

AFFECTIVITY OF GROUP INVESTIGATION MODEL ON STUDENT UNDERSTANDING TECHNIQUE WRITING A PAPER IN THE FIRST SEMESTER

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ABSTRACT

The purpose of this study is to analysis the affectivity of group investigation model on student understanding writing technique in the first semester. This research is used quasy experiment and the posttest only control group design. The study is done on Indonesia language subject in first- semester students with study program Islamic education religion. Taking a sample with purposive sampling technique, class A as experiment class and class B as a control. The data analysis test is used ANAVA a line with SPSS 22.0 for Windows. The result of the research is showed Group Investigation model effective to student understanding technique on writing a paper in the first semester.

Key words: *Group Investigation Model, Technique Writing, Paper*

INTRODUCTION

Writing skill is an important academic skill for a student (Dalsky & Tajino, 2007; Raoofi, et.al, 2017), to increase the creativity (Hermawati, et.al, 2015) and language skill (Hermawati, et.al, 2015; Irawadi, et.al, 2015). Writing skill is a student requisite to finish their study and achieve the aim of end academic (Sahmini & Rostikawati, 2015; Persadha, 2016; Raoofi., et.al., 2017).

Writing is a vein of all science and creative thought, da'wah, self-entertaining, self- actualize (Sardila, 2015). However, there are much research explains that writing is the highest language skill, but rarely is used by the student (Runtuwarouw, 2017). According to Alwasilah (2000) involving 100 respondent students at Bandung following (1) Writing skill at first position fulfill Indonesia language teaching at higher education; (2) First skill position want to mastery is writing paper skill and (3) Indonesia language teaching is not maximal play role increasing mastery academic writing skill (Cahyani, 2010; Persadha, 2016). Refer to the result of this research, writing skill especially writing paper is important to increase as a priority for student mastery.

Paper is a scientific essay type which has a characteristic objective, impartial, based on fact, systematic and logic (Suyitno, 2017), discuss a topic problem as literature review or field research (Cahyani, 2010; Sahmini & Rostikawati, 2015). Paper as a task of the subject is done by the student (Halijah, 2015; Persadha, 2016). In fact, often the student has trouble writing paper especially in language aspect and writing technique (Musaffak, 2013) and did not understand arrange the paper

(Rahman, 2017), good writing depends on ability correct grammar (Bodunde & Sotiloye, 2013) and using writing strategy and technique (Raofi., et.al., 2017). Before starting writing process, the student must understand writing paper clearly and completely (Kotz dan Cals, 2013), the student cannot as a development problem solving, without having understanding conceptual first (Walsh, Bowe, & Street, 2007).

The understanding student paper writing technique in semester 1, will effective if lecture applies group investigation model because many student did not understand writing paper technique correctly. Group investigation model is a cooperative learning model which the student cooperative to make small group to investigate a learning topic (Kagan & Kagan, 2009) and cooperation on learning subject matter (Wyk, 2012; Li, M. P. & Lam, B.H., 2013; Johnson et al., 2013; Slavin, 2015). This model can student training to rising active communication and social activities (Sutama, 2007; Sapitri & Hartono, 2015). Through investigation model, the student can get knowledge and experience (Odom & Bell, 2011). Degeng (2013) said that the purpose of cooperative learning model is giving student space to more active, independent and creative on teaching-learning process, to get understanding, teaching and learning process is selected and use correct and effective teaching-learning strategy (Setyosari, 2003). the affectivities group investigation model on student understanding writing paper in the first semester is needed affectivity test.

LITERATURE REVIEW

Group Investigation Model

Group investigation model firstly is designed by Hebert Thellen with perfected by Sharan and her colleague at Tel Aviv University in 1970 (Sherman, 1989; Hosseini, 2014; Slavin, 2015). Group Investigation model is given student opportunities to cooperation and helping one each other in a group to selecting learning topic, then every group present result of their report in front of the class (Slavin, 2015). Group Investigation (GI) learning is a small group to guide and stimulate learning. This model of learning is involving student investigation. Group Investigation (GI) Model is training the student to writing report, communication skill and working group skill (Faizah, 2015).

