

# IMPROVING STUDENTS' WRITING ABILITY TO WRITE PROCEDURE TEXTS THROUGH GROUP INVESTIGATION METHOD

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**Abstract** Procedurei texti isi toi providei informationi toi othersi abouti thei stepsi ori procedurei ini completingi ai taski ori problem. However, i thei problemi thati ofteni arisesi isi thati studentsi lacki abilityi ini writing, i includingi ini writingi procedurei text. Soi iti isi importanti toi improvei students' i abilityi toi writei procedurei byi usingi thei groupi investigati oni method. Thei researchi objectivesi arei (1) i toi analyzei thei planningi processi ofi Groupi Investigati oni methodi ini procedurali texti material, i (2) i toi analyzei thei implementationi processi ofi Groupi Investigati oni methodi ini procedurali texti material, i (3) i toi analyzei thei assessmenti ofi thei implementationi ofi Groupi Investigati oni methodi ini increasingi students' i writingi abilityi ini procedurali texti materiali ini classi XIi studentsi ofi SMKNi 2i Malinau. i Thei methodi usedi ini thisi researchi isi Classi Actioni Researchi (CAR). i Thei participantsi includedi thei researcheri asi thei Englishi teacheri andi thei eleventh gradei studentsi ati SMKNi 2i Malinau. i Thei datai collectioni techniquesi usedi ini thisi studyi werei interviews, i observations, i andi testsi conductedi beforei cycle, i cyclei 1, i andi ini cyclei 2. i Thei datai analysisi techniquesi usedi werei qualitativei andi quantitativei analysis. Thei resultsi ofi thisi researchi statei thati studentsi cani improvei theiri procedurali texti writingi skillsi throughi thei groupi investigati oni method. i Fromi thei resultsi ofi observations, i studentsi arei morei interestedi andi motivatedi ini learningi toi writei procedurei texts, i andi arei ablei toi writei procedurei texts correctly. i Fromi thei resultsi ofi thei interviews, i thei responsesi ofi teachersi andi studentsi regardi ngi thei applicationi ofi thei groupi investigati oni methodi werei positivei andi cani bei usedi asi ani effectivei methodi ini teachingi procedurali texts. i Andi fromi thei testi results, i therei wasi ani increasei ini studenti scoresi fromi pre-testi toi post-test..

**Keywords:** student's writing ability; group investigation method; procedure text;

## I. INTRODUCTION

Writing skills have a very important role in learning English because they are one of the key skills that support effective communication (Elkatmiş, 2024; Widiastuti et al., 2024). Writing allows students to structure and convey ideas, information, and arguments in a structured and logical manner (Mlundi, 2024). In the context of learning English as a foreign language, writing skills become a tool to apply knowledge of vocabulary, grammar, and the correct use of expressions. Through writing exercises, students not only understand the rules of the language in theory, but are also able to use them in real situations, which strengthens their competence in English. Writing skills are also key to students' academic success and career development (Supeno et al., 2024; Ahıskalı & Maltepe, 2023). In the world of education, writing is used to complete various tasks, such as essays, reports, and research that require analytical skills and clear expression. Meanwhile, in the professional world, these skills are necessary to create official documents, work reports, and other written communications (Sanchez-Pérez, 2023; Erbasan & Dedeoğlu, 2023). Good writing mastery gives students an edge in communicating effectively, not only in academic contexts but also in an

increasingly connected global environment (Winiasri et al., 2023; Zulyusri et al., 2023).

However, developing writing skills is often a challenge for many students. Difficulties such as lack of ideas, lack of vocabulary mastery, and errors in grammar are often the main obstacles (Özdemir & Karafil, 2022). To address this, teachers need to use learning approaches that encourage creativity, collaboration, and a deep understanding of language structures. By using interactive and relevant methods, such as project-based or collaborative learning, students can be more motivated and confident in writing texts, one of which is procedural texts (Şaşmaz & Çifci, 2023). Writing procedural text is often a challenge for students because of the difficulty in understanding the structure and elements of the text that must be used. Many students do not fully understand the difference between detailed steps and general instructions, so their writing becomes less systematic (Trang & Anh, 2022; Ramadhanti & Yanda, 2021). Additionally, key elements such as the use of imperative sentences, lists of materials, and logical sequences are often not implemented correctly. This shows that a deep understanding of the text format needs to be mastered first so that students can produce procedural text that meets the

standards(Alotaibi & Alzu'bi, 2022; Dewanto et al., 2023; Uluk et al., 2024; Oktarina et al., 2021).

