

The Implementation of Group Investigation Technique in Teaching Writing Hortatory Exposition Text for Eleventh Grade Students of Senior High School

Asih Dwi Prisdianti

English Department, Language and Arts Faculty, University Negeri Surabaya
asihprisdianti@mhs.unesa.ac.id

Abstrak

Saat ini menulis menjadi salah satu keterampilan yang paling sulit untuk dikuasai. Hal ini menjadi tantangan bagi guru untuk mengatasi masalah ini dalam rangka membantu siswa mencapai tujuan dari pembelajaran. Namun, banyak guru mulai memperluas cara mereka dalam mengajar dengan menerapkan metode atau teknik yang berbeda untuk mencapai tujuan pengajaran. Salah satunya yaitu penerapan teknik investigasi kelompok dalam pengajaran menulis teks eksposisi hortatori. Penelitian ini bertujuan untuk mendeskripsikan implementasi investigasi kelompok, konten dari tulisan siswa, dan respon siswa setelah diajarkan menggunakan teknik investigasi kelompok. Penelitian ini termasuk dalam penelitian kualitatif dengan subjek penelitian seorang guru dan 30 siswa kelas XI SMA. Dalam hal ini, data dikumpulkan melalui observasi, kuesioner terbuka, dan hasil tulisan siswa. Hasil penelitian ini menunjukkan bahwa guru sudah menerapkan tahapan teknik investigasi kelompok secara berurutan meskipun ada beberapa bagian dari kegiatan yang dimodifikasi. Selain itu, hasil tulisan siswa menunjukkan bahwa siswa dapat mengembangkan konten dengan baik dalam menulis teks eksposisi hortatori. Kemudian, siswa juga memberikan respon positif terhadap teknik yang telah diterapkan oleh guru.

Kata Kunci: *Investigasi Kelompok, Menulis, Mengajar Menulis, Teks Eksposisi Hortatori*

Abstract

Nowadays, writing becomes one of the most difficult skill to master. It becomes a challenge for teachers to overcome this problem in order to help students to achieve the goal of learning. However, many teachers started to expand their way in teaching by implementing different method or technique in order to achieve the goal of teaching. One of them is group investigation technique in teaching writing hortatory exposition text. Therefore, the research is aimed to describe the implementation of group investigation, the students' content in writing and the students' response after being taught using group investigation technique. In this case, this research belongs to qualitative study. The subject of this study were a teacher and 30 eleventh grade students of senior high school. The data was collected through observation, open-ended questionnaire, and students' writing results. The result of this study showed that the teacher already implemented the stages of group investigation technique sequentially even though there were some parts of the activity which is modified. In addition the result of the students' writing also showed that the students were able to develop a good content in writing hortatory exposition text. The students also gave positive response toward the technique that had been applied by the teacher.

Key words: *Group Investigation, Writing, Teaching Writing, Hortatory Exposition text.*

INTRODUCTION

In this era, language has many important roles since it is known as the means of communication. There are many languages which can be used to communicate with other people in this world. In this case, everyone has one or more languages that they usually use to communicate with others. One of those languages is English which is known as the international language. In this country, English is also taught in every educational institution.

In fact, there are still many difficulties which are faced by students in learning English as their second language. In teaching-learning process, writing belongs to one the most difficult skills to master by students. The reason is because writing requires context throughout life (Brewer, 2007: 2). According to Lika (2017), writing needs an ability to structure ideas and thought logically. It also has been defined as structuring ideas and point of

views in print. Thus, in writing learner should have a good ability in structuring their idea and the way they express it in order to produce a good writing. It is in line with Nunan (2003) who states that writing is an intellectual activity of finding the ideas and ways to express and arrange them into a systematic paragraph which can ease people to understand it. Moreover, students can also reflect their achievement in learning language. The students are expected to be able to express their thought systematically in their writings. It is aimed to enable the readers to understand what the writer wants to explain in order to prevent misunderstanding between the reader and the writer.

