# CHAPTER I

# INTRODUCTION

## 1.1 The Background of the Study

Language is what makes human distinct. It is very essential in the live of every human being. Using a language can gain information, knowledge, and express one's feeling, and emotions. It means that language has an important role in everyday people in doing every interaction. People use different language because every country has their own language. So, people need a universal language to communicate each other easily. One of the universal languages used by people to communicate is English.

Teaching English in Indonesia starts from playgroup, primary school, junior high school, senior high school up to university level. Teaching English as a foreign language as well as mother tongue from childhood, everyone learn how to pronounce a word and get the meaning of every word. In teaching English, there four skills that are related each other which students should have. They are listening, speaking, reading, and writing.

Teaching writing in Indonesia is basic one in learning English process. Teaching writing for students can improve language learning better, because students start from what they think to write. The purpose of teaching writing is to help the students' writing skill to express their idea. There are some genres in English writing such as Spoof, Descriptive, Narrative, Procedure, Explanation, Analytical Exposition, Report, Discussion, Hortatory Exposition, Anecdote and Recount.

According to Harmer (2004:31), writing as one of the four language skills has always formed part of the syllabus in the teaching of English. In the syllabus of English subject, students in senior high school are expected to master some genres of writing, such as narrative, report,

recount, procedure, analytical exposition, and others. This study focus on analytical exposition text which is taught at the first semester on the second grade of senior high school. In writing analytical exposition text, students are expected to think critically toward phenomenon surrounding. They have to make that their idea is important matter and give arguments clearly.

Based on the writer's experience at Teaching Practice Program (PPL) in SMAS Hosana Medan, most of students had problem when they were asked to write. This happens because most students are confused to distinguish one genre text to another. They did not have sufficient idea on what they were going to write. Moreover, they are confused how to express their ideas into sequence of sentence and organize them into the coherent paragraph, and they still do not know the appropriate use of grammar and vocabulary in writing a text. Another problems came from the teacher who still use the traditional method in teaching writing. The teacher just asked students to read their book, gave the explanation to students and asked them to answer the questions based on the text.

To overcome the problems, the writer apply a cooperative learning technique in teaching writing. One of the cooperative learning techniques that will be used in this study is Group Investigation in teaching writing analytical exposition text. The reason for conducting this technique are: students got learning experiences by working in group, they are together analyze the characteristics of analytical exposition text, they are free to discuss and use many sources to support their arguments toward something in the case, and train them to present their argument in front of another group confidently.

Analytical exposition is a type of text to argue that something is the case (Pardiyono,2007). In writing Analytical exposition text, it is needed the critical thinking from students about the phenomenon surrounding. They are expected to provide some evidence to

support their opinion. By using Group Investigation technique, students are able to work together in a group to analyze the topic of writing  in order to find more information from many sources and the characteristics of analytical exposition text. Then, they would write the analytical exposition text based on the generic structure and language feature of analytical exposition text.

As a result, they always get bad scores in their writing. It was proven when the researcher asked for the list of students' scores for writing test, many students could not pass KKM(Kriteria Ketuntatan Minimum) applied by the school in English Subject. Here is the list of students score as an observation before conducting the research.

**Table 1.1 Students' Score on Preliminary Observation Tenth Grade of SMAS Hosana Medan**

| No | Name | Content | Organization | Vocabulary | Language use | Mechanics | Score |
|----|------|---------|--------------|------------|--------------|-----------|-------|
| 1 | MC | 15 | 9 | 8 | 10 | 3 | 45 |
| 2 | AD | 10 | 8 | 7 | 11 | 4 | 40 |
| 3 | JEN | 9 | 9 | 8 | 10 | 4 | 40 |
| 4 | VC | 16 | 9 | 10 | 8 | 7 | 50 |
| 5 | MN | 11 | 9 | 8 | 10 | 5 | 43 |
| 6 | AS | 17 | 10 | 10 | 9 | 7 | 53 |
| 7 | GV | 12 | 10 | 9 | 10 | 6 | 47 |
| 8 | LR | 11 | 9 | 10 | 9 | 6 | 45 |
| 9 | MS | 10 | 8 | 7 | 10 | 7 | 42 |
| 10 | PG | 13 | 10 | 9 | 9 | 7 | 48 |
| 11 | JP | 12 | 10 | 11 | 9 | 7 | 49 |
| 12 | RS | 16 | 9 | 13 | 11 | 6 | 55 |
| 13 | AP | 14 | 9 | 10 | 9 | 3 | 45 |
| 14 | ES | 10 | 8 | 7 | 11 | 4 | 40 |
| 15 | FM | 15 | 10 | 9 | 10 | 3 | 47 |
| 16 | DT | 12 | 9 | 9 | 10 | 4 | 44 |

| 17 | HD | 13 | 10 | 10 | 9 | 4 | 46 |
| 18 | AP | 12 | 10 | 10 | 11 | 5 | 48 |
| 19 | SN | 14 | 11 | 10 | 12 | 4 | 51 |
| 20 | JS | 12 | 10 | 12 | 10 | 5 | 49 |
| Total | | 254 | 187 | 187 | 198 | 101 | 927 |
| MEAN | | | | | | | 46,4 |

**1.2 The Problem of the Study**

Based on the explanation above, the problem of this study is formulated as follows "Does the Group Investigation Technique Affect on Students Achievement in Writing Analytical Exposition Text at Second Grade Students (XI) ?

**1.3 The Objective of the Study**

The objective of the study is to find out whether or not the Group Investigation Technique Effect on Students Achievement in Writing Analytical Exposition Text at Second Grade Students (XI) .

**1.4 The Scope of the Study**

The main purpose of this study is to know the effect of students' achievement on writing analytical exposition text by using Group Investigation technique. Kagan (2009:17,9) asserts that Group Investigation is a cooperative learning in which students work in small groups to "investigate" a learning topic. Students are free to discuss with their friends about what topic will be investigated, how they construct their ideas and share their knowledge about the existing elements in analytical exposition text.

