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# The Effect of Group Investigation Model and Learning Style on Students' Writing of Descriptive Text

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### ABSTRACT

This research objectives are to analyze the students cooperative learning group Investigation model and three-phase technique; To analyze the visual students and auditory students; To analyze the interaction between group investigation model and students learning styles. This is a true-experimental research. The sample selection was done by random class technique as much as two classes, where the first class was taught by group investigation model and second class with three-phase technique. The instruments used are validated conceptual test and questionnaires. The data in this research were analyzed using two-way ANOVA. The results showed that the students using cooperative learning group investigation model was better than three-phase technique. Visual students shows better results than auditory students. There is an interaction between group Investigation model and students learning styles. This interaction shows visual students is dominant in group investigation model.



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### INTRODUCTION

English is one of a foreign language which is taught as a compulsory subject in schools in Indonesia. Language plays an important role in education and others environments related to its function as a means of communication. Consequently, there are many educational institutions both formal and informal which include English subject as the one taught. Related to formal education, including junior high school, the curriculum 2013 of English for junior high school based on main competence states that process, presenting, and reasoning in concrete realm (use, analyze, string, modify, and make) and abstract realm (writing, reading, count, draw, and compose as learned in school and other same source of point of view or theory).

Moreover, English teaching and learning activities are no longer to make students know about English partially, but further to make students be able to use it for communication at least by mastering the competences stated in the curriculum. Consequently, all the teaching and learning

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processes are intended to the students' achievement of those competencies. Therefore, there are a number of efforts that schools conduct to achieve those goals.

The demand facing by the student are really hard, especially at MTs Nurul Huda Baros. Their ability in writing is far from 'able', they cannot write a correct sentence, the diction is not appropriate, they cannot reveal their ideas because of their lack of vocabularies, and so on. But the good news is they know about English, they can write English but not in correct sentence. So, actually they have a basic to learn English more. The teacher task is to find a way to teach writing with suitable technique based on their condition.

The researcher take a journal from International Journal of English Language Teaching, the title is The Effect of Using Graphic Organizers on Writing by Tayib (2015). The journal is about students' writing attitudes when uses graphic organizers. Graphic organizers are defined by Bishop (2013) as visual displays of key content information designed to guide learners and to enhance their comprehension. They are sometimes referred to as concept maps, cognitive maps, or content maps, but they are all used to serve one purpose. They are meant, says Baxendell (2003) to help students clearly see how ideas are organized within a text or surrounding a concept. Through the use of organizers, learners acquire the structure of abstract concepts. A graphic organizer is a visual graphic display that shows the relation between facts, terms or ideas within a learning task (Hall & Strangman, 2002). The visual representation of graphic organizers provides learners with a structural framework of information to be learned. This helps to direct the learners' attention to key concepts and conceptual relationships. The use of such organizers, thus promotes understanding, and enhances organization and long term retention of information. It stresses meaningful learning which serves to facilitate learning and minimize boredom (Janssen, et al, 1993).

The research about students' writing through learning model are many, But its different from this research, the researcher uses cooperative learning. The advantage of cooperative learning is student's collaboration, interaction, sharing ideas, taking part because they are working in a group. Compare with journal conduct by Tayib, he uses sophisticated learning tool to help students' writing and there is not any cooperative, interactive, and sharing ideas with their friend. There is no sense of humanity. To build the students self-confidence is very important, cooperative learning is the best way to dig more talent from the students.

This two following journals discuss about learning styles own by each student, learning style has strong influence in learning teaching process especially in absorb and receive the learning lesson.

However, there are many factors which can influence the result of students learning. One of the reasons is that there are considerable individual differences in language learning in terms of gender, age, social status, motivation, attitude, aptitude, and culture. What works for one learner might not work for another. There is a fact that students take in and comprehend information in different manners. Some prefer to learn individually, whereas others prefer to interact with their peers. Some enjoy listening to lectures, while others like to do more experiments (Pariafsai, et.al., 2015).

Pariafsai said that each student has their own character in learning; the character is influenced by their own belonging and condition. This is a natural character that we cannot change.

Therefore, people have different concepts and definitions about the reality and teachers should take these discrepancies into consideration. In other words, teachers should help learners to come to new insights. Teaching is not only an expertise but an art in nature. In some circumstances, teachers have good knowledge but they are not competent enough to transfer the knowledge to learners in an appropriate way. Undoubtedly, the interaction between teaching and sciences such as psychology and sociology has provided learning with many challenges (Farrokhi, 2011).

