THE EFFECTIVENESS OF GROUP INVESTIGATION (GI) METHOD ON STUDENTS' WRITING DESCRIPTIVE TEXT

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Abstract

This research was aimed at finding the effectiveness of Group Investigation in teaching writing Descriptive text on eighth grade students at SMP Negeri 10 Tanjungpinang. This research used quasi experimental design. The participants of this research were the eighth grade students at SMP Negeri 10 Tanjungpinang. They were VIII 2 class and VIII 6, which VIII 2 was the experimental class and VIII 6 was the control class. To know the effect of the treatments, pre-test and pos-test was done. The test was in the form of writing test. The data of the test was analyzed using statistical analysis of the mean and t-test. The mean score of the experimental class was 59.52 for pre-test and 65.93 for post-test. Meanwhile, the mean score of pre-test and post-test in the control class was 58.26 and 62.07. However, the mean score of the experimental class was higher than that of the control class. Furthermore, the t-test result was a sig. (2-tailed) 0.044 lower than the level significance 0.05. Based on the mean score and t-test calculation, there was a significant effective after the treatments in experimental class. In conclusion, the hypothesis was accepted that Group Investigation (GI) method was effective to teach writing Descriptive text at eighth grade students at SMP Negeri 10 Tanjungpinang.

Kata kunci: Writing, Descriptive Text, Group Investigation

I. Introduction

Writing is one of the important language skills. Therefore writing is one of the competency standards in teaching English in school. Writing is communication for students to form a great interaction with others and it incorporates a few activity like make some idea within the paper and after that create it (Subroto & Andriyani, 2018). According to Rahma Putri, (2018) writing is the foremost difficult thing that students need to learn, particularly when in a foreign language., Writing may be a teach that leads to explanatory, basic, and consistent think. That means, writing requires a organized contentiom that's based on sound prove, which leads unavoidably to a coherent or conclusion. Writing is treated as a handle (Langan, 2010). This implies that once you first write something down, you have got as of now thought what are you reaching to say. In writing, there are many kinds of texts which should be mastered by the students such as narrative text, descriptive text, recount text, procedure text, and report text. In this method, the students are expected to understands the social function , generic structures, and language features of the texts.

Based on the text above, one of the genres that should be taught at eighth grade in junior high school is descriptive text. According to Pardiyono (2007), description could be a sort composed content, which has the particular work to deliver description approximately an question (human or non-human). It meant that descriptive text is one of the texts that describe a specific object especially

in physical description by visual experience and it has the function to present the fact and information about an object.

The reason of the researcher chose the descriptive text because the researcher found when the researcher intership at SMPN 10 Tanjungpinang, especially students had unsatisfactory achievement the subject of particular writing, students consider that the skill of writing, students consider that the skill of descriptive text in English is very difficult. This is because there are several aspects of language (for example: the use of proper vocabulary, good and correct grammar, the use of correct spelling and punctuation) that students must master if they want to be skilled in writing English text. So, the teachers must have great method in teaching writing descriptive text, makes the students understand and know organization properly. Consequently, the researcher found Group Investigation method is suitable in teaching writing. According to Mayasari (2012), Group Investigation (GI) method gives student different nuance of teaching. It implies that Group Investigation (GI) method can make the teaching and learning process interested. In addition, according to Kartika (2016), using Group Investigation (GI) method in teaching writing get the good responses from students, and successfully increased students' writing descriptive text.

Group Investigation, according to Isjoni (2009), is an organizational approach that allows the class to work actively and cooperatively in small groups and allows students to take an active role in setting their own goals and learning processes.Teaching writing by utilizing Group Investigation (GI) provide the broadest openings for students to be involved directly and effectively within the learning process from planning to how to learn a topic through investigation. This research was aimed at finding the effectiveness of Group Investigation in teaching writing Descriptive text on eighth grade students at SMP Negeri 10 Tanjungpinang.

