

The Use of Group Investigation in Teaching Writing

Yuliarsih¹, Devie Reztia Anjarani²
Universitas Madura^{1,2}
e-mail: yuliarsih@unira.ac.id¹, devie@unira.ac.id²

Info Artikel

Sejarah Artikel

Diterima: 14 September 2021
Revisi: 14 Desember 2021
Disetujui: 24 Desember 2021
Dipublikasikan: 31 Desember 2021

Keyword

Group Investigation
Teaching Writing

Abstract

The objective of the research is to investigate the six steps take place during the process of teaching writing through group investigation and to identify the benefits that the students obtained from writing through group investigation. The results of the study revealed that the teaching writing by using group investigation can improve students' ability in writing paragraph. Specifically, they showed some improvement on process of writing and vocabulary. Moreover, the data from observation and interview showed that there are some benefits, which are Students build meaningful networks with others who have similar interests, group investigation Created democracy Learning's Atmosphere, Students were Motivated to Write

Artikel ini dapat diakses secara terbuka dibawah lisensi CC-BY-SA



INTRODUCTION

Writing is the most difficult if we compare with other basic skills, the other skill we mean speaking, listening, and reading, then writing involves several language components such as punctuation, grammar, and structure. Beside write down ideas on paper, writing is also discuss how to develop those ideas so that readers can better understand what we are writing. Toba et al. (2019). written communication and academic purposes is a part writing necessary skill, so writing skills is need to be acquired by EFL students Also, Silfiani et al. (2018) EFL To broaden students' knowledge of how to properly develop their writing skills in order to build a good composition. so of course the student need to learn.

The writing is generally the ability to form a form of word that can have higher truth values than the fact that she wrote it down. Your readers should really accept the result of your writing. Meaningful values has to be contained in your writing to make the reader can get the most out of the text. For reflecting the different moments of the writing process,, thus addressing many of the obstacles that students and teachers probably face, so the writing class was divided into separate phases Randal (2004) To assess whether students have learned the language structure taught in the class, and for exam, so ,it must often use classroom writing exercises for displaying of purposes.the final product of writing an essay, an article, report, or story based on standard model. These have suitable to The Standard English Rhetorical Style, As dramatically is correct and organized in traditional way,so the teachers have to obsess about it(Brown 2004).According to Zhang (2018). Academic writing very different from in term of purpose, audience, structure, and language style. However, in academic writing students also face common problems in writing. Writing involved some components such as choice word which have to be considered. And also word choice, use of appropriate grammar, syntax, mechanics, and organization of ideas into coherent and cohesive form (Gebhard, 1996)

Students assume that perceive writing skills as the most difficult of all, cause of their mind set the students are not practicing writing so this is the real problem with writing English (Hadi & Anggaira, 2017). To overcome student problem in writing, so the group investigation can be a way to be applied. The collaboration in small groups are important to allow students for working

actively and here the organizational approach to work actively for goals and process. And small of groups are part of group investigation methodology. The collaborative learning is a part of group investigation that summarize the survey results of group members, and give presentations throughout the class, And focusing on the democratic working environment. Focus on the learner's experience, skills, and needs. (Zingaro, 2008).

Students form interest groups within which they plan and carry out surveys and summarize the results in class group presentations that are meant in group investigation. A combination of group roles, norms, suitability, workplace behavior, status, reference groups, status, social laziness, cohorts, group demographics and cohesion. These are the structure from the layout of group the cooperative learning which is focusing on students' participation and activities. Group Investigation allows students to be directly involved in teaching and learning process, so they are not merely recipients in classroom. In can be used, one of which is Group Investigation Killen in (1998).

The extracurricular activities help students develop leadership and workplace skills, collaboration with others, and a sense of identity such as student Interest Group provides after-school activities for students to continue the activities and build meaningful networks with others of similar interests. Educational, intellectual, interdisciplinary, cultural and social. (Sharan & Sharan, 1990) explains that group investigation is a classroom teaching method in a way for students to work together in small groups to research, experience, and understand their research interests and designing to address all aspects of student skills and experience related to the learning process, not just the cognitive or social domain. It provides educators with an approach to teaching and learning in schools that is very different from traditional education. It is more than just another way to improve education so that students can take it for learning quickly during class, and the classroom environment remains largely unchanged. To fully group investigation methods by understand the purpose and importance, for examining the intellectual, educational and psychological foundations on which this method is based it is very essential. Warning the students that is role of teachers about resources that may help perform surveys. There are 6 steps for students to do In the group investigation, for using Group Investigation (GI):