Based on Farokhi's opinion, teacher should aware with the character of their students and find a suitable learning to cover up all the students' character. Cooperative learning is the appropriate way in teaching learning process.

Environment and belonging are very influence the student's character especially in accepting and receiving learning material, at MTs Nurul Huda Baros that the area is still rural and lack of learning source. The teacher is still the center learning. The demands for the teacher is really hard also they have to make or create their own learning model to direct and to get the students attention or it calls as learning strategy.

The commonly used term "learning strategy", in applied linguistics, has been variously labeled: behaviors, tactics and techniques. Generally, the term refers to behaviors or actions which learners use to make language learning more successful, self-directed and enjoyable. In practice, a learning strategy is a device or procedure used by learners of FL/L2 to enhance their inter languages. Learning strategies account for how learners acquire and internalize FL/L2 knowledge. Learning strategies contrast with communication and production strategies, both of which account for how learners use rather than acquire FL/L2 competence (Torabi, 2014).

Ideally, students have to realize that they hold a dominant style in learning which is different from others. Maximizing this style is necessary to optimize their learning process. (Brown, 2007) states that the dimension of learning style that is salient in a formal classroom setting is the preference that students or learners show toward either visual, auditory or kinesthetic input. However, from the three dimensions, visual and auditory learning styles are believed to be more dominant in the process of writing activities Sutrisno, et.al., (2013) prove on their research that visual and auditory learning styles influences the students' writing. Thus, this research focuses on visual and auditory learning styles which can affect students' writing achievement, especially in writing of descriptive text.

It is no doubt that writing is one of language skill which needs to be mastered by the learners. Underlined by Harmer (2006) who states that writing is one of the four skills that should be mastered by the students and has always formed part of the syllabus in teaching English. In middle schools, they have to learn different genres of writing like procedures, narrative, report, recount, descriptive and short functional forms such as, warning, labels, short message, letter, and advertisement based on prescribed syllabus from the Ministry of Education. Mastering writing skill is very important as it is used especially after students graduate and continue to the next grade. Today, the aim of writing is not only mastering grammar but also in communication. Some raise the question about the role of group rather than the individual work in the measures of fluency, accuracy and complexity in teaching contexts where formative assessments of second language writing ability are required (Ahmadi, 2017). (Richard, et.al., 2003) argues that no doubt writing is the most difficult skill for second language learners to master.

Writing is the most difficult skill for second language learners to master (Richards and Renandya, 2003). "Writing is a recursive process. Students should learns strategies for invention and discovery" (Urquhart and Monette mclver, 2005). It is generally agreed that writing is the most difficult skill to master for foreign language learners. As teachers, we are faced with the task of helping students view writing as essential to learning (Caswell and Mahler, 2004).

So, the students can do everything through writing. Even writing is not as simple as we think especially English as foreign language learners. As Browne (1999) states since writing is powerful tool for living and learning young learners need to be shown what writing can do as well as how to do it. Students' writings frequently consist with only pieces in list; there are not many details about their topics so that the results often confusing. All these facts make teaching writing is still a challenge (Lori D.Oczkus, 2007). To sum up, the writer underlines the summary of writing skill proposes that good writing is a skill that must be understood and mastered (Belmont and Sharkey, 2011).

Therefore, since students' characters are important factors in influencing the success of learning, teacher should be creative and innovative in conducting the teaching and learning process. There is also no consideration being paid to the actual classroom process of language learning and teaching. The main factors in this approach are the measurable products and behaviors (Dobakhti, 2017). (Pitoyo, 2014) underlines that learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve specific learning goals and serve as a guide for instructional designers and teachers in planning and implementing learning activities. He also emphasizes that the teaching and learning activity is an activity which is really arranged systematically. Although it is not easy to conduct the teaching and learning process interestingly, teachers should always try to do a certain technique of teaching in order to, at least, motivate the students to learn better by conducting a small research like classroom action research or experimental one.

Like happening at MTs Nurul Huda Baros, the students in learning English, they seem like strange to hear a word or sentence and shows unpredictable manner. Even English is familiar subject, but in fact many students still unable at least to make short conversation or write a simple paragraph. The researcher believes that all will not happen by using a suitable cooperative learning for helping teaching learning activity.