This research only focuses on the influence of the students' achievement in writing analytical exposition text by using Group Investigation Technique, consist of social function and

generic structure of text itself. Analytical exposition text has generic structure namely; Thesis (introduction of the topic, Arguments, and the last Reiteration.

## 1.5 The Significances of the Study

The findings of the study are expected to be useful for:

1. The English teacher: as a valuable input to improve their ability in teaching writing and as an alternative technique to enrich their teaching technique.

2. The students: to improve their ability in writing analytical exposition text.

3. Other researchers: as a useful reference to do further research in improving students' academic achievement, especially in learning English.

## 1.6 Hypothesis

The hypothesis is formulated as follows :

Ha :  The Group Investigation Technique Affect on Students Achievement in Writing Analytical Exposition Text at Second Grade Students (XI).

Ho : The Group Investigation Technique does not Affect on Students Achievement in Writing Analytical Exposition Text at Second Grade Students (XI).

## CHAPTER II

## REVIEW OF LITERATURE

### 2.1 Theoretical Framework

In conducting the research, the writer will be explain the related material to this study in order to strengthen this study. The theories use in this context are aim to give clear concept how to reach the goals of the research. It is very important to discuss and clarify the concept and theories, so that the readers can get point clearly.

### 2.2 Writing

Writing (as one of the four skills of (Listening, Speaking, Reading and Writing) is an important communication tools because writing can help people to express their feelings or transforming thought and ideas into written form. Beside that it is also use to communicate with others and to help to remembering facts and details. In some ways we can see all writing as being the same. Writing consists of arranging letters, words which put together in particular formation to make sentences. Sentences are then grouped together into paragraph and another form by using visual symbol.

According to Nunan (2003:23),writing can be defined by a series of contrast :

1. It is both a physical and a mental act. As a physical writing is act of committing word or ideas to some medium. On other hand, writing is the mental work of inventing idea, thinking about how to express and organize them into statements.

2. Its purpose is both to express and impress. Writer tipically serve two masters: themselves and their own desires to express and idea or feeling to the reader.

3. It is both a process and product. The writer imagines, organize, drafts, reads, and rereads.

Hannel (2008:54,70) says that "writing is a complex process involving ideas, language, spelling, handwriting, punctuation, etc". Writing can be even more daunting to some pupils than reading. They are asked to put their thoughts and efforts down in concrete form to be 'judge', and many have a fear of being 'wrong'. So, the varied strategies are suggested to support pupils who have difficulties with writing as well as encouragement for those who are especially talented.

Based on the opinions above, the writer concludes that teaching writing is the way of sharing information and knowledge that focused on the writing process in order to develop student's ability in writing process that has an important function and use in the human's life.

According to Nunan (2003:34), writing is the written language which is used for some purpose namely:

1. For action: for example public sign, Television and Radio guides, bills, menus, telephone direction, ballot papers, and computer manuals.

2. For information: for example newspaper, current affair magazine, advertisement, political pamphlets.

3. For entertainment: for example comic strips, fiction book, poetry and drama film subtitle.

Furthermore, according to Jacobs at.al. (1981) in Weigle (2002:116) there are five indicators of writing evaluation, they are:

1. Content that knowledgeable, substantive, and relevant to assigned topic.

2. Organization that provides fluent expression, ideas clearly stated, sentences are organized, and logical sequence cohesive.

3. Vocabulary that affective words/idiom choice and usage, word form mastery, and appropriated register.

4. Language that affective complex construction, few errors of arrangement, tenses numbers, word order, articles, pronoun, and preposition.

5. Mechanic that demonstrated mastery of punctuation, few errors of capitalization and handwriting.

**2.2.1   The Function of Writing**

According to Pardiyono (2007:5,17-18), there are three function of writing. They are ideational, interpersonal function and textual function. The three functions of writing elaborated as follows:

1. Ideational: The ideational is reflected room choice and use of verbs in predicates.

2. Interpersonal function: The interpersonal function is personal function by writer to the readers. From the written text any combine sentence that we can explain about phenomena or pour out more information in subject.

2.2 Textual function: Textual function is completely in the choice and use a sentence, style of pour out information in sentences, the use of right grammar and functional word.

Based on the explanation above, it can be concluded that all the functions explain about the specific information on a text and the differences in each function of a text.

### 2.2.2 Process of Writing

The writing process is the series of sequential steps a writer or researcher follows to record experiences, observations, data, and research. Harmer (2004: 4-5) states process writing is a way of looking at what people do when they compose the written text. It means there some steps in writing process, they are:

1. Planning

   Before starting to write, the writer tries and decides what it is they are going to say or exactly step is to make detail notes. When planning, the writers have to think about three main issues. First, they have to consider the purpose of their writing. Secondly, experienced writers think of the audience that writing for. Thirdly, writer has to consider the content structure of the piece.

2. Drafting

   The writer can refer to the first version of a piece of writing as a draft as the writing process into editing, a number of drafts may be produced on the way to the final version.

3. Editing (Reflecting and Revising)

   After making draft the writer usually reread to make sure because perhaps the order of the information is not clear, ambiguous or confusing. They may use a different from of words for a particular sentence, reflecting then revising.

4. Final Version

   Final version is the last step that should to do. Once the writers have edited their draft, making the changes they consider to be necessary, they produce the final version. It may different with an original plan and the first draft because there is some changing in the

process but after that the writer is now ready to send the written text to its intended audience.

Based on the explanation above, the writer finds that in writing process there are some steps that should be done, such as planning, drafting, editing, and final version. It aims to help the writer easy in writing a text to get the good product because it has completed by doing a process.

