GROUP INVESTIGATION MODEL

by Andri Pitoyo

GROUP INVESTIGATION MODEL IN LEARNING WRITING: AN EFFORT TO DEVELOP STUDENT'S CHARACTER

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ABSTRACT

The paradigm of learning writing to emphasis on individual activities and based command. This view puts the teacher as the only source of complete learning so that learning will not be interesting and fun. Therefore, it is necessary to change the paradigm to make the learning more exciting and expected. One alternative in achieving this goal is to implement cooperative learning model group investigation. The model is able to make the students involved from the planning, writing, until the completion of writing, both in determining the topic as well as a way to learn through investigation. One thing that differentiates it from other cooperative learning model is the model has a major focus group investigation of an object or topic to write. The investigation has provided opportunities for students to argue, critical thinking, do the findings and analysis collaboratively. The use of this model will also allow students to achieve success in learning, thinking skills (thinking skills) and social skills (social skills). This learning model allows students to develop the knowledge, abilities, and skills in total in a learning environment that is open and democratic. Students are no longer as an object of learning, but can also act as tutors for their peers. The application of the model group investigation in writing class that implements the practice of speaking directly, authentic and natural is in line with efforts to improve and develop karate. Natural context in learning writing Indonesian making the learning process designed more meaningful and memorable teacher. Learning to write by using a theoretical model of group investigations involving children in planning explore and share ideas. Students are encouraged to collaborate with friends and learn the "how" of their own in accordance with the cognitive style of each. Students are empowered as the learners are able to argue, hard work, sharing, helping peers, and affection between friends.

Keywords: Learning Model, Investigation Group, Writing Skill

A. INTRODUCTION

In general, learning Indonesian directed to improve the ability of learners to communicate in Indonesian language and literature properly, both orally in writing, and foster an appreciation of the work of Indonesian human literature. This objective is in detail described in the standards of competence: (1) learners can develop their potential in accordance with the abilities, needs, and interests, and to foster an appreciation of the work of literary and intellectual outcome of the nation itself; (2) the teacher can focus on the development of competence language learners by providing a range of activities and language learning resources; and (3) the teacher can determine the language and literature teaching materials in accordance with the conditions of the school environment and the ability of learners to independently and freely. Thus, competency standards subjects Indonesian is minimal ability qualification learners describe the acquisition of knowledge, skills, and positive attitudes towards Indonesian that can be realized through the learning objectives.

Indonesian learning objectives at primary school is to foster and develop students' ability to speak Indonesian well and properly in a variety of events both oral and written communication.

The goal formulation Indonesian emphasize learning objectives in a number of competencies, including: (1) the students can communicate using Indonesian; (2) the student is able to use the Indonesian according to the situation and the purpose language; and (3) the student is able to develop reasoning and communication capabilities. If attention to these objectives, the learning writing should be meaningful, memorable, and interesting for students. In fact, learning writing seems uninteresting, boring for students. Some teachers view that learning writing is the "individual in total". This view was inspired on a number of assignments to write nuanced "individual".

Therefore, in this paper revealed one of the alternative solutions to the problem of learning writing model cooperative investigation group chosen as a solution for learning to write more interesting, exciting, fun, and memorable for the student. Based on the results of the study, the positive impact of this model applied is growing social awareness of students to respect the opinions of others, empathy, mutual help, responsibility and other positive attitude.

B. RELATIONSHIP BETWEEN LEARING WRITING, SOCIAL AND COGNITIVE

Writing skills competence, as one aspect of language skills plays a very important and strategic. It can be observed from every discipline requires writing activities. As stated by Cleary and Linn (1993) that writes and reads very important role in learning in any discipline academic. Writing is one of the most organized and effective way to express the idea meaningful to others. The author can express his ideas systematically, revise, and refine the results so that the information disclosed writings can be better and understood by the reader.

The ability or writing skills are also seen as complex capabilities. This is evident in the statement Raimes (1983), that in the skills of writing there are a number of components that must be faced by a writer. These components are an understanding of: (1) the purpose of writing; (2) the prospective reader; (3) the content; (4) the process of writing; (5) diction; (6) aspects of

the organization; (7) grammatical; and (8) writing techniques. These eight aspects which are the real picture of the complexity of writing skills.

Furthermore Heaton (1998) states that there are five skills necessary to prepare a good essay. The five skills in question is: (1) grammatical skills (ability to form correct sentences); (2) pouring the content; (3) Stylistics skills (ability to use words and language are effective); (4) mechanical skills (ability to use proper spelling and punctuation); and (5) decides skills (ability to write in a way that is appropriate for the purpose and special readers along with the ability to select, organize, and sort relevant information).