However, in the real context, one of the difficulties faced by students is writing hortatory exposition text. Hortatory exposition text is defined as a text consisting of the writer's point of view of an issue to persuade the readers to do or avoid something. The purpose of the text

is to influence the listeners or readers that something should or should not happen or be done. In writing this text, students' knowledge is important since it will help them to write a better text with good ideas related to the topic. This condition will help the students to think more critically since in developing their text they should provide good arguments in order to influence the reader that the topic they discuss is important. In this case, Gerot & Wignell (1994) says that there are three components of hortatory exposition text which are thesis statement, arguments, and recommendation.

Considering some elements of the text, there is also challenge for students in learning this text. First, in order to convince the reader, students need to be able to organize their ideas, making their arguments, and finding the logical reason to support their arguments. Also, in the end of the text the writer should be able to persuade the readers by providing a recommendation so that the readers agree with the writer's point of view.

To enable students to write systematically, the role of the teacher is absolutely needed. It can be one of the challenges for the teachers since they should be able to choose the suitable approach, method, and also technique to write hortatory exposition text. In this case, group investigation technique is one of the techniques used by the teachers.

Group Investigation can be described as an effective medium to encourage and engage students' participation in learning. During the process of group investigation, students can communicate freely and plan what they want to investigate so that they can achieve more when they work in certain groups. Moreover, the final result of their work will be richer than what they can present as individuals (Sharan & Sharan, 1989:17). It shows that in group investigation students have more chance to work in small group and decide their own goal in learning.

In group investigation, students take the important role since they plan what they would learn and the way they execute their planning. It trains the students to be responsible on their work. According to Sharan and Sharan (1992:73) the implementation of group investigation has six stages, those are;

1. Topic selection
 - a. The teacher introduces a topic to the class that is about hortatory exposition text.
 - b. The teacher explains the subtopic which will be investigated by students.
 - c. The teacher divides the class into some groups based on their interest of the subtopic provided. The group consists of 5 to 6 students.
2. Students plans their investigation

- a. The students decide what they will investigate. They identify the aspect of the subtopic and plan how to proceed it.
 - b. The teacher circulates among the group to offer help to those who need it. In this case, the teacher helps them to plan and choose the proper sources to support the group activity.
3. Students carry out the investigation
 - a. In this stage, students are the investigators. So, they will collect, analyze and evaluate the information that they get. Then they summarize it and synthesize their new knowledge on what they investigate.
 - b. The teacher takes the role as the facilitator who supports the group for their effort and provides help when needed.
 4. Preparing the final report
 - a. In this stage students started the writing activity.
 - b. Students begin to write a text as their final report which is in form of hortatory exposition text.
 - c. Each group plans their presentation. They begin to plan how to explain the result of their discussion to their friends. The students also discuss and exchange their ideas and information in order to plan their action cooperatively.
 - d. Teacher organizes and coordinated the groups' plan for their presentation.
 5. Presenting the result of their discussion
 - a. The representative of the group presents the result of their investigation.
 - b. The rest can express their question in order to find clarity related to their friend's presentation.
 - c. Teachers act as the coordinator of groups' presentation
 6. The teachers and students evaluate the presentation result.
 - a. Teacher and students give feedback and evaluate the learning of new information.

Moreover, in the implementation of group investigation, teachers act as the facilitator and help the students when they have difficulties. The teachers also monitor the group activity, whether they can do their tasks, help other members to solve the problem in interaction, or other problem related to the tasks given. Furthermore, throughout the investigation the teacher also takes the roles as consultant, coach, evaluator, and coordinator of the activity. Therefore, in the process of learning through group investigation, the students show their active participation from the first stage until the last stage of learning.

There are some of the previous studies about group investigation technique such as, first, Mayasari (2012). In her research, she applied the GI (Group Investigation)

technique to know whether or not the technique can enhance pupils' ability on writing analytical exposition text. She concluded that this technique can improve students' writing ability since it showed an improvement in each test and good responses from the students. Second, the research conducted by Untoro (2016), He did a quasi-experimental study employing a pre-test and post text which is conducted in ten meetings. In this case, he took two classes as the subject, they are the students of XI-MIPA 1 and XI-MIPA 3 in SMA Islam Al-Azhar. The result showed that the implementation of group investigation can be an effective alternative technique that can be implemented in teaching writing analytical exposition text for eleventh grade students' of senior high school since there was a significant gap between students taught by group investigation technique and those who were not.