Lack of motivation and creativity in writing is also a significant obstacle. Many students feel that writing procedural texts is a tedious task and is limited to following instructions without involving their imagination(Alemu, 2020). As a result, they tend to be less enthusiastic and produce monotonous and less interesting writing. In fact, by incorporating creativity, such as writing about topics relevant to their interests or using a visual approach in the writing process, students can be more motivated and enjoy learning. Therefore, a learning strategy is needed that is able to increase interest and provide space for the exploration of ideas, so that writing procedure text becomes a fun and meaningful experience (Harris et al., 2023; Rani, 2018; Zulkifli et al., 2022; Santosa et al., 2025).

Cooperative learning strategies have an important role in improving the writing skills of SMK 2 Malinau students, especially in building collaboration and active involvement of students in the learning process. Through this approach, students are invited to work in small, heterogeneous groups to complete tasks together, including writing assignments. The process of interaction in groups allows students to share ideas, provide feedback, and learn from the perspective of peers. This can help students understand the concept of writing better and improve their ability to compose coherent and structured texts. At SMK 2 Malinau, cooperative learning is also relevant because students can practice social and communication skills, which are important capital in the world of work. In addition, cooperative learning encourages students' motivation and confidence in writing. By working collaboratively, students feel more supported in facing challenges, such as finding ideas or correcting grammatical errors. Group discussions also help students to more actively explore diverse vocabulary and sentence structures, so that their writing becomes of higher quality. At SMK 2 Malinau, this strategy can be applied through the Group Investigation method.

The Group Investigation Method (GIM) is one of the effective cooperative learning methods in improving students' writing skills through a collaborative and exploration-based approach(Ainiyah et al., 2022; Eviyanti et al., 2021). This method encourages students to work in groups, where they actively seek information, discuss ideas, and complete writing assignments together. The exploration process carried out by students includes steps such as topic identification, data collection, analysis, and presentation of results (Belmekki & Baghzou, 2022). Through this activity, students not only learn to write technically but also gain a deeper understanding of the content of their writing. In the context of writing learning, GIM provides students with space to develop creativity, enrich vocabulary, and compose coherent texts with the support of group members (Supiandi & Ege, 2019).

The application of GIM is also effective in building students' motivation and confidence in writing (Siew & Chai, 2024). Group discussions allow students to share ideas with each other and provide constructive feedback, so they can correct errors in writing and improve its quality. In addition, the atmosphere of cooperation in the group creates a supportive learning environment, where students feel more comfortable

experimenting with new ideas without fear of making mistakes(Fish, 2020). By using GIM, students not only improve their writing abilities individually, but also learn to appreciate the perspectives of others and develop essential communication skills. This makes GIM a relevant learning approach to building 21st century skills, especially in English language learning (Mauludin et al., 2021; Sukserm & Wasanasomsithi, 2023).

Another study by Johnson and Johnson (2009) also underlined that group work done in GIM promotes the development of critical thinking skills, which are an important element in writing skills. research by Wahyuni (2019) in Indonesia found that GIM is effective in improving the writing skills of vocational school students because this method helps students organize their ideas in a more structured way. The study also showed that the application of GIM increased students' motivation in writing, as they felt more engaged and motivated to produce good writing through group support(Eviyanti et al., 2021; Mulyani et al., 2023). In addition, research by Kagan (2014) abroad revealed that collaboration-based methods such as GIM are very effective in teaching foreign languages because they facilitate authentic interaction among students, which contributes to overall language mastery.

Although various studies have shown that cooperative learning methods, including the Group Investigation Method (GIM), are effective in improving writing skills, most studies are more focused on teaching other types of texts such as narrative, descriptive, or argumentative essays. Research on the application of GIM in teaching procedural texts is still limited, especially in the context of vocational education such as in vocational schools. In addition, most previous studies only highlighted the end result of writing ability without delving into the process of student collaboration and exploration during the use of GIM. These limitations open up opportunities to further explore how GIM can be implemented specifically to improve procedural text writing skills, which require logical and systematic thinking skills. This study offers novelty by integrating the Group Investigation Method (GIM) specifically in teaching writing procedural texts, which has rarely been the main focus in previous studies. The study not only measures the final outcome of students' writing skills but also analyzes the process of collaboration, exploration, and feedback that occurs in groups during learning. Based on this, this study aims to analyze Improving Students' Writing Ability To Write Procedure Texts Through Group Investigation Method.