Group investigation model following 6 step, beginning (1) topic identification and learning group setting; (2) Planning task is learned; (3) implementation of investigation; (4) preparing report; (5) Presenting report and (6) evaluation (Sejpal, 2013; Slavin, 2015).

The advantage of group investigation model includes: (1) Increasing high thought ability and skill inquiry complex; (2) Learning activity is student focus, the knowledge can be absorbed; (3) Social increasing skill; and (4) Increasing soft skills (critic, communicative, creative) and group process skill (group management). Weakness group investigation model are (1) need structure of a class is complicated; (2) the purpose will not achieve inactive student; (3) need more time to learn and (4) need more time to adaptation class situation (Christina & Kristin, 2016). Group division is attended student characteristic other that inactive student made into a group (Christina & Kristin, 2016).

Understanding the technique of writing paper

Understanding is an ability to explain and interpret something (Iriyanti, et.al, 2017). The student said has an understanding if they can construct the meaning of learning message like oral, written graphic, explained by the teaching-learning process, book, computer etc (Anderson dan Krathwohl, 2010). Writing has conveyed an idea to writing (Arif, 2013; Musaffak, 2013). Paper is a scientific work with a special topic with learning scope (Arif, 2013). The characteristic of paper are: (1) objective; (2) impartial; (3) based on fact; (4) Systematic; and (5) logic (Suyitno, 2017).

Paper is a term for finishing of study (Arif, 2013). Suyitno (2017) The systematics paper with three parts are: (1) First cover includes cover, table of content list of table, list of figure; (2)

Content includes introduction with subtitle background of study, topic of problem, and the purpose of study, part main text, and conclusion and suggestion; (3) the last part includes bibliography and appendix. The systematic and technique writing paper following by book of *Publication Manual of The American Psychological Association*, by American Psychological Association yang published 2001 at Washington DC with *APA format* with type of paper HVS white and standard size (8.5 x 11 inch) with area types one inch edge of paper, space, technique citation, reference, and writing bibliography technique. Type of paper size is used Indonesia higher A4 (210 x 297 mm) weight 80 g/m² and margin 4 cm top and left 3 cm for bottom and right (Mulyono, 2005).

Affectivity *Group Investigation* model on understanding writing paper technique

Affectivity is a relationship between output and purpose must be achieved. Affectivity wills implementation activity, if activity process can achieve goal and target (Sumenge, 2013). Affectivity *group investigation* model on research is known implementation score *group investigation* model, The learning activity student score, and the result of student *posttest*. If score and result value is obtained on good categories, *group investigation* model will effective on student understanding writing paper technique.

RESEARCH METHOD

The research is used quasy experimental research with post-test only controls group research design. Taking sample is done Purposive Sampling technique, with special aim. The research sample is the student with study program Islamic education religion (PAI) semester 1 the academic year 2018/ 2019, total respondent 65 students consist of class 1 A (experiment class) total 30 students and class 1 B (control class) total 35 student

There are two variable in this research includes independent variable is Group Investigation (GI) model and the dependent variable is understanding writing paper technique. The research instrument is used as a test to measure student understanding writing paper technique. Than test validity and reliability, the next hypothesis test with using T-test independent with SPSS 22.0 application

Normality test and homogeneity are used significance level 0.05 with significance value greater than α (Sig > 0.05). The alternative hypothesis is accepted, if the significance value smaller than α (Sig < 0.05), and if significance value greater than α (Sig > 0.05), the alternative research hypothesis will be rejected.

RESULT AND DISCUSSION

The purpose of research is to test affectivity of Group Investigation (GI) model on student understanding writing paper technique in the first semester, Group Investigation (GI) model as experiment class compared with brainstorming model which set class control.

After reliability test and validity on instruments are used on this research, can be an analysis that the result of observation on learning implementation Group Investigation (GI) model and brainstorming model is showed average score 100 or good categorize suitable with their learning. The observation result student learning activities on experiment class get average score 89.17 better than score average class control is 77.86. It is showed that group investigation model effective on student learning activity in the first semester.