With regard to the above issues, the researcher formulates the research questions as follows:

1. How is the implementation of Group Investigation in teaching writing hortatory exposition text?
2. How is the content of students' writing using Group Investigation technique?
3. How is the students' response after being taught using Group Investigation technique?

METHOD

This research used basic interpretative study or basic qualitative study which is aimed to figure out a certain phenomenon, process, or point of view from the perspective of those who involved (Ary et al., 2010:453). It is considered as the most appropriate design since the aim of this study is to describe the implementation of group investigation technique to teach writing hortatory exposition text for eleventh grade students, the students' content in writing, and the response toward the technique used. In conducting this study, the researcher did not involve in the teaching and learning process since it was non-participant observation.

The subjects of this study were a teacher and 30 eleventh grade students of a state senior high school in Gresik. The reason why the researcher chose the class is because at the second semester, the eleventh grade students learn about hortatory exposition text, including what the text is and how they can write a hortatory exposition text. There was only a class taught by a teacher which was taken as the subject since it was enough to cover the data needed by the researcher. Moreover, the teacher was suitable with the criteria since the teacher already applied group investigation technique in teaching the students.

In this study, there are three research questions which have been formulated. To answer the first

question, the researcher collected the data which was in form of words, utterances, also teaching and learning activities by using field notes. Meanwhile, the second data is in form of documents which were collected from students' writing as their final assignment. Then, the last data is the students' answer which is in form of words and sentences. The data was collected through open-ended questionnaire in order to get deeper understanding about the answer.

In conducting the research, researcher used some instruments to support and process the data. Regarding the research questions, the researcher used field note to describe the implementation of group investigation in teaching and learning process. Second, an open-ended questionnaire was used as the means to compile the data for answering the next research question, which is how students' response after being taught using group investigation technique. Furthermore, to analyze the students' writing result of hortatory exposition text, the researcher collected the result of the students' writing then analyzed it later.

In this research, the data obtained by the researcher was analyzed based on qualitative data analysis which consist of some processes such as familiarizing-organizing, coding-reducing, and interpreting-representing (Ary et al., 2010). It was explained as follows; first, to find the answer of the first question, the researcher described the data from the result of field note. It was in line with the design of the study, qualitative study, which focused on describing the data in form of words. Second, the researcher used content analysis criteria from Brown (2001) to analyze the students' content in writing hortatory exposition text. The analysis only focused on the content of the writing, so the result was matched with the aspects. Meanwhile, to answer the last question, the researcher read and coded the students' answer through the questionnaire in order to ease the researcher in analyzing the data. Then, the researchers reduced unnecessary data, explained and interpreted the data on how the students' response after being taught using group investigation.

RESULT AND DISCUSSION

The Implementation of Group Investigation Technique in Teaching Writing Hortatory Exposition Text

This part describes the implementation of Group Investigation technique in teaching and learning process. The result shows that the implementation of group investigation technique was conducted on the second meeting. There were six stages of the technique that the teacher conducted according to Slavin (2005) and Sharan

and Sharan (1992). Therefore, the teacher divided the stages into two parts, topic selection, planning investigation, investigating, and preparing the final report were applied in the second meeting, while the rest were done in the third meeting.

At the beginning of the class the teacher organized the activities well starting from the pre activity. After she had done, she explained that the students would have a writing assignment in a group through group investigation technique. In this case, the teacher gave clear explanation about the technique and the stages that they would do. The teacher also helped the students to make a group consisting of five students before continuing to the first stage of the technique.

1. Selecting the topic

At the first stage, the students started to choose the topic of the text that they were going to write. However, in selecting the topic, the students did not work independently. They got a chance to select a topic through the lottery which has been prepared by the teacher. In writing process, this stage belongs to the pre writing activity (Nunan, 2003:97.)

2. Planning the investigation

On to the second stage, students were responsible to plan what they will investigate from the topic. In this stages, the students did the brainstorming and mapping which are still considered as the pre-writing activity. They began to generate their ideas and discuss what should they write.

