

From the data above, it we can see that students' score in pre-test was lower than post-test. The mean of students' score in pre-test was 52,6 and after giving treatment by using conventional way, it increased 24,33% and the score mean was being 65,4 in post-test.

Can be analysed from the table the scores obtained by students on the Pre-Test(X) score were higher than the scores obtained by students on the Post-Test(Y). But, there is no significant effect to the students' score. After the research data was calculated, the experimental group value is higher than te value obtained from control group.

DISCUSION

When the data is calculated by the researcher, the value obtained in the experimental group is higher than in the control group. This can happen because the researcher has given treatment to students using the GI Method. Each test has one or more predictions about what should happen, namely the hypothesis is true or not. Then the prediction is assessed whether it is fulfilled or not depending on data collection and analysis of observational or experimental data that has been obtained.

It can be concluded by the researcher that Ha is accepted if the tscore > ttable and Ho is accepted if the tscore $\leq$ ttable. In calculating this score, the researcher uses the ttes formula at a significance level of 0,05 ehere tscore = 6,33 if seen using the product moment degree of freedom (df) $N1 + N2 - 2 = 48$. So, the critical score ttable with a significance of 0,05 is 0.284. So, it is concluded that the tscore > ttable.

The (GI) Group Investigation Method is very effective for students, especially when writing procedure text. As for some effective students success that can be seen below:

1. The students get treatment in the form of a new learning method, namely the GI Method
2. The students have high motivation in learning
3. The student are more and diligent in comes to school
4. The students become interactive in the class

CONCLUSION

From the results and discussion of the influence of the (GI) Group Investigation Method, it can be concluded that the researcher found that students'

writing skills became better after receiving treatment with the GI Method in the learning process, especially in teaching English. We can see from table 2 that the students' scores increased in the Post-Test, meaning that there was an effect after being given the application of the GI Method to the Experimental Group.

This class has become more interactive so that it makes students more comfortable and make the class come alive because aech students can share ideas or knowledge that they get from various trusted sourced, books and the internet which they can use as material for discussion in the learning process.

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