1. Topic selection. Teachers describe specific subtopics from a range of specific common problems then students usually select it Teachers divide students. Into small groups of 2 to 6 task-oriented students. The member of the group, both academically and ethically that is composition of heterogeneous groups
2. Collaborative learning based on the subtopics selected in step that students and teachers must plan some stuff such as procedures, tasks, and specific learning goals.
3. Implementation: the plan formulated will be implemented by Students in Step 2. That Learning involves a variety of activities and skills that require students for being directed to a variety of sources both inside and outside the school. And then teachers closely track the development of each group and provide assistance as needed.
4. Analysis and Synthesis: analyzing and evaluating the information obtained should summarize in Step 3 and drawing it for display or presentation to classmates And students plan how this information
5. Presentations of the final product, some or all groups in the class will give interesting presentations on the topic in order to participate in each other's work and gain a broader perspective on the topic. The teacher coordinates the presentation group
6. Evaluation, and in some cases, groups investigate different aspects of the same topic. Students and teachers assess the contribution of all work in each group. Assessments included individual and / or group assessments (Sharan & Sharan, 1990).

RESEARCH METHODOLOGY

A descriptive qualitative was employed in this study in order to investigate the use of group investigation in teaching writing. Referring to the objective of this study, the design is considered appropriate since it is a method used to describe or analyze the results of the study but not used for make broader conclusions (Sugiyono, 2005).

Universitas Madura has been conducting this study. Writing lecturer and third grade students of English Department are of part of this study. The classroom observation and interview were become object of data. The researcher was an observer and took part in any classroom activity meant to be part of observed writing lesson. During each observation and become field notes on lecturer's use of writing lesson assessment.

Use of group investigation in teaching for semi-structured interviews, it should be conducted in order investigate the benefit.

FINDINGS AND DISCUSSION

The use of group investigation was effectively for helping students in improving their writing ability, teaching through Group investigation itself. It was from analysis the data of observation and interview. The teaching writing was using The Group Investigation, It is dividing into six steps, the conclusion was based on the results from observation above. Topic selection, collaborative learning, implementation, Analysis and Synthesis, Presentation of the final product, Evaluation as proposed by (Sharan & Sharan, 1990.)

Table 1. Six Steps of Group Investigation

Steps	Activities
Topic Selection	The teachers were using some learning activities, based on data such as in the selection as follows: The specific sub-topic within the field of certain common problem is chosen by student which are usually the teacher explaining it Then organizing the student into small groups consisting of task-oriented two up to six people. Both academically and ethically arethe composition of the heterogeneous groups.
Cooperative Learning	Procedures, tasks and specific learning objectives Sub-sub topics selected in this step are students and teachers planned
Implementation	Students have to implement a plan formulated in step 2. Involve a variety of activities and skills and lead students to a variety of sources inside and outside of school All of these shouldbe a part of learning. The development and offering help when needed. It should be followedclosely to each group by teacher
Analysis and Synthesis	During step 3 students have to analyze, evaluate information, plan and summarize withdrawing for this information, then displaying or presenting to classmate.
Final Product Presentation	The teacher have to coordinates the presentation group in order some oral groups in class givean interesting presentation on topic. For involving each other in his work and achive a broader perspective about a topic
Evaluation	In some case, the students and the teachers have to evaluate the contribution of the whole workin each group including follow up the different aspects of the same topic. The evaluation involved individual and group assessment or both of them

Based on table 1. the first observation, Give greeting first was the step the lecturer for entering the classes to their students and checking their attendance, where the students attended for that day.

1. Some sub-topics were explained by the teachers before they asked the students to choose one of those topics. The groups consisting of 2-6 students were formed and their similarity to the sub topics they select must have in common with the selected group members
2. The teacher assist students with their group peers in a collaborative way to plan learning procedures that are appropriate to the sub-topics they choose. What they will learn, , what steps they will take, where learning resources come from, and what learning objectives they want to achieve. Then it's including the planning.
3. In the second stage students conduct an investigation in accordance with the planning they make in collect information, analyze and draw conclusions from what they investigate. That's students collaboratively at this stage. The discussion process can take place at this stage simultaneously, when each member also provides opinions and ideas for the success of their group
4. They evaluate the information they got in the previous stage after conducting the investigation what they will present and how they present to other groups based on the results they get are determined as a the evaluation process,
5. One group member is appointed as a representative to present, or each member can present in turn, students from other groups can ask questions to the group that is presenting, so it is 'The results of students investigation to other groups
6. The clarification and evaluation of each group's performance provided by the teacher after all groups have finished presenting the results of their sub-topic investigations Teacher also can do the evaluation through individual tests

Showed that using group investigation of the observation, found clearly, the students can write easily where all groups could finish the task in thirty minutes. In addition, the students were also enable writing paragraph with schematic structure, linguistic features and knowledge of the field in accordance with the topic, so through group investigation or students can improve both academic and social skills. Harmer support it (2001), According to Hammer that learning community, broader skills of cooperation can be enhanced by students.