II. Research Method

This research used a quantitative with a quasi-experimental method. Through this method, the researcher aimed to measure the successes rate of the Group Investigation (GI) method in learning to write descriptive text. Therefore, in this study there are two classes, namely the experimental class and the control class. The design used in this study is non-equivalent control group. With the used of the design, the experiment class and the control class are not randomly selected (Sugiyono, 2015).

The sample in this study the students who are in the experimental class and the control class. The sample is selected by non-random sampling, sampling from the population is done intentionally so that samples taken was able to meet the criteria that support or in accordance with research. Therefore, the researcher asked for the consideration of eight grade English teacher to chosen two homogeneous classes in terms of English proficiency. In this study, researcher used class VIII.2 as experimental class with 27 students and class VIII.6 as a control class with 27 students.In this research, researcher utilized writing test to collected the data. Based, given existence of a pandemic Covid19 that is happening at this time, the researcher used WhatsApp Group Application to implement the process of collecting the data online. In collecting data, the researcher used two types of test. They were pre-test and post-test. In this test, the researcher would know the result of this research.Then, to answer the research question of this research, the independent t-test was run by the researcher to find out whether or not significant effective group investigation method on students writing descriptive text at SMPN 10 Tanjungpinang.

III. Finding and Discussion.

Tabel 1. The Mean, Median, Mode, STd. Deviation and Sum of Experimental Class

Statistics		Pre-test Experimental	Post-test Experimental
N	Valid	27	27
	Missing	0	0
Mean		59.52	65.93
Median		61.00	66.00
Mode		64	72
Std. Deviation		8.267	6.176
Minimum		43	50
Maximum		71	76
Sum		1607	1780

Based on the data of pre-test score in experimental lesson over, the researcher found that the entire score of pre-test within experimental class was 1607. The mean of total pre-test score was 59.52. The median was 61.00, the mode was 64 and standard deviation was 8.267. While in post-test, the total score was 1780 with the mean was 65.93. The median 66.00, the mode was 72 and standard deviation was 6.176.

Tabel 2. The Mean, Median, Mode, Std. Deviation and Sum of Control Class

Statistics		Pre-test Control	Post-test Control
N	Valid	27	27
	Missing	0	0
Mean		58.26	62.07
Median		61.00	64.00
Mode		61	65[a]
Std. Deviation		7.424	7.498
Minimum		36	40
Maximum		69	72
Sum		1573	1676
a. Multiple modes exist. The smallest value is shown			

The table over showed that result of pre-test and post-test score in the control class. The researcher found that the total score of pre-test in the control class was 1573 and the total of post-test was 1676. The mean of the total pre-test score 58.26 and the mean of the post-test score was 62.07. The median was 61.00, the mode was 61 and standard deviation 7.424. While in post-test, the total score was 1573 with the mean was 62.07. The median was 64.00. The mode was 65 and standard deviation was 1676.

Before analyzing the effectiveness of using Group Investigation taught in students' writing descriptive text, the researcher completed some requirements steps. First, a normality test is pefmormed to determine whether the control class and the experimental class collected from the study come from a normal distribution. The results are shown in the table below.

Tabel 1. Test of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Students Learning Outcomes	Pre-Test Experimental	.164	27	.061	.932	27	.079
	Post-Test Experimental	.116	27	.200*	.955	27	.280
	Pre-Test Control	.200	27	.007	.914	27	.029
	Post-Test Control	.133	27	.200*	.922	27	.044
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

The table above showed that the result of normality test. The samples were in normal distribution because the value significance correlation was higher than 0.05. In pre-test value significance correlation of both class was 0.061 and 0.007, which was higher than 0.05. It can be concluded that the samples in both of class were normal. Then the pre-test that value significant correlation of both class were 0.079 and 0.029. It was more than 0.05, it can be concluded that the samples in pre-test were normal. In post-test control class the value significance correlation was 0.044, which was higher than 0.05. It can be concluded that the tests in post-test control class were normal. On other hand, in post-test experimental class that value significance correlation was 0.280. It was higher than 0.05. It can be concluded that the samples in post-test experimental class were normal. From the result of calculation over, it can be seen that the all of data were normal.