### 2.2.3 Students' Achievement in Writing

The goal of writing is to achieve a communication between the writer an reader. (Harmer 2004:31) A common characteristic of many language classes is a heavy focus on the language system. To help students develop communicative efficiency in writing, instructors can use activities can combine between language input and writing output. To this end, the present paper tries to take a closer look at the type of activities that language teachers can utilize to promote writing proficiency. Accordingly, effective instructors can teach students writing strategies by using minimal responses, recognizing scripts and language  to write about language . These instructors help students learn to write.

The researcher stated that writing achievement is the achievement of the students to be able to write and to communicate in written form which can be determined by the scoring of write achievement. It is not only to apply the grammatically corrects sentences, but also to know when and where to use these sentences and to whom.

### 2.2.4 Paragraph

Paragraph is a short part of a text, consisting of at least one sentence and beginning on a new line. It usually deals with a single event, description, idea, etc. According to Little (1985:50)

a paragraph is a group of sentence that works together. A paragraph should deal with one main idea; each sentence in the paragraph should say something about the main idea.

Furthermore, paragraph is made up three of sentences that develop the writer's main ideas, opinion, or feeling about a subject. The paragraphs are (1) topic sentence, (2) the supporting sentence, and (3) the concluding sentence

1. Topic Sentence

A topic sentence state the main idea of a paragraph. There, the writer tells the reader what information to expect in the paragraph and how the details in the paragraph are related. The topic sentence also helps the reader to focus on the main idea, to avoid adding ideas that are not related to the topic.

2. Supporting Sentence

When writing paragraph, the writer need to support his topic with details. Supporting sentence provide the specific details that explain or illustrate the topic. The most common types of supporting sentence contain facts, examples and reason. In most paragraphs, the writer will use more than one kind of supporting sentence.

3. Concluding Sentence

A concluding sentence helps the reader to recall or to understand more clearly the point of a paragraph. On the other hand, the writer can help the reader to understand a topic by writing a concluding sentence that offer a final comment. Sometimes, a paragraph does not need a concluding sentence because the last supporting detail ties together the ideas of the paragraph. Paragraphs that are part of larger composition very often are complete without a concluding sentence.

**2.2.5   Genre of Writing**

Genre or genre theory as it has been developed in literacy education is an organizing concept for cultural practice. Genres are classified according to the stages they move through to attain their purposes (Knapp and Watkins, 2005:258). Genre is used to refer to particular text types not to traditional varieties of literature. Taken in its widest sense, a genre based approach to language teaching refers to pedagogy that involves examining and deconstructing examples of genres (categories of texts). The meaning of the genre is determined that the students are able to understand and identify the concepts and also a kind of the text that students will have to write.

According to Hayland (2004:250) there is some kind of genres which arose in social interaction to fulfill humans' social purposes

1. Spoof

Spoof is the way of twisting some of the events in the process that used to create a humor and create a text. The punch line in the events is an unpredictable action done by a character(s) for a response to another characteristic(s)

2. Descriptive

Descriptive is the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. Description is the text containing two components, namely, identification and description.

3. Procedure

Procedure is any written English text in which the writer describes how something is accomplished through a sequence of action or step. Procedure is a text containing four components namely, goal, material, methods; add the orientation by which a writer describes how something is accomplished through a sequence.

4. Recount

Recount is written out to make a report but an experience of a series of related event. Theoretically, the technique to write a recount is similar to the way a narration is written. Specially, a recount is written out to inform an event or to entertain people. Structurally, a recount is a text which contains three components; they are orientation, events, and re-orientation.

5. Explanation

Explanation is a written English text in which the writer explained the processes involved the information or workings of natural or sociocultural phenomena. Explanation is a text containing two components, namely, the general statements, and sequenced explanation.

6. Analytical Exposition

Analytical exposition is an expository text. It is about the truth of a fact of a certain object. It is written to expose the truth of the fact of the object to the reader. The aim is just to expose the truth of the fact, in this case it is just to persuade the readers to believe it, and to show the reader about the truth in the human's life reality by roved it with some facts.

7. Hortatory Exposition

Hortatory exposition is a written English text in which the writer persuades people that something should not be the case. It is also a text containing three components, namely, the thesis, argument of issue of concern, and recommendation.

8. Discussion

Discussion is a written English text in which the writer presents some points of view about an issue. Discussion contains three components, they are, issue, argument, and conclusion or recommendation.

9. Report

Report is a kind of text which can be written out with a descriptive technique. It describes an object to the reader. The length of the text depends on the specific details of the object being described.

10. Anecdote

Anecdote is a text which retells funny and unusual incidents in fact of imagination. Anecdote is the tools of the writer to share with the others account of an unusual or amusing accident. Its purpose is to entertain the reader. Anecdote is a text containing five components; they are abstract, orientation, crisis, reaction, and coda.

11. Narrative

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in the different ways. It is tell the stories, experiences, and action which happen in the past. It uses simple past tense. The elements of narrative are orientation and coda. But coda is optional.

From the various kind of genre in writing, this study only focuses on Analytical Exposition.

**2.3  Analytical Exposition**

Furthermore, Diana and friends (2011:197) state that Analytical exposition text (cause and effect) is a piece of exposition that describes relationship between an event or circumstance and its effect. It guides the writer by idea that wants to be developed. The purpose of this text is

to persuade readers that there is something, certainly, needs to get attention (something is the case) and to analyze a topic and persuade readers that this opinion is correct and supported by arguments. In analytical exposition, writer rises a hot topic which will be argued and states his position related to the topic.

Analytical exposition and hortatory exposition are part of expository writing. The difference between them is in last paragraph where is in analytical exposition, the writer gives a brief conclusion related to his description to convince that what is stated in thesis is acceptable or correct reasonably while in hortatory exposition, the writer gives recommendation related to thesis that what is stated in thesis is acceptable or correct reasonably.

It has generic structure as follows :

a. Thesis : Contains a writer's statement of his position about a certain topic or problem.

b. Arguments : Contains description of facts to support his statement in the thesis.

c. Reiteration: Contain a brief conclusion or resume related to his description to convince that what is stated in the thesis is acceptable or correct reasonably.