Teaching and learning activity especially in writing is one of the matters that needs to be underlined here it is often conducted uninterestingly so that the students unwilling to learn writing. The teaching learning activity of descriptive writing is also often conducted in monotonous way, teacher provide a certain topic verbally that makes students find difficulty in constructing their ideas and opinions. Teachers often pay more attention to the students' final essay. This is also happen in MTs Nurul Huda Baros that the teacher emphasizes on it. Teacher gives the students score from the essay without giving them opportunity to construct their ideas and through some stages like identifying the topic, planning and carrying out investigation in group, preparing and presenting the final report, and evaluating achievement (Slavin, 2005). In this case, teacher ignore the process of writing itself as she scores the students' essay without giving a chance for them to make a revision. However, writing is a process which involves planning, constructing, and revising. As stated in curriculum 2013, the basic competence of writing in grade nine of junior high school is to catch meaning contextually related to social function, text structure, and language features of descriptive text, speaking and writing, short and simple based on context.

Actually it is not hard to direct the students in learning especially in writing, the teacher just give a direction through group investigation model and the students will busy with their activity and try to write a simple paragraph based on their discussions.

Environment and belonging are very influence the student's character especially in accepting and receiving learning material, at MTs Nurul Huda Baros that the area is still rural and lack of learning source. The teacher is still the center learning. The demands for the teacher is really hard also they have to make or create their own learning model to direct and to get the students attention or it calls as learning strategy.

Ideally, students have to realize that they hold a dominant style in learning which is different from others. Maximizing this style is necessary to optimize their learning process. The dimension of learning style that is salient in a formal classroom setting is the preference that students or learners show toward visual, auditory or kinesthetic input (Brown, 2007).

The term 'learning style' has been defined by various experts mostly as a signal for individual differences. As Honey and Mumford (2000) describes learning style as an individual preference or habitual ways of processing and transforming knowledge. Learning style is the combination of how someone absorbs and manages information (DePorter and Hernacki, 2010).

Actually it is not hard to direct the students in learning especially in writing, the teacher just give a direction through group investigation model and the students will busy with their activity and try to write a simple paragraph based on their discussions.

## METHOD

The research was conducted in MTs Nurul Huda Baros in the Academic Year 2018/2019. The population of this research was all students in grade IX in MTs Nurul Huda Baros that consists of four classes. Each class consists of thirty students, so there were 120 students altogether. The sample in this research was taken with random class. The sample were IX A as an experimental class that used cooperative learning Group Investigation Model and IX B as a control class that used three phase-technique. Both classes consist of thirty students in English subject.

This type of research is true-experiment using pre-test and post-test that aims to see the effect of the Group Investigation Model and Learning styles on students' writing of descriptive text. The independent variable with two dimensions: Group Investigation Model and Three-Phase Technique. It also has an attributive variable: learning styles, which is divided into visual and auditory. The dependent variable of this research is the writing of the descriptive text. The research design with 2x2 factorial for technical analysis of two way variance (ANOVA) with the significance of ( $\alpha$ ) = 0.05. The significance coefficient value of the variable is less than 0.05 (<0.05),  $H_0$  is rejected, and  $H_1$  is accepted. The data should be normal and homogeny.

The data collection techniques in this research obtained through two instruments. The first instrument was a writing test was given before and after the treatment. This test was conducted to both groups, they were asked to write an essay of descriptive text by choosing one of the topic that is given in around 40 minutes. The experiment class has six meetings for implementing group investigation model, it has six stages proposed by Slavin (2005). And the control class has eight meetings for implementing three-phase technique. The second instrument was a questionnaire to get the data of students' learning styles. It was delivered to both classes before the treatment. They had to answer 25 questions which took around 30 minutes.

## FINDINGS AND DISCUSSION

The table below showed the results of the data description analysis of post-test between the control class and the experimental class.

Table 1. The Data Analysis Design of Research Variable

No	Label	Meaning
1	A1	Data of students' writing using a Group Investigation
2	A2	Data of students' writing using three-phase technique
3	B1	Data of visual students' writing
4	B2	Data of auditory students' writing
5	A1B1	Data of visual students' writing using a group investigation
6	A2B1	Data of visual students' writing using three-phase technique
7	A1B2	Data of auditory students' writing using a group investigation
8	A2B2	Data of auditory students' writing using three-phase technique

Table 2. The Analysis Description of Post-Test Score in the Control Class and the Experimental Class

Learning Styles	Statistic Source	Learnig Model		Total
		Group Investigation (A1)	Three Phase Technique (A2)	
		A1B1	A2B1	B1
Visual (B1)	N	18	15	33
	X	.806	.780	.794
	SD			
		A1B2	A2B2	B2
Auditory (B2)	N	12	15	27
	X	.263	.254	.259
	SD			
		A1	A2	
Total	N	30	30	60
	X	18.267	16.511	17.389
	SD			

In more detail, the results of the post-test scores in the control and the experiment class were presented in data description.