3. Carrying out the investigation

During this activity, students were allowed to use their laptop and mobile phone to find some references in order to support their ideas in writing. It can be seen that most of the groups could work well since they already understand how to work in group. Moreover, they also divided the role of the members, each of them had to look for reference and included it in their writing to support their ideas.

4. Preparing the final report

After exploring their ideas and gathering their findings from the investigation, each group discussed it and began to prepare the final report which was in form of hortatory exposition text. This stage is known as the writing activity where the students start to develop the ideas into paragraphs and make it coherent.

5. Presenting the final report

After the teacher had done the pre activity, she asked the students to gather with their group and prepare the presentation of their work. In the next stages, presentation, the teacher allowed the group to decide the order of the presenter. The group who was ready could present their work first in front of the

class. While there were presenters in front of the class, the rest of the students were listening to the presenter and ask some questions in order to find the clarity of the presenters' work.

6. Evaluation

The last stages were evaluation. In this stage, students and teacher could give some suggestion or questions toward the presenter's work. In this stage, the students were active in sharing their comments for the other group. Moreover, the teacher also gave some correction and suggestion for all groups. The teacher also complimented them for their great work in finishing the assignment. After getting some correction and suggestion from both teacher and other groups, the revised their writing and the result become the final result of their hortatory exposition text.

During this group work, the one who dominated the activity were the students. The teacher only took the responsibilities as a facilitator. She circulated and went to each group to check whether the students had difficulties or not. When there was group who had it, she helped them and gave further explanation to make them understand. Indeed, it is in line with Sharan and Sharan (1992) that the teacher takes the roles as consultant, coach, evaluator, and coordinator of the activity.

From the result of the observation which is explained above, it can be inferred that the teacher already applied all of the stages of group investigation technique in order, starting from the topic selection until the evaluation. Moreover, the teacher also did the role well as a facilitator during the activity. She helped the students when they had problems also she make sure that all the students understand the materials well. She also gave some suggestion to improve their students' ability in learning English. Therefore, it can be concluded that the implementation of group investigation technique in teaching hortatory exposition text goes well in terms of its stages and the role of the students and teacher itself.

The Result of Students' Content in Writing

After writing was taught using group investigation technique, it would be shown the result of students' writing content. The result of the analysis below describes how the students formulate their writing based on the five aspects of developing content.

Table 1. Content Analysis Criteria

Group	Aspect of Content Development				
	Thesis statement	Related ideas	Use personal experience, illustration, fact, opinion	Use of description, cause effect, comparison contrast	Consistent focus
1	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓

GROUP 1

Handphone is communication tool that connect someone in various regions. Handphone are currently needed very much by all people and are useful in social relations. But handphone is not recommended for use by underage children.

The first reason children are not encouraged to play handphone because it can make addiction to children. The second reason is that handphone can also reduce the desire to learn because children prefer things that they think are interesting. Whereas for underage children still not able to distinguish which is good and which is bad from the content that is in the handphone.

Another reason why children should top playing handphone is seen from the aspect of health. Because if children use it for long time, children's eyes will be damage and children become lazy to move.

For underage children should not to be spoiled with things like handphones by parents. Because handphones are very influential on children's self-development.

The Result of Students' Content

1. Thesis statement

In their writing, the first group shows that they are able to write proper thesis statement for their topic. It is written on the last sentence of the first paragraph, that is *'handphone is not recommended*

for use by underage children'. The thesis statement is already appropriate since the idea is clear and it lead the text to explain the further ideas, which is argument.

2. Related ideas

The result of the first group showed that they already included related ideas to the topic they choose. Since the thesis statement stated that mobilephone is not recommended for children, the students provide several logical reason which is in line with the thesis statement. The ideas that they write are in the sentence *'The first reason children are not encouraged to play handphone because it can make addiction to children'*, *'The second reason is that handphone can also reduce the desire to learn'*, and *'Another reason why children should top playing handphone is seen from the aspect of health'*

3. The use of personal experience, illustration, fact, opinion.

In the text that the students write, it can be seen that in developing the content, student also combine their personal experience, fact, and opinion about the topic. It is showed on the sentence *'Handphone is communication tool that connect someone in various regions. Handphone are currently needed very much by all people and are useful in social relations'*. That sentence refers to the fact which exist in society, it is a common issue that mobilephone is a tool that is needed for communication nowadays. In addition there is also an opinion they stated on last paragraph *"children should not to be spoiled with things like handphones by parents. Because handphones are very influential on children's self-development"*.