**Table 2.1 Language Features of Analytical Exposition Text**

| The Language Feature | The Example |
|---|---|
| a. Focusing on generic human and nonhuman participants. | Car, pollution, Albert Einstein |
| b. Using abstract noun | Policy, government |
| c. Using modal verbs | We must preserve |
| d. Using modal adjunct | Certainly we |

| e. Using conjunctions | First, although |
|---|---|
| f. Using evaluative language | Important, valuable |
| g. Using simple present | English is important |
| h. Using passive sentence | It is spoken by many people |

**Table 2.2 Example of Analytical Exposition**

| Generic Structure | Analytical Exposition |
|---|---|
| Thesis | Increase in the prices of fuels has resulted in the 'social disaster', although it is rationally planned to improve the social welfare of the people. |
| Argument 1 | Increase in prices of fuels resulted in the increase in the cost of transport. Transport is the core of economic development and safety. The more expensive cost of transport will surely results in the more expenses to pay by suppliers or distributors. This condition will result in the more expensive products to sell people as to compensate the cost spent on the transport. |
| Argument 2 | Increase in prices of fuels results in the increase or prices in many consumed-daily living products, such as food and beverage products, health and beauty products, clothing products, products for schooling and others. This negative impact is anavoidable because the production of those products will certainly cost more expensive. |
| Argument 3 | The more expensive cost of living, which is not accompanied by the increase in income of the people, will result in the 'imbalance life' and this means 'disaster'. More people begin to decrease their expenses, more children cannot go to school, and more companies begin to close down the production activities, as people begin to lose their buying power. |
| Writer's Reiteration | Briefly, increase in the prices of fuels has resulted in the more expensive cost of daily living needs, which is possibly leads to |

| | |
|---|---|
| | 'social disaster'. |

Language features of the text :

a. Focusing on non-human participant : increase in the prices of fuels

b. Using abstract noun                       : social disaster

c. Using modal verbs                         : this condition will result in the more expensive products to sell people as to compensate the cost spent on the transport.

d. Using modal adjunct                      : surely, rationally

e. Using conjunctions                       : although, therefore, because

f. Using evaluative language              : imbalance

g. Using simple present                    : This negative impact is unavoidable because the production of those products will certainly cost more.

h. Using passive sentence                : The more expensive cost of living, which is not accompanied by the increase in income of the people, will result in the 'imbalanced life'

Another example of analytical exposition with the topic about "The Unhealthy Fast Food" can be seen from the table below :

**Table 2.3 Another Example of Analytical Exposition**

| Generic Stucture | Analytical Exposition |
|---|---|
| Thesis | Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly ear fast food. However is fast food good for health? |
| Argument 1 | Fast food has its popularity in the 1940's. Within a few years, fast food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in obesity and cancer during that same time period. |

| Argument 2 | Fast food is highly processed with a wide array od additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it self-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy form. |
|---|---|
| Argument 3 | It is not calories in fast food which demage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues. |
| Writer's Reiteration | So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving. |

Language features of the text :

a. Focusing on non-human participant  : the unhealthy fast food

b. Using abstract noun                : fast food

c. Using mood adjunct                 : absolutely, oddly

d. Using conjunctions                 : within, however

e. Using simple present               : Fast food nowadays considered a normal eating venture. It means that all the time they mostly eat fast food.

f. Using passive sentence             : To ensure fast food's low cost, food. Products are made with highly-processed ingredients to give it self-life, to hold consistency, and to enhance flavor. Fast food is altered from its originally healthy form.

## 2.4  Group Investigation (GI) Technique

According to Slavin (1995) Group Investigation (GI) is one of cooperative learning which is more than having students work in group but it also involves the use of tasks whose

completion requires the combined effort individual group members. Group Investigation (GI) is divided the students into teams or small group, which the select topics to investigate, gather information, prepare reports and present their furthermore. According to Slavin (1995) is students' cooperative planning of their inquiry. Groups members take part in planning the various dimension requirements of their project. Finally, Group Investigation (GI) are presented, in an early from, as "small group discussion". According to Sharan and Sharan (1992), Group Investigation (GI) harnesses students' individual interest and gives them even more control over their learning than other cooperative learning methods do. In Group Investigation(GI) Technique students take an active part in planning what they will study and how they from cooperative groups. Furthermore, according to Zingaro (2008) as quoted by Agam (2013:5), Group Investigation (GI) Technique is interesting groups within to plan implementation an investigation, and synthesize the findings into a group presentation for the class.

According to Zingaro (2008) as quoted by Agam (2013:5) Group Investigation (GI) Technique includes four important components (the four I's"):

a. Investigation : refers to the facts that groups focus on the process of inquiring about a chosen topic.

b. Interaction : is a hallmark of all cooperative learning methods, required for students to explore ideas and help one another learn.

c. Interpretation : occurs when the group synthesizes and elaborates on the findings of each member in order to enhance understanding and clarity of ideas.

d. Intrinsic motivation : is kindled in students by granting the autonomy in the investigative process.

As it's generally found with cooperative learning , Group Investigation (GI) Technique belived as the way to improve positive inter relations, enhances intrinsic motivation and control over their learning. It is important for teacher to understand how a group works so that they can facilitate interaction among the students. The focus in Group Investigation (GI) Techniques is students' cooperative planning from what expected to do. The difference between Group Discussion and Group Investigation is group discussion is a way to increase the skill of the students whereas group investigation is a way to develop the students' skill and to encourage the involvement of the students in the study both in communication and in the group process skills.

From some definition above, the writer conclude that Group Investigation (GI) Technique divided the class into groups with five or six members. The students choose the topic that will be studied, and each members of the group divide to work and give ideas to group performance. Students will be discussed with other groups in the class. Then the groups share their topic to another groups in front of the class.