The data description from the table 4.13 can be described as follows:

- 1) The mean of students' writing in a Group Investigation model was higher than that in Three-Phase Technique ( $18.267 > 16.511$ ).
- 2) The mean of visual students' writing was higher than that of auditory students' writing ( $.794 > .259$ ).
- 3) The mean of visual students' writing using a Group Investigation was higher than that of visual students' writing using Three-Phase Technique ( $.806 > .780$ ).
- 4) The mean of auditory students' writing using a Group Investigation was higher than that of auditory students' writing using Three-Phase Technique ( $.263 > .254$ ).

The statistic showed that visual students in the experimental class had a higher achievement in their writing of the descriptive text than auditory learners in the control class. It also showed that visual learners had a higher achievement in their writing of the descriptive text than auditory learners. It means that visual learners tend to have a better achievement than auditory learners. The statistics also showed that both visual and auditory learners in the experiment class had a higher achievement than those in the control class. In other words, using a group investigation model was able to enhance the students' writing.

The descriptive data showed the results of pre-test and post-test of students' writing of the descriptive text both in the control and the experiment class. Based on the data of the pre-test scores of writing the descriptive text in the control class, it was found that the mean was 37.40. And the mean scores of the experiment class was 40.33.

After the treatment, there were differences between the control and the experiment class. The mean scores of the post-test scores in the control class was 49.23 while in the experiment class was 54.57. There was an improvement before and after the treatment. This achievement indicated that there was an effect of group investigation model to the students' writing of the descriptive text.

Table 3. The improvement of students' writing in the control class and the experiment class

Group	Mean		
	Pre-Test	Post-Test	Improvement
Control Class	37.40	49.23	11.83
Experiment Class	40.33	54.57	14.24

The data analysis also showed that visual students had higher achievement in their writing of the descriptive text than auditory students. Both visual and auditory students in the experiment class had higher achievement in their writing of the descriptive text than those in the control class.

After delivering the instrument of learning style to students in the control class, data were described as follows; from thirty students, there were fifteen students holding visual learning style and fifteen students tending towards of auditory learning style. The average post-test scores of visual students was 60.86, and average scores of auditory students was 38.53. The average of writing achievement for visual students in the control class was higher than that for auditory students.

After delivering the instrument of learning style to students in the experiment class, data were described as follows; from thirty students, there were eighteen students holding visual learning style and other twelve students tending towards auditory of learning style, and the average post-test scores of visual students was 65.72, and the average scores of auditory students was 38.41. The average of writing achievement for visual students in the experiment class was also higher than that for auditory students.

Table 4. The Difference of Writing Achievement between Auditory and Visual Students

Learning Style	Control Class		Experiment Class	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Auditory Students	38.00	48.00	38.00	48.00
Visual Students	56.00	71.00	52.00	73.00

Referring to the table 4 above, it described the difference between auditory and visual students on their writing of the descriptive text achievement. It showed that visual students tend to have a higher writing achievement than auditory students. After spread the instrument of learning style to the thirty students in the control class, there were fifteen students holding visual and fifteen students holding auditory. The average scores of the visual students was 60.86, and the average scores of auditory students was 38.53. Then, from thirty students in the experiment class, eighteen students hold visual and twelve students hold auditory learning style. The average scores of the visual students was 65.72, and the average scores of the auditory students was 38.41.

Table 5. The Difference of Writing Achievement between Visual and Auditory Students

Learning Style	Control Class		Experiment Class	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Visual Students	38.00	48.00	38.00	48.00
Auditory Students	56.00	71.00	52.00	73.00

The first results of the data analysis described that the significance value of group investigation model was 0.004. There was a significance difference between the students who were taught by

group investigation model and those who were taught by three-phase technique on their writing of the descriptive text.

The second results of the data analysis showed that the significance value of the learning style was 0.000. it means that there was a significant difference between auditory students and visual students on their writing of the descriptive text.

The third analysis described that the significance value of the learning style and group investigation model was 0.000. Based on the data analysis, there was a significant interaction between group investigation model and learning styles to the students' of writing the descriptive text.

It is clear that visual students in writing the descriptive text in both classes higher than of auditory students. Visual students learns faster with maximize their sight to pay attention of any kinds details of form, diagram, picture, shape, etc.