4. The use of description, cause effect, comparison and contrast

In the text above, it is also found some supporting ideas which refer to cause and effect. It is showed in the sentence *"The second reason is that handphone can also reduce the desire to learn because children prefer things that they think are interesting"* on the second paragraph and the sentence *"Another reason why children should top playing handphone is seen from the aspect of health. Because if children use it for long time, children's eyes will be damage and children become lazy to move"* on the third paragraph.

5. Consistent focus

The result of first group's writing shows that what they write from the beginning until the end of the text is in line. They focus on developing their ideas from the thesis. They provides some reasons

which are still suitable with the topic and ideas they construct.

GROUP 2

Nowadays, we see that many people start smoking in every time. The smokers not only kids but also adults. There are many people who understand and don't understand the danger of smoking for their health. We believe that smoking have negative impact for the *emoteis* and other people.

There are many reason why smoking every time. Firstly they feel that when they smoking the look so cool than another people. For your information, one survey release that many people died because they smoking more less in million people every year.

Next reason is smoke have anger material, one part or their material is carbon monoxide. This material can make function muscle and heart down and it make your weariness fired and dizzy.

Last reason is when you smoking, your fume from smoke are also harm people around you cause it is also have bad material that harm their body. So it make many people don't like the cigarette smell, and then they can't enjoy to spent time with you.

Trust me, when you smoking many bad things that harm you for your health and your environment. I think also about all the people who love you like your family doesn't want to see you suffering or sick. The mot lesson you have to stop smoking to keep someone who loves you in beside you.

In writing the text, the students also combine their personal experience, fact, and their opinion. For example, at the beginning of the first paragraph, they write "*Nowadays, we see that many people start smoking in every time. The smokers not only kids but also adults*". That part refer to the habit of the society which is considered as fact in nowadays life. In addition, they also put a result of a survey on the second paragraph as the supporting ideas, it is also considered as fact because it is the result of a study. In the third paragraph it is written that the fume of the cigarettes can disturb another people. That part can be considered as both fact and their personal experience. Furthermore, on the last paragraph, the recommendation, they mentioned a sentence "*I think also about all the people who love you like your family.....*" The word "*I think*" on that sentence indicates their opinion which is used to convince the readers.

4. The use of description, cause effect, comparison and contrast

In the third paragraph, it is explained that "*when you smoking, your fume from smoke are also harm people around you cause it is also have bad material that harm their body. So it make many people don't like the cigarette smell, and then they can't enjoy to spent time with you.*" which refers to disadvantages of smoking. From that part, it can be seen that the writer stated the cause and effect of the reason they provide.

5. Consistent focus

From the text written by the second group, it shows that students are able to write a text consistently. All of their ideas that they mention are in accordance with the topic they choose. They begin the text by stating the idea that smoking is not good, then they continued to give some reasons and provide suitable recommendation about the topic they choose

Based on the result above, it is found that the students were able to include the aspects of content in writing properly. It can be appraised from their way in developing their text, all of the group already wrote the thesis statement, developing proper content by stating the thesis statement and related ideas, using personal experience, illustration, fact, opinion, description, cause effect, comparison and contrast, also being consistent in developing the content (Brown, 2001).

In addition, the result also shows that the students represent a good performance in writing during the implementation of group investigation technique. It supported by the idea revealed by Untoro (2016) that

The Result of Students' Content

1. Thesis statement

The result of students' writing above shows that students already stated the thesis statement in the first paragraph, especially on the last sentence, that is '*smoking have negative impact for the emoteis and other people*'. The thesis statement itself is appropriate with the topic and it is not too general and too specific, so it can be broken down to compose the next ideas to support their text.

