

CHAPTER I

INTRODUCTION

A. The Background of the Study

English plays an important role nowadays. It becomes an international language. Therefore, in this modern era it is necessary for us to learn it. English also has been taught in many countries in the world as a second foreign language such as in Japan, Malaysia, China, Germany and Indonesia in those countries students always make many efforts to make the teaching English as a second or foreign language better and better.

Teaching a language, especially a foreign language is not an easy task. Since English is a foreign language for Indonesian students, it will surely cause some problems for them. Learning a foreign language is different from learning a native language because the students' environment in achieving their first language and a foreign language are different.

English as a subject matter in school covers the four basic language skills: listening, speaking, reading, and writing. As one of the basic skills of learning English. 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 words which is combined into the form of paragraphs. Harmer (2004: 86) states "writing is a process that we write is often influenced by constrains of genre, and then these elements have to be present in their learning activity. Therefore, writing skill is more complex and more difficult than other skills

to teach because it is not only requiring mastery on grammatically and rhetorical devices but also on conceptual and judgement devices

In the teaching and learning process of writing, the teacher has an important role. It means that writing is not only a process of linking words into a sentence or paragraph, but also it is a steps of idea, organized thought and feeling in the form of words and combined into sentence and then into paragraph. For this purpose, a teacher should give more practice to improve student's ability in English.

In the Curriculum of Educational Stratified Level or *Kurikulum Tingkat Satuan Pendidikan (KTSP)* students are expected to be able to write some genres in writing namely descriptive, and procedure, from the curriculum highlights that the students have to be able to write various types of the text genres.

Based on that statement, one of the genres that should be mastered by student in the process of learning English is descriptive text. According to Pardiyo (2007:34) descriptive text is a type of written text, which has the specific function to give description about an object (human or non-human) which include person, place, or animal/thing and it has the aim that was giving description of the object to the reader clearly.

Based on the experience in teaching practice program in SMPS Dharma Patra P.Berandan, it was found that students had problem when they were asked to write the text especially in writing descriptive text. They were unable to understand the purpose and generic structure of the text because

they were lack of motivation and ideas, lack of mastering vocabulary, and grammar. Those facts indicate that most of students are not able to write a simple writing especially in descriptive text.

Actually their lack of writing ability at school is influenced by the ways of teaching. In the process of teaching, teacher usually gives tasks from the text book, students answer the questions and submit them to the teacher. From this fact, it can be concluded that the process of teaching and learning has not been conducted successfully. It means that the teacher did not concern with students' writing ability and teaching it in an interesting way. Therefore it needs to develop and apply the effective techniques to enhance the students' writing skills.

In order to solve the problems, many techniques can be applied in teaching learning process especially in writing to make it effectively and more interesting. One of the techniques is cooperative learning type. By applying cooperative learning, student are more active because they will learn more through a process of constructing and creating, working in the group and sharing the knowledge. So they can enjoy the learning process itself and improve their writing skill.

Group Investigation (GI) Technique as one of cooperative learning technique is a general classroom organization plan in which students work in small groups using cooperative inquiry, group discussion, and cooperative planning and project (Sharan and Sharan as quoted by Slavin 1995).

Many researchers had applied Group investigation in different field of their researchers. One of the researchers 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 Method”. 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.

Based on the explanation previously, the researcher of this study also applied Group Investigation technique in teaching descriptive texts. The reason for choosing the Group Investigation is believed as an effective way in increasing students writing achievement. 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 descriptive texts. And the researcher believed that this technique can be the effective way of teaching to improve the students achievement because Group Investigation technique is a technique that give the freedom to find out the information about something which want to investigate so the researcher decided to use this technique. Then, they would write the descriptive texts based on the generic structure and language feature of descriptive text.

So, it was expected by using Group investigation technique could help students become more active in the class. In other words, by using Group

Investigation technique in teaching writing it could increase students' achievement in writing descriptive texts on the second grade students in SMPS Dharma Patra P.Berandan.

B. The Problem of the Study

In accordance with the background of the study, the problem of the study is formulated as “ Is there any significant effect of applying the GI technique on the students' achievement in writing descriptive texts ? ”

C. The Objective of the Study

The objective of the study is to investigate whether there is a significant effect of Group Investigation (GI) Technique on the students' achievement in writing descriptive text.

D. The Scope of the Study

There are many genres of writing that should be mastered by students such as descriptive and procedure, this study is basically limited to writing descriptive text. This study focuses on identifying the effect of Group Investigation Technique on students' achievement in writing descriptive text.

E. The Significance of the Study

Theoretically, findings of this study are expected to be significant theoretically and practically.

Theoretically the findings can add up horizons in theories of language learning. In addition the findings can be references for further studies in writing skill.

Practically, findings of this study are expected to be useful for:

- a) English language teachers in developing teaching learning process, not only in teaching writing but also other skills.
- b) The students of English in that to encourage the students to develop their writing achievement, especially in writing descriptive texts through group investigation technique.

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