## II. RESEARCH METHODS

T This study uses the Classroom Action Research (PTK) method with a spiral model from Kemmis and McTaggart, which consists of four main stages: planning, acting, observing, and reflecting. The research was conducted in two cycles, where each cycle covers all of these stages. The subject of the study was grade XI students at SMK 2 Malinau, with a focus on improving the ability to write procedural texts using the Group Investigation (GIM) method. Research data was obtained through observation, writing tests, interviews, and documentation, which aimed to measure the development of students' writing skills and identify the dynamics of the learning

process. At the planning stage, researchers prepare learning tools, such as Learning Implementation Plans (RPP), teaching materials, and evaluation instruments, which are designed based on the Group Investigation method. The implementation of the action is carried out by applying GIM in learning to write procedural texts, where students work in groups to determine topics, explore information, and compile procedural texts collaboratively. During the learning process, observations are made to record student involvement, group dynamics, and obstacles that arise. Data from observation and test results are analyzed to evaluate the effectiveness of the action, while reflection is carried out to design improvements in the next cycle. This approach allows researchers to systematically improve learning strategies and document the results of significant changes in students' writing abilities.

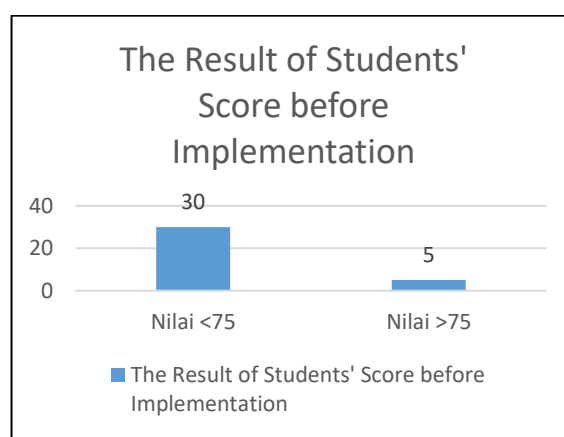
### III. RESULT AND DISCUSSION

The The obtaining the data of the students' writing achievement, the writer utilized the data from pre-test, post-test 1 and post-test 2. The students' score from pre-test, post-test 1 and post-test 2 are shown in the table 1.

**Table 1.** The Students' Writing Score of Pre-test, Post-test, and Post-test 2

Students' Number	Pre Test	Post-Test 1	Post-Test 2
1	65	70	78
2	76	85	90
3	66	70	80
4	70	80	82
5	67	70	78
6	67	78	85
7	68	78	85
8	60	76	80
9	55	65	70
10	64	78	80
11	77	85	88
12	60	65	70
13	65	78	85
14	60	65	78
15	78	90	92
16	70	80	85
17	60	68	78
18	60	76	80
19	55	68	70
20	68	78	80
21	78	85	90
22	65	70	80
23	65	72	78
24	70	78	85
25	79	85	88
26	60	70	78
27	60	76	80
28	55	65	70
29	50	65	70
30	80	90	92
31	65	78	85
32	65	74	80
33	79	85	88
34	70	78	85
35	72	80	85
Mean	66,4	75,8	81,4

By table 1. To compare the test result between pre-test and post-test of each cycle, the writer used some steps. Those were calculating the students' mean score of the test, calculating the class percentage, and calculating the students' improvement score from pre-test to post-test 1 and 2 into percentage. Mean score in pre-test before implementing Classroom Action Research (CAR) was 66.4. From that computation, the class percentage in the pre-test was 14,3 %. It means that there were 5 students (14,3%) who passed the KKM and there were 30 students were still below the KKM. Hence, it was shown the achievement of the students' writing of class XI was poor. It could be seen from the figure 1.