The normality test was applied to determine whether the data obtained were normally distributed. To test normally of students' learning style and students' achievement in writing, the researcher applied Kolmogorov-Smirnov. Computation used of SPSS version 24. Computation described that if the significant value was more than 0.05 ( $> 0.05$ ), data were normally distributed. On the contrary, if the significant value was less than 0.05 ( $< 0.05$ ), data were not normally distributed.

Table 6. Normality Test of Kolmogorov-Smirnov

		Unstandardize d Residual
N		30
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	11.27638568
Most Extreme Differences	Absolute	.155
	Positive	.118
	Negative	-.155
Test Statistic		.155
Asymp. Sig. (2-tailed)		.064 <sup>c</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Referring to the test statistics above (see Appendix), it can be described that the significant value (*Asymp. Sig.*) of students' learning style was 0.064. Since the significance value of students' learning style were higher than 0.05 ( $0.064 > 0.05$ ), data was normally distributed. Thus, it was possible to continued analyzing the data using analysis of variance.

Homogeneity test was used to examine whether there was a similarity between variances from the sample of research. In analyzing data to test the homogeneity, the significant level is 5% (0.05). It means that if the probability number was more than 0.05 ( $> 0.05$ ), the variance of data was homogeny. Otherwise, if the probability number was less than 0.05 ( $< 0.05$ ), variance of data was not homogeny.

The analysis was conducted to test homogeneity of students' writing of the descriptive text. As stated before, if the probability number was more than 0.05 ( $> 0.05$ ), the variance of the data was homogeny. On the contrary, if the probability number was less than 0.05 ( $< 0.05$ ), the variance of the data was not homogeny.

Below showed the results of the homogeneity test of students' writing achievement.



Table 7. The Homogeneity test of Variances

Hasil belajar writing descriptive			
Levene Statistic	df1	df2	Sig.
1.193	1	58	.279

Referring to the table data above, it can be described that the significant value (*Asymp.sig.*) of students' writing descriptive in the experiment class (GI) was 0.279, values of the significant were  $> 0.05$ . Based on the statistics, it can be concluded that the data was homogeny.

According to the analysis above, it can be concluded that all data needed were in normal distribution and had homogeneity. Therefore, the writer continued to test the hypothesis using Analysis of Variance (Anova).

## DISCUSSION

The finding of the pre-test and post-test compared of the writing showed that the students performed better in the post-test from pre-test. They gained better achievement after implementing group investigation model. There is an improvement in their outcomes in writing of the descriptive text.

The previous research conducted by Untoro (2016) thus it is a cooperative learning activity that can trigger students' motivation and broaden their knowledge through investigating and discussion. Since each student in this collaborative learning activity has his/her own active role, it is also able to provide equal share of improving his/her related skill. For some cases, it is possible for each group to have pair-share discussion which means that the member who has more knowledge of a certain materials or case will explain it to other members. This activity is very helpful in enriching the information that the students need. The more information they get, the more they can present their arguments.

It is also in line with theory proposed by Zingaro (2008) also underlines how to conduct group investigation in class more practically. He states that implementing Group Investigation proceed in six steps. First, the teacher presents a picture to the class and divides into several groups. Teachers should avoid giving their own ideas or rejecting ideas from students. Second, group plan their investigation, the procedures, tasks and goals consistent with the chosen subtopic. Third, groups carry out the investigation as planned in the above step. The teacher's role at this step is to follow the investigative process, offering help when required: suggesting resources, ensuring a variety of skills is being used, etc. Fourth, groups plan their presentation. They evaluate what they have learned, and synthesize it into a form that can be understood by the class. Fifth, groups conduct the presentation. Finally, the teacher and students evaluate the investigation and resulting presentations. Throughout the process, group representatives often make report to the class, helping group members appreciate that they are part of a larger social unit.

One thing to underline here is according to Zingaro (2008), research consistently finds higher levels of achievement from group investigation activities as compare to whole-class instruction, particularly on the matters of higher-level cognition. It has also been found that group investigation improve positive inter-ethnic relations and enhances intrinsic motivation. Compared with to other cooperative learning methods, group investigation has strong roots in giving students control over their learning.