With each the leader of the group was presenting the work in front of the class at the end, thus the students not only using the language, but also writing and speaking the language, So of course the activity, was found about it On oktober 2021 was the last of final observation. According to the topic with their own words it was found that the students were able to rewrite the paragraph,

The fact that the students were able to write more than three paragraphs, showed their vocabulary mastery increased. And so is the students' ideas in writing a text improved significantly, the content and organize the ideas could be developed by them into a good text. On the generic structure and language feature.shows that the students can write the paragraph

The Benefits group investigation

The benefit of the use of group investigation in teaching writing. That it is created some benefits such as students' writing ability developed, creating fun learning's atmosphere and students' writing interest increased. Describing the benefit of it such as below.

1. Refer to the data as basic of teacher's interview it shows that students developed their writing ability, each member has a role. It can concluded that a. Students build meaningful networks with others who have similar interests.

“In conducting a paragraph which is developed from some sentences, group investigation helped me in creating a topic while writing. It gave me a chance to select topic, which it correlated to writing that make me easier to do it.”

The group investigation is a classroom teaching method in a way for students to work together in small groups to research, experience, and understand their research interests. According to (Sharan & Sharan, 1990)

2. By using group investigation they enjoyed writing according to all respondents, Created democracy Learning's Atmosphere, and so the students support it by interview. Result of students one such as below.

“By using group investigation "I am interesting to write. The teacher assist students with their group peers in a collaborative way to plan learning procedures that must be suitable to the sub-topics they have already chose. The process of writing. That I interest “

Group Investigation is cooperative learning that is emphasizing on the working atmosphere of democracy and Focusing on the experience, ability and needs of the learner. (Zingaro, 2008)

3. Build Motivation to students for writing. Using group investigation in writing regularly can motivate the students to write better, such as students stated below

“ Writing activity is very interesting, after I got of group investigation, where it make me boring or confusing, even teacher assigns us to write in a piece of paper before it to start writing but by group investigation I enjoyed and make me want to write and write again”

Group Investigation is a part of the cooperative learning which is focusing on students' participation and activities. Killen in (1998)

The explanation and the findings above give us the information about the increasing of student's engagement in writing activity, so this method has been used to be an effective means of arousing interest in writing

CONCLUSION

To achieve the success in writing and learning methods, the teachers should be more interactive, more spirit, then that is become the interesting and useful learning methods. So using the group investigation is use the group investigation

Through group investigation the research aims to investigate the steps of activities take place during the process of teaching writing accordingly and identifying the benefits that the students obtained from writing. All of the reason and statement above are based on research result, thus we can take two conclusions from the findings are drawn such as follows.

Firstly there were 6 activities, it shows that regarding the steps in group investigation that take place in the process of teaching

Secondly there are some benefit of group investigation such as, it was effectively used in helping students' improve their ability in writing, including build meaningful networks with others who have similar interests, create democracy Learning's atmosphere and the increasing of students' writing interest. Because the program spawn from research which is revealed, so the group investigation methods is suggested for lecturer to teach English in their classroom.

REFERENCES

- Brown, H. (2004). *Language Assessment Principle and Classroom Practices*. Longman.
- Gebhard, J. G. (1996). *Teaching English as a Foreign or Second Language*. Ann Arbor: The University of Michigan Press.
- Hadi, M. S., & Anggaira, A. S. (2017). *The Use of Mobile Assisted Language Learning (MALL) In Teaching Writing. 15th Asia TEFL & 64th TEFLIN International Conference*. Retrieved from https://www.academia.edu/36316786/Asia_TEFLL_full_paper
- Harmer, Jeremy. 2000. *The Practice of English Language Teaching third edition*. London: Longman
- Randal, H. (2004). *Literacy an Introduction*. Edinburgh: Edinburgh University.
- Roy Killen. 1998. *Effective Teaching Strategies: Lessons from Research and Practice*. Australia: Social Science Press.
- Sharan, Y & Sharan, S. 1990. *Expanding Cooperative Learning Through Group Investigation*. Silfiani, Aziz. Z. A., & Daud, B. (2018). *Plagiarism in english academic writing: Students' perceptions*. English Education Journal (RRJ), 9(1), 102-123.
- Silfiani, Aziz. Z. A., & Daud, B. (2018). *Plagiarism in english academic writing: Students' perceptions*. English Education Journal (RRJ), 9(1), 102-123.
- Sugiyono. 2005. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: PT Alfabet.
- Toba, R., Noor, W. N., & Sanu, L. O. (2019). *The current issues of indonesians EFL students' writing skills: Ability, problem, and reason in writing comparison and contrast essay*. Dinamika Ilmu, 19(1), 57-73.
- Zhang, Y. (2018). *Exploring EFL learners' self efficacy in academic writing based on process-genre approach*. Journal Language Teaching, 11(6), 115- 124. New York: Teachers' Collage Press
- Zingaro, D. (2008). *Group Investigation: Theory and Practice*. Retrieved from <http://www.danielzingaro.com/gi.pdf>