A COMPARATIVE STUDY ON TEACHING WRITING THROUGH TASK BASED INSTRUCTION AND GROUP INVESTIGATION METHOD: A QUASY-EXPERIMENTAL STUDY

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Abstract: This paper explains the result of the research conducted in order to find out: (1) whether there is a significant difference in writing achievement between the students taught using Task-Based Instruction and Group Investigation method; and (2) which method has a better result in writing, the group taught using Task-Based Instruction or using Group Investigation method. The method used within this research is quasi-experimental design. This research was led at SMA BATIK 2 Surakarta in the academic year of 2018/2019. The population of this research is the eleventh grade of SMA BATIK 2 Surakarta. The samples of this research are the XI IPA 3 as the experimental class which consists of 28 students and XI IPA 1 as the control class which consist of 28 students. The data within this experiment were gathered by the usage of mechanism to collects it. The data were analyzed using t-test formula. The calculation of the t-test data shows that t observation (to) = 2.02 is higher than t table (54, 0.05) = 1.960. Thus it can be concluded that there is a significant difference in writing achievement between the students taught using Task-Based Instruction and those taught using the Group Investigation method. The average score of the students taught using the Group Investigation is 77.64. Meanwhile, the average score of the student taught using Task-Based Instruction is 75.80. Therefore, it can be concluded that Group Investigation method has a better result in writing than Task-Based Instruction method.

Keywords: Task-Based Instruction, Group Investigation, Writing Skill

INTRODUCTION

As an international language, English plays a very important role among people around the world to communicate. In learning English, there are four language skills which are needed to be mastered, namely; listening, speaking, reading, and writing. Among those language skills, writing has very important role to be mastered. In fact, writing is regarded as the most complex skill to master. Jack and Willy (2002, p.303) say that writing is the most difficult skill for second language learners to master. In line with Jack and Willy, Adas and Bakir (2013:254) also say that writing is the most difficult skill all the language abilities to acquire since writing is an intricate and complex task.

Producing and Combining the ideas is not the only obstacle known within writing skill, translating these ideas into an arguable and understandable text is also

considered to be difficult. Hyland (2002:88) says that writing is generative in which writers can sightsee and discover ideas as they write into good writing. Harmer (2004:13) explains that certain capability that can help writers put their thoughts into words expressively and emotionally connected with the message is known as a writing skill. Hence, writing as a tool for learners to convey their feelings, ideas, information, and thoughts in any content area. To make a good written form, the learner needs to proficiency of a number of basics to utilize language to express ideas, desires, goals, emotions, and material into a written form. (Pamela, 1991).

To successfully achieve a good sentence in writing, there are some steps, for example outlining, drafting, revising, editing, and rewriting. Harmer (2004: 5) says that planning, drafting, editing, and final draft are the process of writing. Richard and Renandya (2002:316) also state that there are four basic stages in writing process as a classroom activity; planning, drafting, revising and editing. It means that there are several processes to make a perfect piece of writing. Furthermore, Harris (1993: 122) says that writing known as a complex activity. It becomes a complex activity because it relates to some basic knowledge like organization, vocabulary mastery, grammar, mechanics, and also involves the content. From those statements, it is justifiable to determine that writing is a complex method of putting the writer's ideas into readable text through some steps.

There are many aspects that affect the success of teaching writing. One of those aspects is the choice of the teaching method. There are many kinds of methods that can be used in the teaching-learning activity. In this case, the purpose of the implementation of the methods will be carried out by the teacher aiming to achieve the result of the research to be more valid. As we know, a teacher is more capable and knows more about the teaching-learning process.

Task-Based Language Instruction or as we know Task-Based Instruction (TBI) is one of methods of language teaching that required performing particular errands rather than corresponding toward the elements of language such as structures and vocabulary. Method that organized around tasks in teaching learning activities is called Task Based Instruction (Nunan, 1998a; Markee, 1997). The development of language learning within the classroom is the sole purpose of Task-based language curriculum unlike the conventional curriculums that are language-oriented as the main subject-matter (Crookes and Gass, 1993), it means that the teaching-learning process concerns towards the method (the utility of language learning tasks) instead of the content (linguistic items). In order to understand the materials, students will obtain chances to utilize the target language to communicate and share their ideas in their interactions with their teacher and other members group through the implementation of Task-Based Instruction.