### 2.4.1 Stages in Group Investigation (GI) Technique

Slavin (1995) there are some stages in implemented the Group Investigation (GI) Technique. The implementation of these stages served as general guidelines for teachers to manage the process but it also should be adapted in teaching learning based on students' background of knowledge, ages, their competences, and time limit.

In Group Investigation (GI) Technique, students progress through six stages. They are:

Stage I: Identifying the topic and organizing pupils into groups.

a. Students find some sources, giving some subtopics and categorize suggestion.

b. Students join their own groups to study the topic they have choosen..

c. Group composition is based on their interest and it's heterogeneous.

d. Teacher helps students in collecting information and facilities the tools.

This stage is particulary devoted to organizational matters. The teachers present a broad problem or issues (for example: understanding the social disaster, culture, etc) and the students identify and select the various subtopics for study, based on their interest and backgrounds.

Stage II: Planning the learning task

Students will plan:

a. What do we study

b. How do we study? Who does what? (give the task of each member)

c. What is the function and purposes in investigating this study?

After joining their own research group, students turn their attention to the subtopic they have chosen. At this stage, each of group member choose the subject of own subtopic (personally or in group) they will investigate. In effect, each group must formulate a researchable problem, decide how to proceed, and determined which resources needed to carry out the investigation.

Stage III: Carrying out the investigation

a. Students collect data, analyze them and make conclusion

b. Each member in a group contribute to the groups' efforts

c. Students observe, classify, and synthesize all ideas.

In this stage, each group carries out the planning. Although students are given the time limit, it is always possible to foresee the exact number of session they will need to complete their investigation. The teacher should make every efforts to enable a group project until the investigation is accomplished, or at least until the bulkof the work is done.

Stage IV: Planning final report

a. Group members determine the essential message of their project

b.  Group members plan why they will report and how they will make their presentation

c.  Group representative form a steering committee to coordinate plans for the presentation.

This stage is the transition from gathering-data clarifying stage to the stage where the group reports of its activities to the class. Primarily it is an organized stage, but like the first stage, it also entails such intellectual activities as abstracting the main idea of the group's project integrating all of its parts into a whole, and planning a presentation that will be both instructive and appealing.

Stage V: Presenting final report

a.  The presentation is made to the entire class in variety of forms

b.  Part of the presentation should actively involve the audience

c.  The audience evaluates the clarity and appeal of presentation according to criteria determined in advanced by the whole class.

At this stage, students convene and reconstitute the class as a whole. The students making the presentation must fill a role to which they are largely unaccustomed. They must cope not only with the demands of the task-ideas and procedures but also with the organizational problems of coordinating the work  and planning and carrying out the presentation.

Stage VI: Evaluating Achievement

a.  Students share feedback about the topic, about the work they did, and about their effective experiences.

b.  Teachers and pupils collaborative in evaluating students learning

c.  Assessment of learning should evaluate higher-level thinking by asked the students.

In Group Investigation (GI), teacher should evaluate students' higher level thinking about the subject they studied, how they investigated certain aspect of subject, how they applied their knowledge to the solution of new problems, how they used inferences from what they learned in discussing question requiring analysis and judgment and how they reached conclusions from sets of data. This kind of evaluation is best achieved through a cumulative view of individual's work during the entire investigation project.

If testing desired, the test should take into consideration different  level or types of learning. Test that focus exclusively on information gathering and  recall are not likely to reflect the learning that actually took place. Pupils' affective experiences during their  study also should be evaluated, including their level of motivation and involvement, feedback from the pupils themselves should convey how they feel about the topic and about work they did.

Teachers and pupils can collaborate in evaluating students learning. One possible suggestion is peer evaluation. The students and teacher cooperate in formulating an exam, with each research group submitting questions about the most important ideas it will be presented to the class. Such a test, comprising questions from all groups, would cover the entire topic the class investigated. Each group is given the pupils' written  answer to the question and must correct those answer. In this way the groups become a committee of expert who must evaluate their classmates' achievement.

The teacher may wish to reconvene the steering to assist in the evaluation. For example, each researcher group might submit five questions, from which the teacher and the steering committee would select two. With seven research groups in the class, the final exam would consist of fourteen questions. In the meantime, all pupils are given a copy all composed question composed by various groups and told that the exam will consist of fourteen or the thirty five

questions. The date for the exam is set for a week later to give everyone to prepare. During the presentation, pupils must carefully review the material presented in the group reports, because the groups have prepared the exam questions on the basis of these reports. The pupils are free to discuss their answer with members of each research group after the exam has been returned to them.

**2.4.2 The Advantages of Group Investigation (GI) Technique**

Olivia (2008:8) as quoted by Lestari (2014:5) describes there are many advantages of Group Investigation (GI) for students as follows:

1. It allows students to use inquiry skills that many educators believe will better prepare learners for the future than will more traditional teaching learning strategies.

2. It provides opportunities for more intensive investigation of a study or problem.

3. The strategy is conductive to developing student leadership in teaching the skill of discussion and group processes.

4. It enables the teacher to give more individual attention to teach pupil's learning needs.

5. It allows pupils become more actively involved in their own learning and to participants more freely in this  discussion. Students tend to participate more actively in small group situations.

6. The method can be used in schools employing a variety of the class arrangements, groupings and schedules.

7. It provides opportunities to develop respect for other students whose work helps the group progress in reaching its goals.

And according to Istarani (2012:87) there are some advantages of Group Investigation (GI), such as:

It can combine different students' abilities through a heterogeneous group.

1. It can train students to improve cooperation within the group.

2. It can train students to be responsible because he was given the task to be completed in groups.

3. The students are trained to discover new things from the group in doing it.

4. It can train the students to publish their new thoughts based on their discovery.

**2.4.3 The Disadvantages of Group Investigation (GI) Technique**

Zingaro (2008) says there are also some disadvantages of Group Investigation in teaching learning process, such as:

1. Some materials of topic learning are not completely discussed by students.

2. It spends more time.

3. Not all students are able to work well together.

**2.5   Previous Study**

Many researchers had applied Group Investigation in different field of their researchers. The first study was done by Yunita (2011) proved the Group Investigation was conducted on her Classroom Action Research. In her study with a title *"Improving Students' Achievement in writing Report Text through Group Investigation"*. It was found that the students' writing achievement score increased from the first cycle to second cycle. It means that there was improvement on students' achievement in writing report text by using group investigation.