The development of writing skills, as well as oral language skills, requires an understanding of how to combine the components of language (example: The knowledge of vocabulary, grammar, orthography, and the structure of the kind of writing) in order to produce a text. In writing, a writer must make a proper analysis of the topics that will be written to the actual, attractive desirable and understood the reader. This statement is in line with the concept Nystrand (1982) that the writing was significantly requires authors to pay attention to some limitations that could affect the way the reader understand the meaning of the text. Furthermore, there are five restrictions stated in question: (1) the graphical limitations; (2) syntax; (3) semantic restrictions; (4) limits the texture; and (5) contextual constraints.

The Graphical limits emphasis on aspects of orthography; the clarity of handwritten or printed, punctuation, in order to use space and layout. A syntactic restriction focuses on the author's understanding of the structure of the sentence, the ambiguity in the use of a vocabulary. Semantic restrictions related to the author's understanding of the meaning, the meaning contained in the essay. Limitation of textures that use the means of cohesion that can explain and maintain continuity of meaning in the essay. Contextual limits, the factors such as formatting, text type, style, typeface and titles relevant to the essay. It can be concluded, writing skills a person's ability to express ideas,

opinions, thoughts, and feelings to others through written language.

Writing in the context of learning requires learners to apply a wide range of abilities and language skills, including knowledge of textual and knowledge about what the objectives of the communication of an essay. Writing process often begins with planning, followed by a stage of writing the initial draft, writing and revision stage.

Learning writing in accordance with the modern approach is learning not only emphasize on the product, but also the process (Nunan, 1991 and Tompkins, 2012). In the activity, the students can feel direct experience in writing activities. Thus, students and teachers should realize that writing was a gradual process. Therefore, in the learning writing, teachers should prepare students to understand the condition of learning how to write and not just learning to write. The basic concept of this approach gives an opportunity to the students to not rely entirely on the teacher, but more than that the student should also be responsible for writing and able to collaborate with other students. Thus the teacher acts as a facilitator, motivator, and organizers in creating an atmosphere that is conducive to learning to write.

Another modern paradigm of learning writing state that the writing is a social activity (Nunan, 1991). This concept illustrates that in writing; the students can work together and collaborate with others so that the act of writing seems more dynamic and meaningful. Cooperation that can be done, among others, in the form, the investigation group (group-investigation). Implementation of this cooperation is directly formed a variety of skills in students, including skilled argue, ask, listen, and arguing with peers. Students are trained in respect of various opinions and ideas from friends. In this context, the child is seen as a writer who grew up in the midst of a social community. In accordance opinions Halliday (in Reid, 1993) states that the child as the author is part of the social community and children construct meaning in a social context. Thus, the potential of the students can grow and develop naturally.

Learning writing is also directly associated with cognitive competence. Cognitive competence of students emerging from its cognitive style. Therefore, before learning starts teachers should also pay attention to students' cognitive styles. The importance of considering the cognitive styles of students in learning activities are also proposed by Dunn and Dunn (1999) that the cognitive styles of students should be taken into consideration when learning activities designed for students. Furthermore it is said that the cognitive styles can be used to predict the type of learning the most effective method possible. Cognitive style refers to how individuals process information and use strategies to respond to the tasks. Cognitive style is a consistent trend and characteristics of individuals in receiving, remembering, organizing, processing, thinking, and problems solving. Golstein & Blackman (in Faiola and Matei, 2009) suggests that cognitive style is typical ways in which people: (1) is conceptually organize their environment; and (2) spontaneously filter and process environmental stimuli so that it can be psychologically meaningful.

According to Witkin (1977), cognitive styles are forms of functioning of the typical manner by a person's intellectual ability displayed in the activities of perceptual and intellectual activities. Keefe (1987) suggests that cognitive style is part of the learning style that depicts the relative behavior habits remain in a person to receive, to think, solve problems and to store information. From the definition, it is known that cognitive style involves a person's intellectual ability to process and store information. Furthermore, the experts have identified various dimensions or cognitive style. One of cognitive style, the *field dependence* (FD) and *field independence* (FI).

C. SHAPE OF MODEL INVESTIGATION GROUP IN LEARNING WRITING

Learning writing as one aspect of learning Indonesian in less dealt with seriously. In general, students in primary schools never get the material how to write correctly (Anshori, 2003). Teachers tend to prioritize mastering the material that directly

affects student success in working on the final exam or National final examination. In fact, learning to write is a set of complex and difficult process that requires a clear methodological framework of learning at all stages of learning (Knapp & Watkins, 2005).

Nunan (1999) argued that the writing skill to produce a coherent, good and large is the most difficult skill to learn language skills among others. This statement suggests that learning writing has the highest level of difficulty compared with learning listening, reading, and speaking. Thus, it should be learning writing in elementary school get serious and adequate attention by all parties.

Associated with the statement, the following examples are presented writing activities by applying a model investigation group taken from certain parts of the lesson plan (RPP) for the first meeting with KD summarizing the contents of the book.