2. Related ideas

In line with the thesis statement, in the text there are several related ideas they write as the result of developing their thesis statement. The ideas can be found in the sentence "*they feel that when they smoking the look so cool than another people*", "*smoke have anger material, one part or their material is carbon monoxide*", "*when you smoking, your fume from smoke are also harm people around you*".

3. The use of personal experience, illustration, fact, opinion

students more engaged in the process of the classroom activity which abled them to explore their ideas.

In addition, the implementation of group investigation technique helps students to present relevant content in writing. It is in line with Mayasari (2012) that this technique helped the students in developing their idea and content of writing.

Students' Response after Being Taught Using Group Investigation Technique

From the result of the questionnaire, it can be inferred that most of the students are interested in writing hortatory exposition text using this technique. They explain that they get many benefits for example, they get many information from the references they have, they can share their opinion, increase their knowledge, they can present their work and get some suggestion, and it ease them to construct their idea. It is in line with the advantages which are stated by Kristiani (2005) in Sangadji (2016) that group investigation can help students to improve their social interaction, they are also more active in expressing their ideas and thoughts during the activity in their group. It is showed that the implementation of group investigation technique improve students' motivation since each of the member have the same opportunity with others to achieve their goal (Sonthara & Vanna: 2009). The students also consider it as a helpful technique since it makes them understand the material easier.

The teachers' instruction in leading the discussion is also clear which make them more interested when working in group. Not only giving clear instruction, the teacher also plays important role in helping them when they face some difficulties. She did her role well as a facilitator that help the students to resolve the dissent groups so that they can finish their work well (Sharan & Sharan, 1992). This technique also make the students more critical in thinking during structuring the acceptable argument and recommendation. It can also open their mind since it shows them some arguments in different sides. Furthermore, most students do not have any problem while learning through this technique, the only one problem face by the rest students is the passive member which do not much contribute to their work.

In conclusion, the implementation of group investigation in teaching writing hortatory exposition text gives many benefits for students. Moreover, they respond it positively and show their interest in learning hortatory exposition text by using this technique.

CONCLUSION AND SUGGESTION

CONCLUSION

According to the analysis which is described in the previous chapter, there are three conclusion which can be obtained.

First, it relates to the implementation of group investigation technique which is applied in writing class. It was found that the teacher did all the steps sequentially. All of the stages of this technique were done in two meetings which the first four stages were done in second meeting while the last two stages were done in the third meeting. However, there were also some parts of the activity which was adjusted by the teacher based on some consideration. First, it is related to the topic selection which should be chosen by the students independently, but in this case the teacher already provided a lottery for selecting the topic. Moreover, the presentation is also should be done by a representative of the group, yet the teacher preferred the students to present their work together. Indeed, both of the changes that the teacher did were done based on the teacher consideration in terms of the effectiveness and the students' need in the classroom.

Second, it is about the content students writing of hortatory exposition text. From the analysis of the result which has been described in chapter four, it shows that the students can develop relevant content in their writing. They were able to make thesis statement and add relevant supporting ideas. Moreover, they also added some fact and their personal experience in developing their writing. Some of the students also provided data they got from the reference that they analyzed.

Last, it is related to the students' response. It is found that most of the students enjoyed the class when the teacher applied group investigation technique. In addition, the students also got some benefits of it such as getting more references, getting easier in developing content, getting new knowledge, and sharing ideas easily with friends.

SUGGESTION

Based on the conclusion above, the researcher provides some suggestion for the teachers, students, and also the other researchers.

For the teacher, theoretically the implementation of group investigation technique has many benefits for students. It also helps students in some ways. In this case, the teacher have a chance to apply this technique to improve the students' ability in mastering English. It is hoped that the teacher could implement this technique wisely considering many aspects in teaching.

For students, it is hoped that students can take the benefits they get when they are studying since in this era

many teachers start to use different kinds of teaching technique in the class. In addition, regarding nowadays the technology makes everything easier, the students have a big chance to improve their skill, but they also must be able to use it properly. If they can combine those two aspect well, they have bigger chance to improve their ability.

For the other researchers, it is hoped that this research can be the reference for those who are interested to conduct the further study. They can also focus on other skills, materials, and another level of education.

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