The second study was done by Syaifina (2012) with a title *"Improving Grade X Students' Achievement in Writing Narrative Text through Group Investigation"* was able to  improve the

students writing achievement. She use cycle one and two to improve students' achievement in writing narrative text. From two cycle she found out the benefit from Group Investigation showed the students more active in Learning English. This technique can help students in constructing narrative text based on the meaning and make the learning process enjoyable.

The several studies have investigated the effect of Group Investigation. Rumahorbo (2015) states in her thesis entitle *"The Effect of Group Investigation Technique on Students' Achievement in Writing Exposition Text"*. The objective of this study is to know there is a significant effect of Group Investigation technique on students' achievement in writing hortatory exposition text. The subject of the study was the second grade students of SMAN 1 Galang . The result of her study, it was found that there is a significant effect of Group Investigation technique on students' achievement in writing hortatory exposition text.

Related to those researchers previously, the researcher of this study apply  group investigation technique in teaching analytical exposition texts. Group investigation technique apply in class that need treatment and no group investigation technique in control class. The reasons for conducting this technique, they are: students get learning experiences by working in group, they are together analyze the characteristics of analytical exposition text, they are free to discuss and use many sources to support their arguments toward something in the case, and train them to present their arguments in front of another group confidently. And also to know there is significant effect of Group Investigation technique on students' achievement in writing analytical exposition text.

## 2.6  Conceptual Framework

Teaching is the process of giving instruction to do something to someone. Teaching is one of the ways to transfer the knowledge and information to another people. In teaching a

subject matter, teacher is required to be more creative and have various kinds of technique to enhance the students' achievement especially in learning writing text.

Writing is the important in language learning process because writing is considered a highly productive skill and arguably the most difficult of the four language skill. It is process of putting ideas or thought into word which is combined into the form of paragraphs, genre, and then these elements have to be present in their learning activity. Therefore, writing skill is more complex and more difficult than other skill to teach because it is not only requiring mastery on grammatically and rhetorical devices but also on conceptual and judgement devices. So, it is very important for the teacher to make writing easier by encouraging and supporting the students to do and practice it. Practice is really needed in acquiring writing skill.