There are advantages of using Task-Based Instruction for teaching writing, one of them is the teacher can design the task based on students' needs. So, they can achieve their aim in learning writing. In addition, there are disadvantages of using Task-Based Instruction for teaching writing, one of them is the learners might be motivated to perform the task and may even

lose confidence in himself or herself because one of them has no idea or find it very difficult to be able to include themselves within the task. According to Long, and Crookes (1992), Skehan, (1998); Willis, and Willis, (2001) found that a novel method contained this context, that organized around different tasks to create good writing called Task Based Instruction. The word 'task', which is one of the pin point of the concepts in this method is the tools for students to convey the result of the learning itself. According to Ramirez (1995), the goal in using this method is learning the target language while they are solving the tasks.

Besides, there is another method namely Group Investigation (GI), which helps the students to choose the interesting topics and work together in small group and complete their goals together in their group through investigation. According to (Huhtala, 1994) "A method that permits the course to work enthusiastically and synergistically within their group and would allow the students to actively take a part in their own learning process and goals is called Group Investigation". Furthermore, Zingaro (2008:1) said that in Group Investigation, students will form with others who have the same curiosity topics and they will organize and apply an investigation and unit the result into a group and then present it in front of the class. According (Joyce and Weil, 1972; Sharan and Hertz-Lazarowitz 1980, Miel 1952, Sharan and Sharan 1976) In Group Investigation, when they are organizing what and how they will study, the students will have an active participation on it. They create cooperative groups in accordance to a desired interest in the same topic. Every members of the group participate in organizing how they will study their material. Then they split the task between them, and every member will do their part of the research. Lastly, the group combines and recaps its task and presents these finding in front of the class". It means, in Group Investigation the students decides and takes control of what they will study and how they organize it through investigation. There are advantages of applying Group Investigation within teaching writing. One of them is this method let students to openly involve on how they acquire knowledge and make them more creative in their way. Moreover, there are disadvantages too in using this method; the forming of group investigation which is based on students' interests may end up being friendship groups in disguise.

According to the explanation above, it can be presumed that Group Investigation (GI) is more beneficial to be applied in teaching writing than Task-Based Instruction because the use of Group Investigation within the teaching-learning process can increase student's involvement. It makes the class situation more active. It also makes the students have a direct involvement within the creation of their writing by sharing their ideas and thought. This means that the students can understand better how good writing formed. On the other hand, within the application of Task-Based Instruction inside the teaching process, there are way more disadvantages such as low rate of student's involvement within the process of teaching writing or even the risk of mismatching between the students and the teacher's interpretation toward the task given.

RESEARCH METHOD

Within this study, the researcher applied experimental research design as the research method. According to Fraenkel and Wallen (2000: 283), experimental research is the only type of research that tries to encouragement a particular variable when properly applied in process of learning. The kind of experimental design used by the researcher was a quasi-experimental design. Fraenkel and Wallen (2000: 294) describe quasi-experimental designs as a method that does not contain the use of unplanned task. This research was led at the eleventh grade of SMA Batik 2 Surakarta from 25 January to 26 March 2019, in the academic year of 2018/2019. In this research, the researcher used cluster random sampling. Cluster random sampling is used to obtain the sample in this research. It was used to find out two classes for implementing TBI and GI. According to Fraenkel and Wallen (2000: 109), the determination of groups, or clusters, of subjects rather than individuals is called a cluster random sampling. It is very important to obtain samples with the same level and the same achievement so that the data got will be valid. The two classes used as the sample were chosen randomly by the researcher from nine classes of eleventh grade in SMA 2 Batik Surakarta. The two classes were class XI IPA 1 which consists of 28 students as a control class who were taught using Task-Based Instruction (TBI) and XI IPA 3 which consists of 28 students as an experimental class who were taught using Group Investigation (GI).