The result of normality test and homogeneity test on student understanding writing paper technique on two class research sample can be seen in table below:

Table 1. Test of normality on the result of understanding writing paper technique
Tests of Normality

Class		Kolmogorov-Smirnov ^a		
		Statistic	df	Sig.
Student understanding	GI	.134	30	.177
	BR	.138	35	.090

a. Lilliefors Significance Correction

Table 2. Test of homogeneity on the result of understanding writing paper technique
Test of Homogeneity of Variances

Student understanding

Levene Statistic	df1	df2	Sig.
1.095	1	63	.299

Based on table 1, the significance value on two classes is showed significance value on significant level α 0.05. The experiment class (*Group Investigation* model) is 0.177 and class control (*Brainstorming* model) is 0.90 the value sig. $0.177 > 0.05$ and sig. $0.90 > 0.05$, the result of student understanding from the two classes is normal distribution. Than table 2 is the result homogeneity test known significant value is 0.299. Because the value is obtained from homogeneity test significance level ≥ 0.05 , the conclusion the data of two classes has same variance value or homogeny.

After two tests, continue with hypothesis test with independent samples test with result seen in the table below:

Table 3. T-Test
Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error
					Mean
Student understanding	GI	30	81.17	12.083	2.206
	BR	35	71.00	14.132	2.389

Table 4. Independent Samples Test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student understanding	Equal variances assumed	1.095	.299	3.089	63	.003	10.167	3.291	3.590	16.744
	Equal variances not assumed			3.127	63.000	.003	10.167	3.252	3.669	16.664

The result of Independent Samples Test on table 3 is shown average value student understanding writing paper technique on Group Investigation model is 82.17 and Brainstorming model average value is 71.00, the group investigation model better than Brainstorming model. On table 4 obtained *t-count* is 3.089 greater than *t* table 0.05, than H_0 is rejected by significance 0.003 or less than 0.05 ($0.003 < 0.05$, there is the difference between the implementation of those learning and group investigation model more effective on increasing student understanding writing paper technique in the first semester, compared with Brainstorming model. The result of this research reinforce the result of Juwani research(2015) and Febrianti (2016) which showed the affectivity of group investigation model on student writing ability.

Group investigation model is a complex learning model compare with another learning model. Since planning step until the learning final step, this model involving participation and student activities. The same explanation by Odom & Bell (2011), that group investigation model starting from the early stage until the final step of learning involving student activities to get knowledge and experience. On a group investigation model, the class divided into many groups with 5–6 heterogeneous members. The student selecting the topic learned than investigate on learning source to finishing subtopic selected, every group prepare and present the report in front of the class and the final of learning is done by evaluation to know student understanding writing paper technique. The step of learning suitable with a step of group investigation model, According to Slavin (2015) there is six step, starting with (1) identification of topic and learning set in a group; (2) planning the task learned; (3) implementation of investigation; (4) prepare report; (5) Presenting report; and (6) evaluation. Group investigation model has three primary components such as research, knowledge, and learning group dynamic. This concept can be able to whet student skill to search experience to get critical science (Aliman, 2016). From step and concept on group investigation model has positive influence to achieve learning purpose on an understanding aspect.

CONCLUSION

Based on research result and discussion can be concluded *group investigation* model is effective to student understanding writing paper technique in the first semester with measure from (1) the result of the score learning implementation of *group investigation* model with score average 100 or good categorize; (2) the result of activity score student learning with *group investigation* model get score average 89.17 better than core average with *brainstorming* model 77.86; and (3) the average value of test on student understanding writing paper in the first semester with Group Investigation model is 82.17 better than average value of Brainstorming model 71.00 and significant value Independent Samples Test is 0.003 or less from 0.05 ($0.003 < 0.05$), there are many different of influence both of learning model, group investigation model more effective on student understanding writing paper technique in the first semester. The suggestion is presented of Group Investigation model, the complex learning and effective that very important implemented in learning writing.

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