Through the application of Group Investigation Technique, it is hope the students can easily visualize and express their ideas by giving a grammatical order way and increase their competence in writing so the students will be better in writing especially in writing analytical exposition text. Group Investigation Technique is suitable for teaching analytical exposition text, because the central group of group investigation technique is students. It may seem from stages' just given, which make students are able in doing investigation, and actively thinking about ideas in producing a good analytical exposition text.
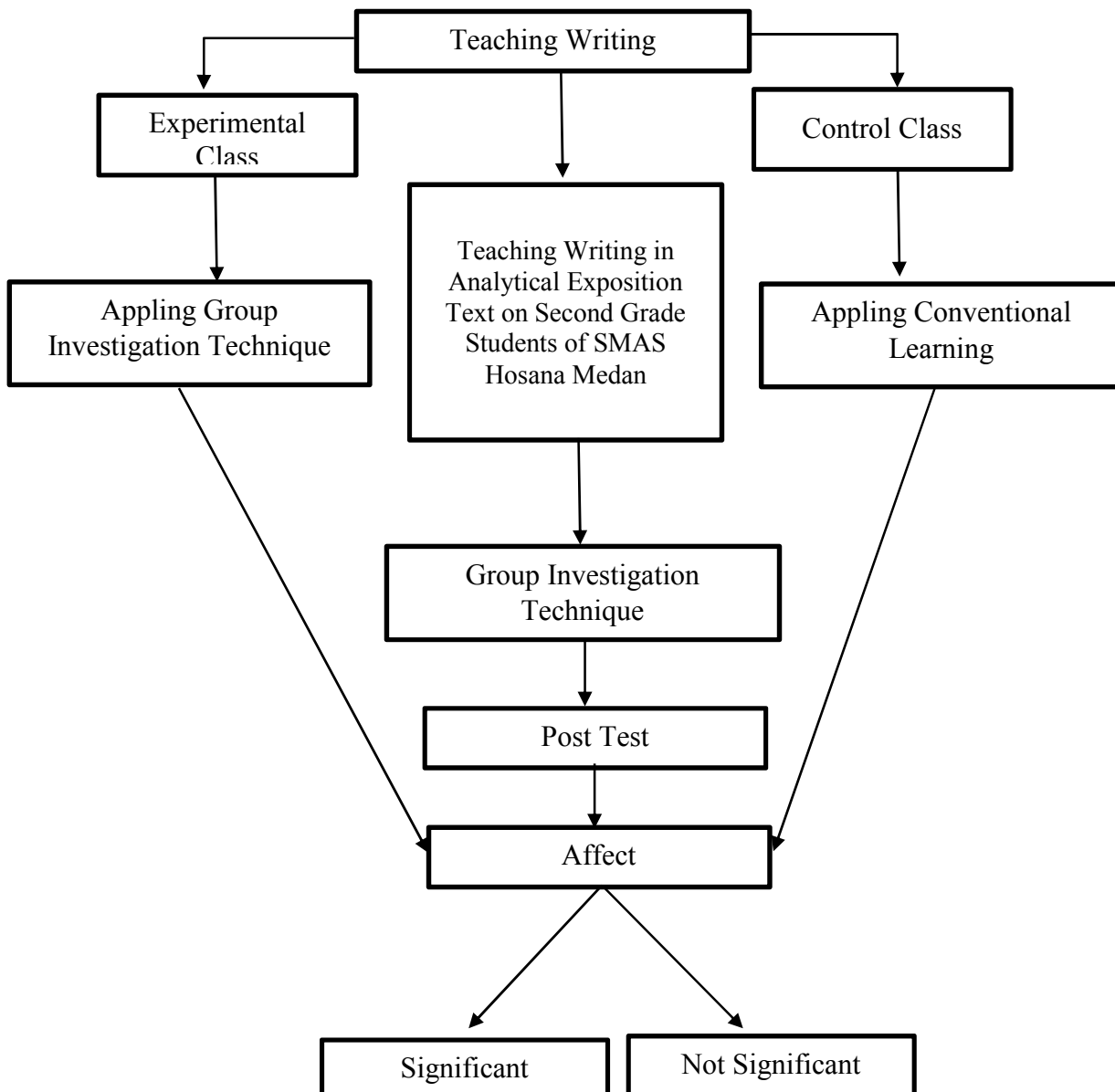
```
                    ┌─────────────────────────┐
         ┌──────────│     Teaching Writing     │──────────┐
         │          └─────────────────────────┘          │
         ▼                      │                          ▼
┌──────────────────┐           │              ┌──────────────────┐
│   Experimental   │           │              │   Control Class  │
│      Class       │           │              └──────────────────┘
└──────────────────┘           │                        │
         │                      ▼                        ▼
         ▼          ┌─────────────────────────┐
┌──────────────────┐│   Teaching Writing in   │┌──────────────────┐
│  Appling Group   ││  Analytical Exposition  ││Appling Conventional│
│Investigation     ││ Text on Second Grade    ││     Learning     │
│Technique         ││ Students of SMAS        │└──────────────────┘
└──────────────────┘│    Hosana Medan         │
         │          └─────────────────────────┘          │
         │                      │                          │
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         │          ┌─────────────────────────┐           │
         │          │   Group Investigation   │           │
         │          │       Technique         │           │
         │          └─────────────────────────┘           │
         │                      │                          │
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         │          ┌─────────────────────────┐           │
         │          │        Post Test        │           │
         │          └─────────────────────────┘           │
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         └──────────────┐       ▼       ┌─────────────────┘
                    ┌─────────────────────────┐
                    │         Affect          │
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            │   Significant    │ │  Not Significant │
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$$\downarrow \qquad\qquad \downarrow$$

**Figure 2.9.1 Conceptual Framework**

# CHAPTER III

# RESEARCH METHOD

## 3.1. Research Design

This study was conducted in experimental design. The writer attempted to describe a casual relationship between dependent and independent variable. Ary (2002:24) says that experimental research involves a study of the effect of the systematic manipulation of one variable on another variable. The variable was manipulated was called the experimental or independent variable. And, the variable was observed and measured was called the dependent variable. The experimental research was designed in which the writer manipulated at least one independent variable and its effect on one variable. This design was applied to investigate the effect of Group Investigation (GI) Technique on the students' achievement in writing analytical exposition text.

In this study, Group Investigation was as independent variable and while writing achievement was as dependent variable. This experimental research needed two groups of sample: experimental group and control group. The experimental group was the group that

receives treatment by using Group Investigation (GI) Technique, while the control group was the group that receives treatment by using no treatment. The pre-test and post-test will be administered to both groups. The design is figure as the following :

**Table 3.1 Research Design**

| Group | Pre-test | Treatment | Post-test |
|---|---|---|---|
| Experimental | √ | GI  Technique | √ |
| Control | √ | - | √ |
|  |  |  |  |

**3.2 Population and Sample**

**3.2.1   Population**

Arikunto (2003:112) defines that population is a set (or collection) of all elements processing one or more attributes of interest. It means that population must be a group of individuals where the survey was applied. The population of this study was taken from the second grade students. There were two parallel classes. The total of number of population was 16 students.

**3.2.2   Sample**

From the whole population, two classes were taken as the sample of the research, which were XI MIPA as experimental group and XI IIS as control group. In experimental group consists of 8 students and in control group consists of 8 students too. So, the total of sample was 16 students.

**3.3 Technique of Collecting the Data**

In this study, the writing test was used as the instrument of collecting the data. Both experimental and control group was asked to write a analytical exposition text in pre-test and post-test.

### 3.4 The Procedure of Collecting Data

### 3.4.1 Pre-test

The pre-test was given to both classes before conducting the treatment. Teacher asked the students to write analytical exposition text based on the topic that had given by the teacher. This pre-test was useful to know how far the students' knowledge towards the material namely analytical exposition text that will be taught. This pre-test function was to measure the mean scores of the experimental and control groups before receiving treatment.

### 3.4.2 Treatment

The treatment was given to experimental group by using Group Investigation technique meanwhile, in control group was taught by the teacher without using group investigation technique. The material give in the control group was similar with the material in experimental group.

**Table 3.2 Teaching Analytical Exposition Text in Experimental Group**

| Activity | Teacher | Students |
|---|---|---|
| | Opening<br><br>-The teacher greeted the students<br><br>-The teacher did the brainstorming by asked the students about their friends' uniform and about their friends' appearance. | -The students replied the teacher's greeting<br><br>-The students described what they saw, hear and feel about their friends' uniform and appearance. |
| | The teacher explained the definition, generic structure, and language feature of | The students listened carefully the teacher's |

| | analytical exposition text. | explanation. |
|---|---|---|
| Stage I: Identifying the topic and organizing pupils into group | Main activity<br><br>-The teacher divided students into five to six heterogeneous members in group<br><br>-The teacher presented the topic "Plant or Animal" then asked the each group to choose on of the kinds of plants or animals. | -The students sit in their own group<br><br>-The students chosen the topic |