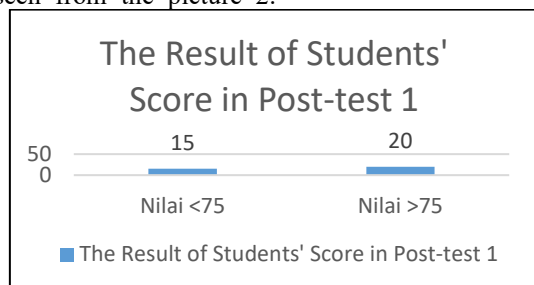


**Figure 1.** The Result of Students' Score before Implementation

Next, in the cycle 1 of Classroom Action Research, the researcher calculated the result of post-test 1 to know the students' score improvement from the result of pre-test to post-test 1. There were three steps to get this improvement. Those were calculating the students' mean score of the class, calculating the students' improvement score into percentage and calculating the class percentage. From the calculation above, the students' mean score of post-test 1 was 75,8. It was proven that there were some improvements from the pre-test mean score. It could be seen from the difference of the pre-test mean score (66,4) to the post-test 1 mean score (75,8). The second step was to get the percentage of students' improvement score from pre-test to post-test 1. Based on that computation, the percentage of the students' improvement score from pre-test to post-test 1 was 14,16%. It showed that the score in the cycle 1 had improved 14,16% from the pre-test score.

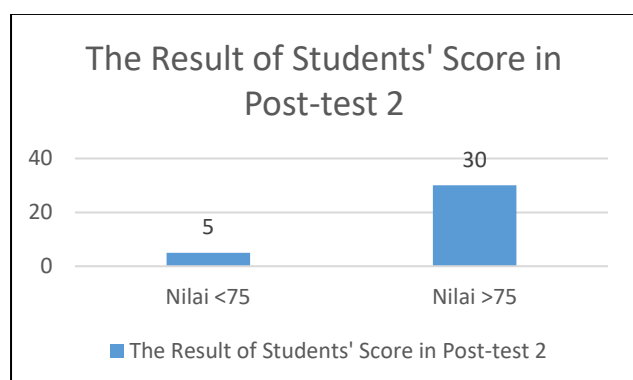
From these calculations, the percentage of students who met the KKM in post-test 1 was 57.14%. This indicates that there are 20 students who passed the KKM and 15 students who still have scores below the KKM. The percentage of students who met the KKM in post-test 1 showed an increase from the percentage of students who met the KKM in the pre-test (14.3%). The increase in students who passed the KKM was 42.84%

(57.14% - 14.3%). However, it still needs further improvement because students who meet the KKM have not yet reached 75%, where 75% is the success criterion for this research. Therefore, the researcher carried out cycle 2 because some students still got low scores which can be seen from the picture 2.



**Figure 1.** Result of Students' Score in Post-test 1

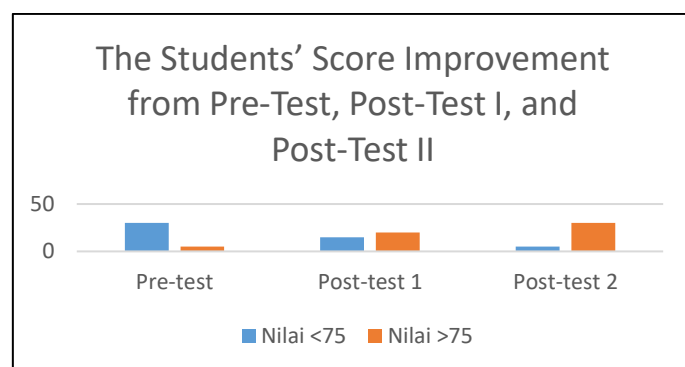
Furthermore, in the cycle 2, the researcher also calculated the result of post-test 2 to know further the score improvement either from the result of pre-test and post-test 1. First was to calculate the mean score of the class in post-test 2. From the calculation above, it showed the mean score of the class in post-test 2 was 81,4. It was concluded the achievement score of students' ability in writing procedure text through Group Investigation Method was effective. It could be seen from the improvement of students' score from post-test 1 to post-test 2 was 5,6 (81,4 - 75,8). The second step was to get the percentage of students' improvement score from pre-test to post-test 2. From that calculation, the class percentage was 85,71%. It means that there were 30 students who passed the KKM and only 5 students who were below the KKM in the cycle 2. The class percentage of post-test 2 obviously showed some improvements from the previous test; the improvement was 71,41 % from the pre-test (14,3%) or 28,57% from the class percentage of post-test 1. It could be seen from the figure 3.



**Figure 3.** The Result of Students' Score in Post-test 2

From all the calculation above, the researcher interpreted the result after the implementation of Classroom Action Research from cycle 1 up to cycle 2. It could be seen from the result of pre-test, post-test 1,

and post-test 2. Here, the researcher described the result from pre-test, post-test 1, and post-test 2 through Figure 4.



