

CHAPTER I INTRODUCTION

A. Background of study

Language plays important role in human life. Language is an instrument to convey information. It is used to express ideas, feelings, purposes, thoughts, and opinions. We can transfer the knowledge from one to another through language. In short, almost of human activities are conducted through the use of language.

English, as an international language, is used by most countries in the world for diplomacy, tourism, education and etc. Consequently, people as human resources are demanded to have a good ability to communicate in this language. Realizing how important English has become, the government has determined to put English as a subject in school. This is the reason why English must be taught from primary level up to university level.

All languages, including English has four integrated skills, namely reading, speaking, listening and writing that should be achieved by students who learn English. They are divided into two groups; receptive skills and productive skills. Receptive skills consist of reading and listening. Meanwhile, productive skills consist of writing and speaking.

From four language skills above, the writer focuses on writing. In relation to writing, Lado (1996:249) states that writing is exactly one of the important skills in learning language. Writing enables man to communicate with other people in many ways. As Troyka (1987: 3-4) states, writing is a way of communicating a message to a reader for a purpose of expressing one self,

providing information, persuading, and creating a literary work. The abilities in language are made perfect in writing.

As one of the basic language skills, writing has a complex process. Therefore, writing is not as easy as what people think. It is a comprehensive ability which consists of grammar, vocabulary, punctuation, word selection, and topic. Bram (1995 : 7) states that to write means to produce or reproduce written messages. Before we write, we need to determine what to write. We should have something meaningful, clear, precise, and unambiguous. It requires knowledge, skills and concept to produce a good writing. There are 5 components that should be measured in writing, namely content, organization, vocabulary, language use and mechanism as Jacob (1983 : 39).

In reality, students' writing ability is still low. Based on the observation that was conducted by the writer during the teaching practice program (PPL), students' ability in writing was quite low. Most students could not write well. They wrote the text without focusing to the main idea and also the coherence of the sentences. Meanwhile, a good writing should be supported by the unity of the paragraphs, completeness and coherence, good grammar and vocabulary. Most of the students did not know how to build sentences which are grammatically correct, did not know the generic structure of each text. The students might also have ideas in their mind, but they did not know how to express them in writing. Therefore, teacher as the facilitator should be able to design a good concept of teaching to encourage the students, especially to write a good piece of writing.

The writer found that it was also caused by inappropriate strategy which was used by the teacher. The teacher mostly taught the students only about the theories, asked the students to memorize them without giving chance for the students to practice their writing skill. Based on this situation, the teacher as an educator should know the best language teaching method in teaching writing. Teacher should be able to formulate an interesting English learning process in a cooperative method.

One method that can help overcoming the problems is called Group Investigation. This is one of the methods of Cooperative Learning Strategy. This method was firstly found by Dewey in 1902 and redesigned by Sharan and Sharan (1992). For Dewey, the goal of education is to develop socially responsible citizens who understand how to work together to solve problem and construct knowledge. Thus, educational environments should mirror real-world democracies in that the students have the opportunity to make choices and discuss ideas and thoughts. These criteria were presented in Dewey's classroom of the early 20th and continue as today's Group Investigation (Zingaro, 2008 : 2). Group Investigation Method 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, in Slavin, 1995). It promotes effective communication between group members. It is defined as a group activity of students, ordinarily in small number where students are actively involved during the class. In this method, the group will clarify their objectives, plan procedures,

gather the information, analyze their findings, draw the conclusions and report their findings to the class.

The effectiveness of cooperative learning model with structural Group Investigation has been tested by Lestari and Ownie (2013) resulted that teaching writing with Group Investigation can help the students to improve their writing ability. And the students were more enjoyable and interested in learning descriptive text with this method. It was suggested to use cooperative learning model with structural Group Investigation method as an alternative way to increase students' speaking ability.

Zingaro (2006) found that Group Investigation has improved the achievement, and motivation. It helps to foster the inter-ethnic friendship and respect across an array of age groups and subject area.

Garonia L. Parchment (2009) conducted an experimental research by comparing the effectiveness of Group Investigation and Jigsaw. It resulted that Group Investigation has influenced the academic performance of the students more effectively than Jigsaw. The test result indicated that there was a significant improvement in every test and good responses by the students. This condition becomes the reason why the writers would like to conduct a research by using Group Investigation method.

By considering the explanation above, it is expected that applying Group Investigation will help students to improve their ability to write. Thus to reach the expectation, the experiment must be done. And in doing this, a research needs to be conducted.

B. The Problem of the Study

In conducting the research, the problem must be clearly stated. The problem of this study is formulated as follows : "Is there any significant effect of applying Group Investigation on students' writing achievement?"

C. The Objective of the Study

In line with the problem of the study, the objective of the study was to find out the effect of Group Investigation on students' writing achievement.

D. The Scope of the Study

The scope of this study was to investigate the students' achievement in writing Narrative text by applying Group Investigation method.

E. The Significances of the Study

Dealing with the purposes which would like to be achieved, this study was expected to give some benefits to English teaching learning development. These benefits can be categorized as the followings:

Theoretically, this study was expected to be able to strengthen some typically previous researches, give contribution in educational research development in Indonesia and becomes references for further research.

Practically, in the context of teaching and learning process, this study was expected to provide an effective way to facilitate English teachers in teaching writing to students, especially writing short text.

Later, the use of Group Investigation method in teaching writing hopefully can help students improve their ability to write short functional text by following teacher's instructions.