The score of Experimental Group

Within this research, the researcher conducted the try-out test in Experimental and Control Groups Class were given pre-test on writing of Hortatory Exposition passage, in which the result was analyzed in terms of readability for the writing test instruction. Afterward, the experimental group was taught by utilizing the Group Investigation (GI) method while the control group was taught by utiliing the Task-Based Instruction (TBI) method. The last, the experimental and control groups were given a post-test on writing of Hortatory-exposition passage. Post-test was led in order to equate the result of the two groups after they got different treatments.

Writing tests, as the research instrument, was used by the researcher to understand the students' writing skill with the purpose of collecting the data. The data which were analyzed are the scores of the experimental group and control group during pre-test and post-test. T test formula was used to equate the data and prove wheter there are any significant difference between the group in their writing skill and decide which method was the best.

RESEARCH FINDINGS AND DISCUSSION

The aim of the research is to understand: (1) whether there is any significant difference or not in writing achievement of the student taught using TBI and those taught using GI; and (2) which group has a better result in writing. The data portrayal of each group is presented as follows:

Table 1. The frequency distribution of experimental group pre-test scores

Class Limits	Class Boundaries	Midpoint	Tally	Frequency	Percentage
53 – 56	52.5 - 56.5	54.5	II	2	7.14
57 – 60	56.5 - 60.5	58.5	III	3	10.71
61 – 64	60.5 - 64.5	62.5	II	2	7.14
65 – 68	64.5 - 68.5	66.5	IIII	4	14.29
69 – 72	68.5 - 72.5	70.5	IIII IIII	9	32.14
73 – 76	72.5 - 76.5	74.5	IIII III	8	28.57
			Total	28	100

Table 2. The frequency distribution of experimental group post-test scores

Class Limits	Class Boundaries	Midpoint	Tally	Frequency	Percentage
65 – 69	64.5 - 68.5	67	IIII	4	14.29
70 – 74	68.5 - 72.5	72	IIII I	6	21.43
75 – 79	72.5 - 76.5	77	IIII III	8	28.57
80 – 84	76.5 - 80.5	82	IIII	4	14.29
85 – 89	80.5 - 84.5	87	III	3	10.71
90 – 94	84.5 - 88.5	92	III	3	10.71
			Total	30	100