**Figure 4.** The Students' Score Improvement from Pre-Test, Post-Test I, and Post-Test II

Based on observation data (from pre-observation to observation cycle 1 and cycle 2) there was an improvement from the student side. During pre-observation, it was seen that many students were unmotivated, did not pay attention to the teacher's explanation and even talked to each other. This behavior seemed to start to decrease in cycle 1 where the teaching and learning process was running well. In this cycle students look more enthusiastic about participating in learning. Students were also seen actively discussing in their groups. When presenting, students also did quite well. However, there are still several problems, such as students making noise in the middle of the learning process. In the last observation in cycle 2, class conditions were better than the previous cycle. Students are ready to take part in learning, pay full attention to the teacher, and do their assignments well. Apart from that, they were actively involved in the question and answer session conducted by the teacher, the class looked easy to handle (Rahmawati et al., 2023). So, based on the results of observations, students are more interested and motivated in learning to write procedure texts, and are able to write procedure texts correctly (Ozdowska et al., 2021). Thus, based on the observation results, it can be concluded that the group investigation method is an effective method and can improve students' writing skills in procedure texts (Ali et al., 2024).

Writing ability is one of the basic skills that students must master, especially in procedural texts that have the function of giving instructions or steps to readers clearly and systematically. Procedural texts play an important role in everyday life, both in academic and non-academic fields. However, in practice, many students face difficulties in writing effective procedural texts, such as errors in structure, vocabulary use, and information delivery (Sukserm & Wasanasomsithi, 2023). This study examines how the Group Investigation (GI) method can improve students' ability to write procedural texts with a collaborative approach. The Group Investigation method emphasizes the active



participation of students in the learning process (Belmekki & Baghzou, 2022; Ramadhanti & Yanda, 2021). In this method, students are grouped to investigate a specific problem or topic, discuss their findings, and present the results (Alharbi, 2023). This approach provides opportunities for students to share ideas, improve understanding through discussion, and correct mistakes together. In the context of writing procedural texts, this method provides direct experience to students in formulating logical and concise steps, as well as using the right language (Nufus & Adawiyah, 2024; Elfira & Santosa, 2023).

Furthermore, the Group Investigation method gives students the opportunity to learn from each other from their peers. Group discussions facilitate a more in-depth exchange of ideas, allowing students to gain valuable input regarding the structure of the procedural text, the use of action verbs, and the cohesion between paragraphs (Nückles et al., 2020). This helps students to overcome their individual limitations in writing. By working in a group, students are also more motivated to produce the best work because they feel responsible for the success of the group. The Group Investigation method helps students better understand and apply the structure of procedural texts. The stages in the procedural text, such as the identification of objectives, the list of tools and materials, and the steps, become clearer to students as they study and compile them collaboratively (Rineksa & Muslim, 2020; Muftah, 2023; Nurtamam et al., 2023; Bachtiar et al., 2023).

The Group Investigation method can be one of the effective strategies in teaching writing procedural texts. Teachers are advised to prepare relevant teaching materials and guide students during the group discussion process to stay focused on the learning objectives (Escalante et al., 2023). In addition, the use of supporting media such as videos or pictures of procedure steps can help students understand the concepts better. Further research can be conducted to explore the effectiveness of this method on other types of texts, such as descriptive or narrative texts, to expand the application of this method in language learning (Wale & Bishaw, 2020).

#### IV. CONCLUSIONS

Based on the results of this study, it can be concluded that observations, i students are more interested and motivated in learning to write procedural texts, and are able to write procedural texts correctly. From the results of the interviews, the responses of the teachers and students regarding the application of the group investigation method were positive and can be used as an effective method in teaching procedural texts. And from the test results, there was an increase in the students' scores from pre-test to post-test 2. Furthermore, the Group Investigation method is effective in improving students' ability to write procedural texts. Through a collaborative approach, students are able to better understand and apply the structure of procedural texts, improve the use of appropriate vocabulary, and create concise and coherent writing. Group discussions help students overcome individual obstacles in writing and encourage constructive exchange of ideas. In addition, this method also has a positive impact on students' motivation to

learn, creating a supportive and interactive environment. Therefore, the Group Investigation method can be an alternative learning strategy that can be widely implemented to improve students' writing skills, especially in procedural texts

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