LESSON PLAN
(MODEL INVESTIGATION GROUP)

Subject   : Bahasa Indonesia
School   : SDN Pandawa
Class/Semester : V/2
Time   : 2 X 35 Menit
Meetings: 1.

a) Standard of Competence
   Express thoughts, feelings, information and facts written in the form of summaries, reports, and free poem.

b) Basic Competence
   Summarizing the contents of selected books themselves with regard to the use of spelling (KD 8.1)

c) Indicators
   1. Noting that the topic sentence in each paragraph in a popular science book/reading
   2. Writing the main points of popular science book/reading selected.
   3. Assembling the main points of the contents of popular science books/reading is selected to be a summary.
   4. Writing a summary of the contents of the book/reading selected with due regard to the content, systematic, sentences, and spelling.
   5. Assessing summary of the contents of popular science books/reading written selected friends.
   6. Able to enhance the summary content of popular science books/reading selected based on assessment of friends.

d) Learning Objectives
   After completion the student is able to KBM.
   1. Noting that the topic sentence in each paragraph in a popular science book/reading correctly.
   2. Writing the main points of popular science book/reading correctly selected.
   3. Assembling the main points of the content of science books/reading is selected to be a summary of the enhanced attention to spelling.
   4. Writing a summary of the contents of the book/reading selected with due regard to the content, systematic, sentences, and spelling.
   5. Assessing summary of the contents of popular science books/reading written selected appropriately friends.
   6. Improving summary of the contents of popular science books/reading based assessment in accordance with the spelling friend enhanced.

e) Learning Materials
   1. Elements Builders paragraph
   2. Writing summaries of popular science books
      a. Principles of popular books
      b. Systematic summary
      c. Language summaries of popular books
   3. Practicing writing summaries of the books
   4. Assessing summaries of the contents of popular science books.
   5. Practicing enhance content summary popular science books

f) Model, Type and Learning Methods

a. Model : Cooperative
b. Type : Group Investigation (IK)
c. Method : Discussion, Questions & Answers, lectures, inquiry
g) Steps Learning Activities

Stages	Teachers Activities	Students Activities	Time allocation (minute)
Initial Activity	a. Teachers open with greetings and prepare the conditions for the classroom in learning activities b. Teachers convey basic competencies that must be achieved by students c. The teacher explained the activities that will be carried out related to the writing material for the students.	a. Students pay attention to the teacher's explanation and prepare to learn b. Pay attention and think to be able to achieve the basic competencies that have been submitted by teachers. c. Pay attention and ask to relate to the activities to be performed.	10 minutes
Core Activities Grouping Stage (grouping)	a. Teachers submit an explanation the steps of learning activities with learning model (IK) models b. Teachers establish investigation group, of 4 to 5 children heterogeneously	a. Students observe a number of popular science books or preferred reading and discuss with the group about the topics that are on it. b. Students join study groups based on their chosen topic or book an interesting read for investigation	55 minutes
Planning Stage (planning)	a. Teachers and students identified a number of popular science books or reading interesting to find a topic sentence of each paragraph and discussed. b. The teacher divides the study group and give books/literature to be read and discussed	a. Students find and choose a popular scientific book/reading which will be searched topic sentence in it. b. Students read selected books/reading (each group read the book/reading different)? c. Students studied the content of books read.	
Phase Investigation (investigation)	a. Teachers go around the classroom to monitor the activities of student conducting an investigation of selected books or reading. b. With teacher guidance, students investigate suit each task to collect data and information. c. Teachers guide students to process the data (identification, classification, interpretation) the results of its investigation d. Teachers guide students to note the topic sentence with the appropriate sentence.	a. Students read and conduct an investigation to find the topic sentence or main ideas in popular science books/reading selected. b. Students find some data categorized as a topic sentence or main ideas of each paragraph in the book/reading. c. The Students process the data in the form of content and topic sentence structure still needs to be discussed. d. Students create a topic sentence that exists in every paragraph in a book or reading selected.	

Presentations Stage *(presenting)*	a. Teachers guide the presentation of the findings of the topic sentence of each paragraph of the book/reading students write. b. Teacher guided students collaboratively revise the topic sentence is less precise and systematic sentence or word choice, spelling and punctuation are still wrong	a. Students make a presentation on its findings to the class. b. Audiences (evaluate, clarify and submit questions or comments and improvements to the topic sentence served) c. Students summarize, and notes and revise the results of the writing if you experience an error d. Students combine multiple inputs from a friend to fix findings are still wrong collaboratively.	
Presentations Stage *(evaluating)*	Evaluating teachers by providing performance tests on students to find a topic sentence correctly and put them into the appropriate sentence in accordance with the rules	Students work on assignments carefully and write a topic sentence in the book selected scientific/ interesting reading.	
Final Activity	Teachers shut lesson with motivating students to study hard and announces the next meeting students are required finding points of the contents of the book or reading correctly	Students pay attention to the teacher's explanation	5 minutes

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