The best score of pre-test within the experimental group is 76 while the best score of post-test within the experimental group is 93.5, so the alteration between pre-test and post-test best scores of the experimental group is 17.5. The lowest score of pre-test of the experimental group is 53 while the lowest score of post-test of the experimental group is 65, so the difference between pre-test and post-test lowest score of experimental group is 12. The mean score of pre-test of the experimental group is 68.21 while the mean score of post-test of experimental group is 77.64, so the lateration between pre-test and post-test mean scores of the experimental group is 9.43.
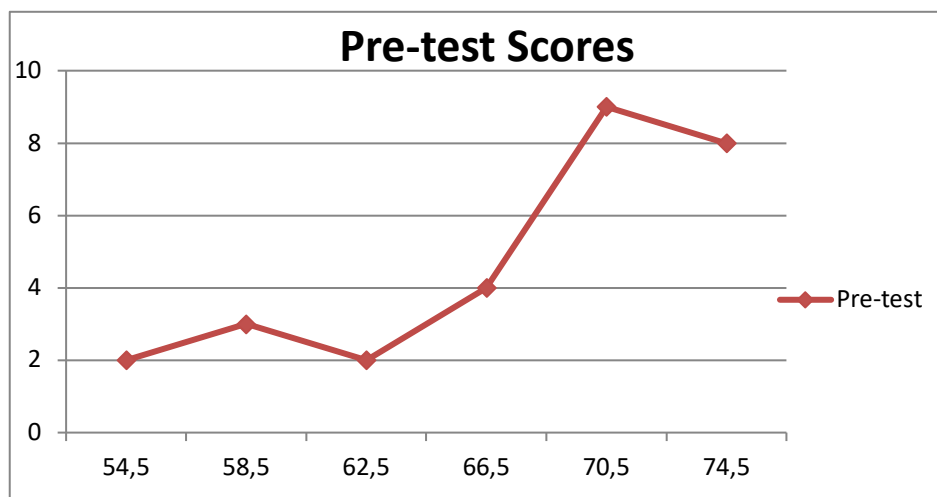
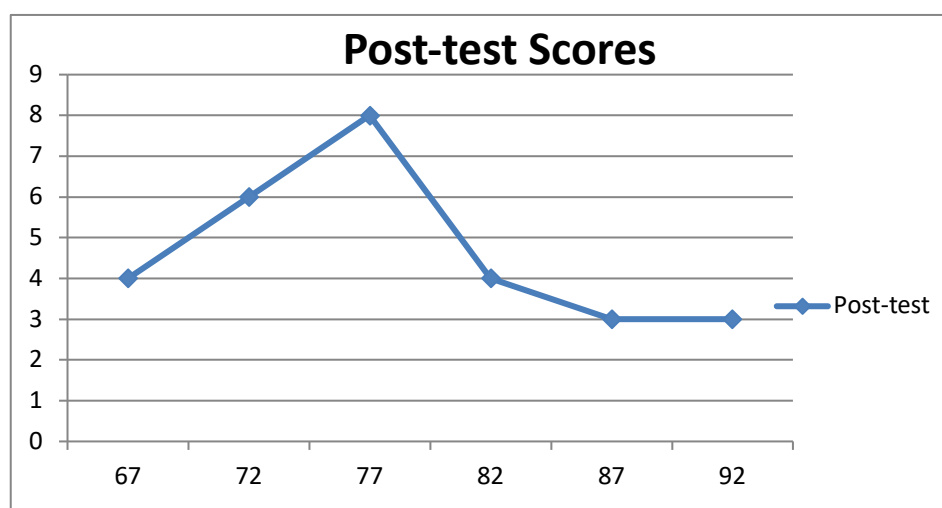Figure 1. The pre-test scores of the experimental group

Figure 2. The Post-test scores of the experimental group

The score of Control Group

Table 3. The frequency distribution of the control group pre-test scores

Class Limits	Class Boundaries	Midpoint	Tally	Frequency	Percentage
46 – 51	45.5 - 51.5	48.5	II	2	7.14
52 – 57	51.5 - 57.5	54.5	III	3	10.71
58 – 63	57.5 - 63.5	60.5	IIIII III	8	28.57
64 – 69	63.5 - 69.5	66.5	IIIII	5	17.86
70 – 75	69.5 - 75.5	72.5	IIIII II	7	25.00
76 – 81	75.5 - 81.5	79	III	3	10.71
			Total	28	100

Table 4. The frequency distribution of the control group post-test scores

Class Limits	Class Boundaries	Midpoint	Tally	Frequency	Percentage
64 – 68	63.5 - 68.5	66	III	3	10.71
69 – 73	68.5 - 73.5	71	IIIII II	7	25.00
74 – 78	73.5 - 78.5	76	IIIII IIII	9	32.14
79 – 83	78.5 - 83.5	81	IIIII	5	17.86
84 – 88	83.5 - 88.5	86	II	2	7.14
89 - 93	88.5 - 93.5	91	II	2	7.14
			Total	28	100

