



The Effect Of Using Group Investigation (GI) Method On Students' Writing Achievement Of Eleventh Grade Of SMA Swasta Pelita Bulu Cina

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ABSTRACT

The objective of the study is to find out whether Group Investigation Method (GIM) affect on Students' Writing Achievement of Eleventh Grade of SMA Swasta Pelita Bulu Cina. The subject were the all tenth grade students' with the population of 70 students. And 70 students were chosen as the ample each class consisted 35 students. This study was quasi experimental research. This study used control class and experimental class as design of research, which acts as a controlled class benchmark basic ability students' on writing achievement without application of strategy, while the experimental class was given Group Investigation Method (GIM). The data collected from this study were analyzed using t-test formula. The result of this study that was a positive effect of the result students' writing achievement after used Group Investigation Method (GIM). It can be seen from the data analysis, The data were collected by administering tests. Then, the data were analyzed by appying the pre test and the post test. The t-test formula both in experimental and control group (7.04) in which t-table is 2.000 ($p=0.05$), to was higher than tt in significant level 5%, so the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. In order words, using Group Investigation Method (GIM) had effect on students' writing achievement at the eleventh grade of SMA Swasta Pelita Bulu Cina.

Kata Kunci

Writing, Group Investigation Method (GIM)

INTRODUCTION

Language is a means communication between individuals. It is a signaling system which is operated with symbolic vocal sound and which is used by a group of people for to get the purpose of communication.

English as an international language and spoken by many people in the world. English is an important language in the world, because there are many Scientific books printed in English. In general use, English is use in formal and non-formal communication in the world. In the process of teaching and learning English, students are needed to master from four basic skills; they are speaking, reading, writing, and listening.

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many scientific books printed in English. In generally, English used in formal and non-formal communication in the world. In the process of teaching and learning of English, students must be able to understand four basic skills : speaking, reading, writing, and listening.

According Umara,Ummi (journal, 2019 :

83) writing is one of the productive language skills, in writing there are many aspects of writing when they are in the process of writing. and practicing writing needs some processes in order to make a good piece of paragraph or essay.

And according to Harmer (2001:79) states that writing is a form of communication to deliver thought or to express feeling through written form. And Writing is an activity that needs some resources to support our ideas and rarely it is done spontaneous. The author or the writer needs to consider some aspects, for example the audience. In writing, we do not communicate with the audience directly, so the writer or the author needs to show what his/her ideas from his/her writing. In short, the writer or the author makes the audience understand some from written material.

Based on the definition in above the writing skill is one of the most important skill in English that must be mastered. Writing is the ways to express and communicate the thinking or idea through drafting and revising into written form. And other than also writing is an action to express an idea or developing an ideato achieve a goal in from of an essay in writing product.In writing skill there are some kinds of text that should have to learn in students senior high school such as descriptive text, narrative text, procedure text, spoof, analytical exposition, hortatory exposition, report text, recount text, anecdote, etc. Based Curriculum 2013 of English, in the grade X students of senior high school must learn write recount texts and the students should have mastered writing recount text in senior high school and should have score suitable with KKM. Because Recount texts is type of text is already learned in their junior high school. And in senior high schools recount text is taught are more detail and complicate than that taught in junior high schools.

But, Based on the researcher observation with the teacher of Englishlanguage in this school . The writers found some problem. The score of students in writing recount text in X IPA is low the score show under criteria of KKM . And then the problem come from the students. the students less understanding in writing especially in recount text. And the students' are confused about to start write what they want to write in recount text. The students The students' are difficult to develop their idea

they should write or produce their own text with limited guidance in vocabulary and grammar.

Group Investigation Method (GIM) is a form of cooperative learning that emphasizes the participation and activities of the students to find their own material (information) lessons to be learned through materials that are available, for example from a textbook or student can search through the internet. Students involved from the planning, both in determining the topic as well as a way to learn through investigation. This type requires students to have a good ability to communicate well in the group process skills. Model Group Investigation can train students to cultivate the ability to think independently. Active student involvement can be seen from the first stage to the final stage of learning.

1. In Group Investigation method (Udin S. Winaputra, 2001:75) "there are three main concepts, namely: research or inquiry, knowledge or knowledge, and the dynamics of the group or the dynamic of the learning group". Research here is a dynamic process of students responded to the problems and solving them. Knowledge is the student learning experience acquired either directly or indirectly. While the group dynamics indicate atmosphere describes a group of interacting that involve various ideas and opinions as well as exchange experiences with each other through the process of argumentation.
2. Step-by-step application method Investigation Group Technique (GIT), (Kiranawati,2007), can be expressed as follows:
 - 1) Selection of topics
The students choose from a variety of subtopics within a region common problem that is usually described first by the teacher. The students subsequently organized into groups oriented task (task oriented groups) consisting of 2 to 6 people. The composition of a heterogeneous group both in gender, ethnicity or academic skills.
 - 2) Plan cooperation
The students together with teachers plan specific learning procedures, tasks and general objectives that are consistent with a variety of topics and subtopics that have been out of step 1 above.
 - 3) Implementation
The students carry out the plans that have been formulated in step 2. The learning should involve a wide range of activities

and skills with wide variation and encourages students to use a variety of sources, both contained in and outside of school. Teachers constantly follow the progress of each group and provide assistance if needed.