| Stage II: Planning the learning task | The teacher gave the five minutes for the each group to make their planning before they did the investigation. | The each group made the planning before they did the investigation |
| Stage III:<br><br>Carrying out the investigation | The teacher gave the 25 minutes for the groups to carry out their investigation. Such as in the outside or the others | The groups carried out their investigation such as collect the data and observing the object in the outside or the others |
| Stage IV: Planning final report | The teacher asked the students to make their presentation | The students prepared for their presentation |
| Stage V :Presenting the final report | -The teacher asked each group to present their final report to entire class, and managed the process.<br><br>-The teacher collected the worksheet | Students did the presentation of their final analytical exposition writing to entire the class then invited audiences to evaluate their presentation |
| Stage VI:<br><br>Evaluating achievement | The teacher evaluated how well students learned the lesson | The students listened the teacher's evaluation |
| | Closing<br><br>The teacher and students made the conclusion together | The teacher and students made the conclusion together |

**Table 3.3 Teaching Analytical Exposition Text in Control Group**

| Teacher | Students |
|---|---|
| Opening<br><br>The teacher greeted the students | The students replied the teacher |
| Main Activity<br><br>- The teacher explained analytical exposition text<br>- The teacher gave the example of analytical exposition text<br>- The teacher asked the students to write analytical exposition text | - The students listened carefully to teacher's explanation<br><br>- The students did the instruction from their teacher |
| Closing<br><br>- The teacher collected the students' works<br>- The teacher evaluated the students' works | - The students delivered their works |

### 3.4.3 Post-Test

Post-test was given to both groups, experimental and control group. The questions of post-test was the same as the pre-test. It was given to the students after the treatment had been conducted in order to find out the differences in the mean both experimental and control group before and after the treatment.

### 3.4.4 Scoring System

In scoring the students' assessment in writing analytical exposition, some criteria were needed to make sure that the score given was valid. Here the classification of the component and its criteria in scoring the students' assessment.

**Table 3.4 Scoring of Writing According to Jacobs et al (1980)**

| Component | Level | Criteria |
|---|---|---|
| Content | 30-27 | Excellent to very good: knowledge, substantive, through the development of the thesis and the |

| | 26-22 | relevant to assign topic. |
| | | Good to average: Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lack of detail. |
| | 21-17 | |
| | | Fair to poor: limited knowledge of subject, little substantive, inadequate development of topic. |
| | 16-13 | Very poor: does not show the knowledge of the subject, non substantive, and not enough to be evaluated. |
| Organization | 20-18 | Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequences, cohesive. |
| | 17-14 | Good to average: somewhat happy, loosely organized but main idea stands out, limited support, logical but incomplete sentences. |
| | 13-10 | |
| | | Fair to poor: non fluent, ideas confused or disconnected, lack of logical sequences and development. |
| | 9-7 | |
| | | Very poor: does not communicative, no organization, or not enough to evaluate. |
| Vocabulary | 20-18 | Excellent to be good: sophisticated range, effective words/idiom choice and usage, word form mastery, appropriate register. |
| | 17-14 | Good to average: adequate range, occasional errors of words/idiom form, choice, usage, but meaning is not obscured. |
| | 13-10 | |
| | | Fair to poor: Limited range, frequent errors of words/idiom form, choice, usage, meaning is confusing and obscured |
| | 9-7 | |
| | | Very poor: essentially translation, little knowledge of English vocabularies, idioms, word form or not enough to be evaluated. |
| Language Use | 25-22 | Excellent to be good: effective complex construction, few error of agreement, tense, number, word order/function, articles, pronouns, preposition. |
| | 21-18 | |
| | | Good to be average: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, |

| | 17-11 | number, word order/function, articles, pronouns, preposition but meaning is seldom obscured. |
| | | |
| | 10-5 | Fair to poor: major problems is simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and fragment and meaning are confusing and obscured |
| | | Very poor: virtually no mastery of sentences construction rules, dominated by errors, does not communicates or not enough to be evaluated |
| Mechanics | 5 | Excellent to be good: demonstrated mastery of conventions, few errors spelling, punctuations, capitalization, paragraphing |
| | 4 | Good to average: Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning is not obscured |
| | 3 | Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning is confusing and obscured. |
| | 2 | Very poor: no mastery conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or does not enough to be evaluated. |

### 3.5 Validity of Test

A test was going to be good if it is valid and reliable. To ensure that the test is already good both its validity and reliability should be established. According to Ary (1979:196) validity was concerned with the extent to which an instrument measures what it was supposed to measure. The question of an instrument's validity was always specific to the particular situation and to the particular purpose for which is being used.

**Table 3.5 The Specification of Analytical Exposition Text**

| Analytical Exposition Text (Generic Structure) | Items of Test | Score | Kinds of Test |
| --- | --- | --- | --- |

| | | | | |
|---|---|---|---|---|
| Thesis | | 5 | 25 | Essay |
| Arguments | Argument 1 | 5 | 25 | Essay |
| | Argument 2 | 5 | 25 | Essay |
| Reiteration | | 5 | 25 | Essay |

## 3.6 The Technique of Analyzing Data

The technique of this research was taken from the experimental and control group. The data was analyzed by using T-test, the T-test formula was used in order to analyze the effect and the result of the research, the formula was as follows:

$$t = \frac{Mx - My}{\sqrt{\left[\dfrac{dx^2 + dy^2}{(N_x + N_y) + 2}\right]\left[\dfrac{1}{N_x} + \dfrac{1}{N_y}\right]}}$$

In Which:

$M_x$ = the mean of experimental group

$M_y$ = the mean of control group

$d_x$ = standard deviation of experimental group

$d_y$ = standard deviation of control group

$N_x$ = the total sample of experimental group

$N_y$ = the total sample of control group

## 3.7 The Statistical Hypothesis

Statistical hypothesis is used in order to know the result of observation about the sample quantitatively.

**Ha      : t-observed > t-table**

**Ha     : t-observed < t-table**

If "t-observed" > "t-table in significant degree α 0,05 (5%), the Null Hypothesis will be "rejected"

If "t-observed < t-table in significant degree α 0,05 (5%), the alternative Hypothesis will be "rejected"