The highest score of pre-test within control group is 77.5 while the highest score of post-test within control group is 92, so the alteration between pre-test and post-test highest score of the control group is 14.5. The lowest score of pre-test of the control group is 46 while the lowest score of post-test of the control group is 64, so the alteration of pre-test and post-test lowest score of the control group is 18. The mean score of pre-test of the control group is 65.34 while the mean score of post-test of the control group is 75.80, so the alteration between pre-test and post-test mean scores of the control group is 10.46.
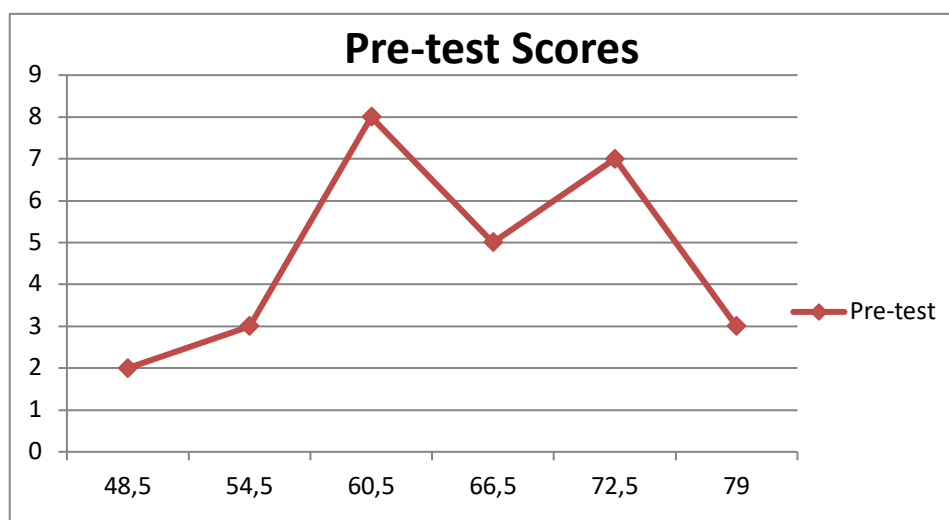

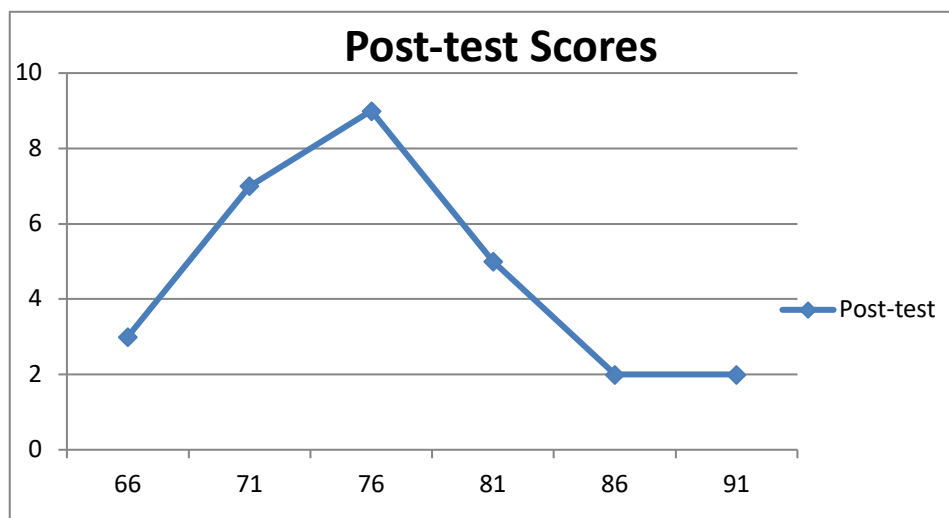Figure 3: The pre-test scores of the control group

Figure 4: The post-test scores of the control group

Normality and Homogeneity of Pre-test Experimental and Control Groups

Liliefors was used as the normality test within this research with the purpose of testing the level of significance of 0.05 (α = 0.05), while Bartlet formula was used to test the homogeneity at the level of significance of 0.05 (α = 0.05). The computation results of the normality test of pre-test for experimental and control groups are both experimental group and control group are in a normal distribution. In the data of the experimental group, it can be seen that Lo is 0.1192. It is then consulted with L table for n = 28 at the level of significance of 0.05 = 0.161. It can be concluded that the data of the experimental group are in normal distribution because the value of Lo is lower than Lt (Lo < Lt). Meanwhile, the data of the control group shows that Lo is 0.0630. It is then consulted with L table for n = 28 at the level of significance of 0.05 = 0.161. It can be concluded that the data of the control group are in normal distribution because the value of Lo is lower than Lt (Lo < Lt).