Group investigation model is one of cooperative learning and the effective way to enhance the students writing performance. It is in line with the previous research conducted by Tayib (2015). The journal is about students' writing attitudes when uses graphic organizers. Graphic organizers are defined by Bishop (2013) as visual displays of key content information designed to guide learners and to enhance their comprehension. They are sometimes referred to as concept maps,

cognitive maps, or content maps, but they are all used to serve one purpose. They are meant, says Baxendell (2003) to help students clearly see how ideas are organized within a text or surrounding a concept. Through the use of organizers, learners acquire the structure of abstract concepts. A graphic organizer is a visual graphic display that shows the relation between facts, terms or ideas within a learning task (Hall and Strangman, 2002). The visual representation of graphic organizers provides learners with a structural framework of information to be learned. This helps to direct the learners' attention to key concepts and conceptual relationships. The use of such organizers, thus promotes understanding, and enhances organization and long term retention of information. It stresses meaningful learning which serves to facilitate learning and minimize boredom (Janssen, et.al, 1993). The point is teaching learning process by using media or cooperative learning is one of the effective ways to improve the students writing performance.

The finding of this research showed that there was a significance difference between visual and auditory students in their writing of the descriptive text. Visual students better achievement than auditory students. It is in line with previous research about learning style conducted by Pariafsai et.al (2015) there are many factors which can influence the result of students learning. One of the reasons is that there are considerable individual differences in language learning in terms of gender, age, social status, motivation, attitude, aptitude, and culture. What works for one learner might not work for another. There is a fact that students take in and comprehend information in different manners. Some prefer to learn individually, whereas others prefer to interact with their peers. Some enjoy listening to lectures, while others like to do more experiments. Each student has their own character in learning; the character is influenced by their own belonging and condition. This is a natural character that we cannot change. However, from the three dimensions, visual and auditory learning styles are believed to be more dominant in the process of writing activities (Sutrisno et.al, 2013) prove on their research that visual and auditory learning styles influences the students' writing. Thus, this research focuses on visual and auditory learning styles which can affect students' writing achievement, especially in writing of descriptive text.

Ideally, students have to realize that they hold a dominant style in learning which is different from others. Maximizing this style is necessary to optimize their learning process. It is in line also with theory proposed by Brown (2007) states that the dimension of learning style that is salient in a formal classroom setting is the preference that students or learners show toward either visual, auditory or kinesthetic input.

The finding of this research showed that there was a significant difference of writing the descriptive text between visual who were taught by group investigation model and who were taught by three-phase technique. There was also a significant difference of writing the descriptive text between auditory students who were taught by group investigation model and who were taught by three-phase technique. Both visual and auditory students who were taught by group investigation model have better improvement in writing of the descriptive text.

The results of this research showed that there was a significant interaction between group investigation model and learning styles to students' writing of the descriptive text. Applying group investigation model in teaching writing of the descriptive text develop the students experience in planning, constructing, revising, publishing or communicating their writing through investigation. It can be concluded that there was an interaction between group investigation model and learning style to students' writing of the descriptive text.

## **CONCLUSIONS**

It can be concluded that applying a group investigation model is an effective way to enhance the students writing of the descriptive text. There was a significant difference between the students who were taught by a group investigation model and those who were taught by three-phase technique on their writing of the descriptive text.

The second hypothesis, there was a significant difference between visual students and auditory students in writing of the descriptive text. This showed that a visual student has a better achievement than auditory students in the control class of writing the descriptive text. Besides that, visual students in the experiment class showed better achievement of writing the descriptive text. Visual students compared with auditory students in the experiment class showed better achievement than in the control class in writing of the descriptive text. Thus, a group investigation model effective applied in visual and auditory students in writing of the descriptive text.

The last hypothesis, there was an interaction between a group investigation model and learning styles to the students writing of the descriptive text. A group investigation model is not the only one that affects the students writing performance but also the students learning styles. Each student has their own style in accepting the material, and visual is more dominant to auditory in writing of the descriptive text.

From conclusions above, some suggestions were presented here concerning with teaching and learning process of writing and the research writing or other focus of study.

First, based on the results of the study, applying a group investigation model in teaching writing of the descriptive text was recommended for the institution, because the teacher will have a new experience an effort of improving students' skill of writing. Besides that, the teacher can design their teaching and learning activities which can optimize students' learning styles so that they can improve their learning achievement.

This research would be useful for English teachers in applying a group investigation model as an alternative in teaching writing. Implementation of a group investigation model in writing lesson had been proven to produce positive effects of students' writing achievement. Students' writing showed a significant improvement. Writing lesson would be fun and effective when suitable learning approaches were adopted. Use of cooperative learning has been proven to culminate positive outcomes in terms of students' writing performance.

Third, since sample of participants was limited in two classes of the third grade of MTs Nurul Huda Baros, further research should more involve classes and participants from other institutions to generate more evidence on the effect of a group investigation model to the students' writing or to focus on different contexts.

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