Secondly, the researcher analyzed the homogeneity of the data to determine whether the experimental and control class are homogenous. The results are shown in the table below.

Table 2 Homogeneity Test pre-test of Experimental and Control Class

		Levene Statistic	df1	df2	Sig.
Students Learning Outcomes	Based on Mean	.780	1	52	.381
	Based on Median	.705	1	52	.405
	Based on Median and with adjusted df	.705	1	51.174	.405
	Based on trimmed mean	.809	1	52	.373

Table 3. Homogeneity Test Post-test of Experimental and Control Class

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Students Learning Outcomes	Based on Mean	.538	1	52	.466
	Based on Median	.398	1	52	.531
	Based on Median and with adjusted df	.398	1	45.87 1	.531
	Based on trimmed mean	.502	1	52	.482

Because of sig. value in pre-test of control and experiment class was (P) ≥ α=0.05, 0.381 ≥ 0.05 and also sig. value in post-test of experiment and control class was (P) ≥ α=0.05, 0.466 ≥ 0.05. So, it could be concluded that both pre-test and post-test in experimental and control class had no difference. The result showed both groups had similar variants (homogenous).

Third, the researcher analyzed the effectiveness of using Group Investigation to teach students' writing descriptive text . The following table shows the calculated results of the t-test.

Table 4. The Result of T-test of Experimental and Control Class

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Final Score	Equal variances assumed	.538	.466	2.060	52	.044	3.852	1.870	.100	7.603
	Equal variances not assumed			2.060	50.160	.045	3.852	1.870	.097	7.607

The Result of T-test stated that Sig. (2-tailed) was 0.044 and the level significant 0.05. The result provide that Sig. (2-tailed) was lower than level of significance so the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. It meant that there are significant effect between the students taught by using Group Investigation method in teaching writing descriptive text.

Table 5. T-test Mean Score

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Final Score	PostTest Experimental	27	65.93	6.176	1.189
	PostTest Control	27	62.07	7.498	1.443

According to table 5 above, in oreder to test the second hypothesis, the researcher compared the means of two categories. The average score of the experimental class is 65.93. at the same time, average score the control class is 62.07. the results showed that average score of the experimental was higher than that of the control group. Therefore, it can be concloud that Group Investigation method is more effective taught in students' listening skill.

The discussion of the research finding contains the critical point from the computation of the data analysis to the hypothesis testing. The data gotten from the pre-test and post-test scores in experimental and control classes. The data of the pre-test score in both of the group were to know the students' writing descriptive text some time recently the treatment. The data were obtained from the students' scores of the test of writing descriptive text. According to Mayasari (2012), Group Investigation (GI) method gives student different nuance of teaching. It implies that Group Investigation (GI) method can make the teaching and learning process interested. In addition, according to Kartika (2016), using Group Investigation (GI) method in teaching writing get the good responses from students, and successfully increased students' writing descriptive text. Other experts Slavin and Hurley (2003) say that Group Investigation is Cooperative Learning in which students help define topics for study and then work together to complete their investigation. It means that this method can be use improve student writing descriptive text with investigating the topics of text.

Based on some previous research and the experts' statement, the researcher concluded that Group Investigation (GI) can be used as one alternative medium in the teaching writing descriptive text. There was significance difference in the achievement between students in experimental class who were taught writing descriptive text by using Group Investigation (GI) method and students in control class who were taught writing descriptive text by using Lecture method.

IV. Conclusion

The Result of T-test stated that Sig. (2-tailed) was 0.044 and the level significant 0.05. The result provide that Sig. (2-tailed) was lower than level of significance so the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. It meant that there are significant effect between the students taught by using Group Investigation method in teaching writing descriptive text. Finally, the researcher concluded that using the Group Investigation (GI) method was more effective, confident and interest in the learning process. The students that were taught by Group Investigation (GI) method had a better score in writing descriptive text than students who are given the Lecture method. The result of the analyzed data prove that student's score of writing descriptive text taught by using the Group Investigation (GI) method is better. It means that the use of Group Investigation (GI) method to teach writing descriptive text is quite effective.

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