From the computation of the homogeneity test of pre-test, it can be seen that χ_o^2 = 1.612 is lower than χ_t^2 = 3.841 or $\chi_o^2 < \chi_t^2$. It can be concluded that the data are homogeneous because χ_o^2 is lower than χ_t^2.

Normality and Homogeneity of Post-test Experimental and Control Groups

From the computation of the normality test of the post-test for experimental and control groups, it can be seen that both the data of the experimental group and control group are in a normal distribution. In the data of the experimental group, it can be seen that Lo is 0.082. It is then consulted with L table for n = 28 at the level of significance of 0.05 = 0.161. It can be concluded that the data of the experimental group are in normal distribution because the value of Lo is lower than Lt (Lo < Lt). Meanwhile, the data of the control group show that Lo is 0.095. It is then consulted with L table for n = 28 at the

level of significance of 0.05 = 0. 161. It can be concluded that the data of the control group are in normal distribution because the value of Lo is lower than Lt (Lo < Lt).

From the computation of homogeneity test of post-test, it can be seen that $\chi_o{}^2 = 0.46$ is lower than $\chi_t{}^2 = 3.841$ or $\chi_o{}^2 < \chi_t{}^2$. It can be concluded that the data are homogeneous because $\chi_o{}^2$ is lower than $\chi_t{}^2$.

Hypothesis Testing

The sample used in this research should come from the same level of population and have no significant difference in writing achievement. To prove that the two groups have no significant difference, the researcher used the t-test. Null hypothesis (H$_o$) states that there is no significant difference in writing skill between two classes, while the alternative hypothesis (H$_a$) states that there is a significant difference in writing achievement between two classes. Null hypothesis (H$_o$) is rejected if $t_o > t_t (t_{observation} > t_{table})$ for degree of freedom *df= n1 + n2 – 2* and the level of significance $\alpha = 0.05$. On the contrary, if $t_o < t_t$, H$_o$ is accepted.

The result of t computation (t-test) shows that the t observation (t$_o$) is 1.91 while the t table (t$_t$) for degree of freedom 28 + 28 - 2 = 54 and the level of significance 0.05 is 1.960. It can be seen that t$_o$ is lower than t$_t$, which means that the null hypothesis (H$_o$) is accepted. Therefore, it can be concluded that there is no significant difference in writing achievement between two classes.

The hypothesis of this research is as follows: first, there is a significant difference in writing achievement between the students taught using Group Investigation method and those taught using Task-Based Instruction method. Second, the students taught using Group Investigation method have better results than those taught using Task-Based Instruction method in teaching writing. The data, which are analyzed in this research, are post-test scores of the experimental group and the control group.

In order to test whether the hypothesis above is accepted or not, the researcher uses t-test formula to analyze the data. In applying the t-test formula, the researcher tested the null hypothesis (H$_o$) of this research that there is no significant difference in writing achievement between students taught using Group Investigation method and those taught using Task-Based Instruction method. Statistically, the hypothesis can be formulated as H$_o$ (Null Hypothesis): $\mu_1 = \mu_2$

The alternative hypothesis (H$_a$) of this research is that there is a significant difference in writing achievement between the students taught using Group Investigation method and those taught using Task-Based Instruction method. Statistically, the hypothesis can be formulated as H$_a$ (Alternative Hypothesis): $\mu_1 \neq \mu_2$. If t$_o$ (t-observation) is smaller than t$_t$ (t table) or $t_o < t_t$, H$_o$ is accepted. On the contrary, if t$_o$ (t-observation) is higher than t$_t$ (t$_{table}$) or $t_o > t_t$, H$_o$ is rejected.

The result of t computation shows that t-observation (t$_o$) is 2.02 while the t-table (t$_t$) for the degree of freedom of 54 and at the level of significance $\alpha = 0.05$ is 1.960. So, t$_o$ is higher than t$_t$. It means that H$_o$ is

rejected. It can be concluded that there is a significant difference in writing achievement between students taught using Group Investigation method and those taught using Task-Based Instruction method.

