

## ABSTRAK

### KEEFEKTIFAN MODEL *GROUP INVESTIGATION* (GI) DALAM PEMBELAJARAN MENULIS PARAGRAF ARGUMENTASI

(Eksperimen Kuasi terhadap Mahasiswa Jurusan PPKN Universitas Lampung  
Tahun Pelajaran 2015/2016)

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Penelitian ini untuk mendeskripsikan 1) kemampuan mahasiswa PPKN dalam menulis paragraf argumentasi dengan model *Group Investigation* (GI) dan model inkuiri, 2) perbedaan kemampuan menulis mahasiswa Jurusan PPKN dalam menulis paragraf argumentasi dengan model *Group Investigation* (GI) dan model inkuiri, 3) keefektifan model *Group Investigation* (GI) dan model inkuiri dalam menulis paragraf argumentasi.

Penelitian ini menggunakan desain eksperimen kuasi. Kelas yang dijadikan sampel adalah kelas jurusan PPKN A sebagai kelas eksperimen dan PPKN B sebagai kelas kontrol. Teknik Pengumpulan data dilakukan dengan teknik tes, yaitu tes awal dan tes akhir. Teknik analisis data yang digunakan adalah teknik uji-t.

Kesimpulan penelitian ini adalah 1) kemampuan menulis paragraf argumentasi di kelas eksperimen setelah diberi perlakuan dengan model *Group Investigation* (GI) meningkat dengan nilai rata-rata 71,8, dan kelas kontrol setelah diberi perlakuan dengan model inkuiri meningkat dengan nilai rata-rata 63,36, 2) Perbedaan kemampuan menulis paragraf argumentasi ditunjukkan oleh hasil uji-t, yaitu diperoleh  $t_{hitung}$  sebesar 3,515 dan nilai Sig (2-tailed) diperoleh sebesar 0,001. Jadi  $t_{hitung}$  lebih besar dari  $t_{tabel}$  ( $3,518 > 1,997$ ) dan nilai Sig (2-tailed) lebih kecil dari 0,025 ( $0,001 < 0,025$ ) yang berarti signifikan. Berdasarkan hasil uji-t tersebut menunjukkan bahwa kemampuan menulis paragraf argumentasi antara kelas eksperimen dan kelas kontrol memiliki perbedaan yang signifikan, 3) Model pembelajaran *Group Investigation* (GI) efektif untuk meningkatkan kemampuan menulis paragraf argumentasi ditunjukkan dengan nilai uji-t nilai awal (*pretest*) dan nilai akhir (*posttest*) kelas eksperimen yaitu  $t_{hitung}$  lebih besar dari  $t_{tabel}$  ( $9,572 > 2,036$ ) dan nilai Sig (2-tailed) lebih kecil dari 0,025 ( $0,000 < 0,025$ ) yang berarti signifikan.

Kata kunci: Keefektifan *Group Investigation*, menulis argumentasi, mahasiswa PPKN.

## **ABSTRACT**

### **THE EFFECTIVENESS OF GROUP INVESTIGATION (GI) MODEL IN THE LEARNING OF ARGUMENTATIVE PARAGRAPH WRITING**

(A Quasi Experiment towards Students of Civics Education of  
the University of Lampung during 2015/2016 Academic Year)

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This research is to describe 1) the ability of Civic Education student in writing argumentative paragraph using Group Investigation (GI) learning model and inquiry learning model, 2) the difference in writing ability of civics education students in writing argumentative paragraph Group Investigation (GI) learning model and inquiry learning model, 3) the effectiveness of Group Investigation (GI) learning model and inquiry learning model in writing of argumentative paragraph.

This research was used quasi-experimented design. The samples of this research were class of civics education students as an experimental class and class B of civics education students as a control class. This research was used pretest and posttest as the data collecting techniques, and T-test was conducted as the data analysis techniques.

The conclusions of this research were 1) the ability of civics education students in writing argumentatives paragraph for experimental class was increased with the average score of 71,8 after being created by Group Investigation (GI) model and the increasing of the average score of control class through inquiry learning model was about 63,36, 2) the differences of ability in writing of argumentatives paragraph were shown by t-test result that: t-value 3,515 and sig score (2-tailed) was lower than 0,025 ( $0,001 > 0,025$ ) it meant significant. Based on the results of t-test that the ability in writing of argumentative paragraph between experimental class and control class had a significant difference, 3) learning model of Group Investigation (GI) was effective to improve the ability in writing of argumentative paragraph which was shown by the score of t-test score (pretest) and the last score (posttest) of the experimental class was t value is greater than t-tabel ( $9,572 > 2,036$ ) and sig score (2-tailed) is lower than 0,025 ( $0,000 < 0,025$ ) which meant significant.

Key word: The Effectiveness of Group Investigation, Argumentative Writing, Civics Education Students.