4) Analysis and synthesis

The students analyze and synthesize information obtained in step 3 and planned to be summarized in an attractive presentation in front of the class.

5) Presentation of final results

All the group presents a fascinating presentation of the various topics that have been studied so that all students in each class involved and reach a broad perspective on the topic. Presentation of the

RESEARCH METHOD

This research will be conducted at SMA Swasta Pelita Bulu Cina Emplasmen B Kelurahan Bulu Cina Kecamatan Hamparan Perak, Kabupaten Deli Serdang. The reason why the writer choose this place because the school was accessible in term of time and fund and the school was the location of teaching practice of writer.

According Arikunto (2006:174) sample is part or prentative from the population in research. To take the sample this research the writer use theory According to Arikunto (2006:134), There are two ways in selecting a sample. First, if the population is less 100, all population can be sampled. Second, if the population is over 100, the researcher can take 10%-15% or 20%-25% from all population as a sample. And to determine the experimental class and control class the writer used random sampling by lottery and the writer take two classes that is X IPA-A as experimental class, and IPA-B as control class.

Table 1.
Sample

No	Class	T	Group
1.	IPA A	35	As experimental class
2.	IPA B	35	As control class

The design of this research the researcher used quasi experimental, quasi experimental is one type of design in experimental research. According Creswell, John (2008:299), experimental research can use when the writer want to determine cause and effect between the independent and dependent

variables. The researcher used the design of quasi experimental in this researcher to see the effect of treatment of Group Investigation Method (GIM) between independent variable and dependent variable

Table 2.
The Design of study

Group	Pretest	Treatment	Post Test
Experimental	O1	Using Group Investigation Method (GIM)	O3
Control	O2	Conventional strategy	O4

In this model, to collect the data both of classes has given pre-test in experiment class (O1) and control class (O2) to know the basic condition of the two classes. Then, in experimental group was given a treatment Group Investigation Method (GIM) and control class give a treatment used Traditional method

After given a treatment, both of classes will be given post-test in experiment class (O3) and control class (O4). The result of data took after the test compared in experimental class and control class to know the different effect of treatment in experimental class and control class. And the technique to analysis the data the writer used t-test formula and also used normality test as requisite test before analyzing the data used t-test formula.

RESULT AND DISCUSSION

The result of the data in this study were obtained from the score in the writing test was given in experimental and control class. The data of this thesis were obtained after the pre- test and the post-test were applied in experimental and control group. In the following table could be seen the result of the pre-test and post-test of the students.

A pre test and pos test was conducted to determine the result of the writing test. Subject in the experimental group pre test and post test were 35 students. After gave the test, the writer concluded the lowest score was students initial AW with the total score 117 (pre test and post test) and the highest score was students initial DQ with the total score 141 (pre test and post test). The total pre test score of whole student were 1794, beside the total post test score of whole student were 2990.

The calculation of the data in pre test and post test can see in the table as follow :

Table 4.
Students Score

Statistical Calculation	Pre test	Post test
Highest	41	97
Lowest	41	98
Mean	76,1	68,6
Maximum Value	92	80
Minimum Value	65	60
Standard deviation	9	4

The hypothesis testing should be done in order to know whether the alternative hypothesis (H_a) is accepted or not. The H_a is accepted if tobserved is higher than ttable (tobserved > ttable).

$$df = Na + Nb - 2$$

$$df = 35 + 35 - 2 \text{ df} = 68$$

The df result (68) is not mentioned in ttable, for reason the writer uses the closer value for 68 that is 60 as degree of freedom (df). ttable at significance 5 % = 2.000 at level significance of 0.05 and the critical value is 2.000.

Based on the calculation of the ttest, it showed that the tobserved is higher than ttable. It can be seen as follows: tobserved > ttable ($p = 0.05$) with df 68.

The results above showed that the alternative hypothesis (H_a) is accepted. It means that using Group Investigation (GI) method significantly affects on students' writing achievement. After get the normality the writer applied t-test formula to find resul of this study then made decision about hypothesis testing this study.

As stated before, the objectives of this research were to know the students' achievement taught by using Group Investigation (GI) method in writing achievement and to find out whether or not using Group Investigation (GI) method significantly affects in exposition writing achievement.

Based on the calculation of the result of the research by using ttest formula, the tobserved is 7.04 and ttable is 2.000 ($p = 0.05$). It is obtained that the tobserved is higher than ttable (tobserved > ttable). It means that the alternative hypothesis (H_a) was accepted. In another words, using

Group Investigation (GI) method significantly affects on students' writing achievement.

CONCLUSION

This study deals with using Group Investigation (GI) method in learning writing achievement. It can be proved by applying the ttest formula both in experimental and control group (7.04) in which ttable is 2.000 ($p = 0.05$). Based on the result of the research, it can be concluded that using Group Investigation (GI) method significantly affects on students' writing achievement of the eleventh year students of SMA Swasta Pelita Bulu Cina. In another word, an alternative hypothesis (H_a) is accepted. And the students' writing ability in that taught by using Group Investigation (GI) method was better than taught by conventional method.

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