The second hypothesis of this research is that Group Investigation method is more effective than Task-Based Instruction method to teach writing. In order to test the second hypothesis, the writer needs to compare the post-test mean of the two groups. The mean of the scores of the experimental group is 77.64, while the mean of the score of the control group is 75.80. The mean score of the experimental group is higher than the mean score of the control group. It can be concluded that Group Investigation method is more effective than Task-Based Instruction to teach writing.

DISCUSSION

The result of this research shows that there is a significant difference within the achievement obtained between the students taught by using Group Investigation and those taught by using Task-Based Instruction. Group Investigation is more effective than Task-Based Instruction to teach writing.

A technique based on the utilization of task as the fundamental components of planning and instructing in language teaching known as Task Based Instruction (Richard and Rodger, 2001) and thus it means that the teaching and learning process will resolve around the task given by the teacher. Furthermore, within the usage of Task-Based Instruction like what Ganta (2015) has already stated, there is a probability of the students to actually confuse themselves about what's the real

reason of the task given to them due to their lack of familiarity toward the material or task. Moreover, since the teacher groups the students randomly; the students have to group themselves with other friends who have different interests. As a consequence, the process of discussion does not run really well because they have difficulty to unite their idea into good writing. It can be one of the reasons why this method is less effective to be applied for improving student's writing ability compared to Group Investigation.

In Group Investigation, students will have more chance to explore the task they receive by planning what and how they will do the task, and thus the students will be the ones who determine how they will improve their ability based on their own capability like what has been stated by Sharan and Sharan (1990) said that in Group Investigation, in the process of sharing their ideas, students take an active action in design what they will do and how. Furthermore, in Group Investigation, the students group themselves with other students that have the same interest as them. Therefore, it will lead to smooth discussion because they feel more comfortable with their group in sharing their ideas and they will be able to look for the solution and share their thought into a written form. It means that the group within the same interest will perform better than the group with different interests. Besides that, the use of Group Investigation is proven to be more effective due to the amount of interaction between the students by exchanging their thoughts and ideas in order to create good writing.

According to Sharan and Sharan in Hosseini (2014), within the implementation of Group Investigation there are four main components that can assist the students to improve their writing skills, namely; investigation, interaction, interpretation, intrinsic motivation. Those four components are a set of activities that will help the students understand their task by defining them into the group with the same interest and let them decide what and how will they do the task. In the discussion, the process of exchanging thoughts and ideas run well and thus it will stimulate the students to improve their skill especially writing skill into a written form through the method explained above. Furthermore, as stated by Dewey (2008) through the method of Group Investigation students can directly involve in the process of how they create good writing by experiencing the process. The rationale above is in line with the empirical evidence obtained through the experiment conducted in this study. The result of this research shows that there is a significant difference in writing achievement between the students taught using Task-Based Instruction and those taught by using Group Investigation. Group Investigation is more effective than Task-Based Instruction to teach writing.

CONCLUSION, IMPLICATION AND SUGGESTION

Based on the end of the research, some conclusion can be drawn as follows: (1) there is a significant difference in writing achievement between the students taught using Group Investigation and those taught using Task-Based Instruction; and (2) Group Investigation has a better result in writing than Task-Based Instruction method.

The finding of the research shows that Group Investigation provides better result in teaching writing than Task Based Instruction. It means that there are activities in Group Investigation that facilitate the students to develop their ability in writing process. Thus by using Group Investigation the students will have an opportunity to take an active part in group discussion and share their ideas into a written form. This is because the method within Group Investigation involves several stages that provide advantages for the students. Therefore, it is better to be adopted by the teacher in the teaching writing process.

Related to the result of the study, the researcher would propose suggestions as follows: 1. To English Teacher, it is recommended for the teacher to plan a teaching learning process based on Group Investigation method that correspond the character of the material and the teaching learning process. 2. To Students, The students should take an active part in the teaching learning process in order to improve their writing skill by using the method that have been served inside the Group Investigation. 3. For further research, the writer hopes that other researchers will make such improvement by trying to use this topic of research with different subject of research.

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