

CHAPTER I INTRODUCTION

A. The Background of the Study

Nowadays using internet such as social network as communication with another becomes a requirement for many people in this world. It is a place for sharing information and giving arguments or opinions with another people. Through the internet we can write and share new information, improve knowledge, and giving opinion that something in the case. Everyone should realize that English become much more important to be learnt in our real life situation. Because for share or giving information to others people in the world, everyone should study English and have a writing skills in order that readers easy to understand.

According to Harmer, (2004: 31), explains that Peoples need to learn writing in English, for occupational or academic purposes. Writing as one of the four skills has always formed parts of the syllabus in the teaching of English, where mastering the ability to write effectively is seen as a key objective for learners.

English subject syllabus of XI year student of senior high school, demands students to master some genres of writing, they are; spoof, recount, reports, exposition, news item, anecdote, narrative, procedure, description, explanation, discussion, and reviews. Based on the explanation above, this study focuses on exposition text, especially analytical exposition, because analytical exposition is a

text to persuade the reader or listener that something in the case. In writing analytical exposition, the writer must have idea and information of problem that something in case to write the arguments in writing analytical exposition.

Based on preliminary observation conducted on 2nd 6th February 2012 in SMA Negeri 2 Lubuk Pakam, The Minimum Mastery Criteria (KKM) which used in that school is 67. Students' writing scores of English subject showed in List of Students' Score of the second year in three last semesters can be seen as follow:

Table 1.1 Students' Scores of English Writing in Three Last Semesters

Semester and Academic year	Score	Students	Percentage
1 st Semester 2010/2011	< 67	20 Students	54 %
	≥ 67	17 Students	46 %
2 nd Semester 2010/2011	< 67	16 Students	43 %
	≥ 67	21 Students	56 %
1 st Semester 2011/2012	< 67	18 Students	48 %
	≥ 67	19 Students	51 %

From the interview with the English teacher, Students have variety of ability in writing. There are students who have high writing skills ability, middle ability and low ability. It was known that the students' low scores are mostly caused by their writing difficulty.

The factors which is difficult to do the writing because the students are passively, bored, and still confused when the teacher asked them to write a text, it is difficult to students because they didn't have ideas and information, minim

vocabulary and didn't get the way how to write the text easily based on the genre even after being taught.

To solve the problem above, the writer applied a cooperative learning method in teaching writing. Using cooperative learning, student can learn with another student in group working to analyst the mini topic of writing to get the information from many sources and the characteristics of analytical exposition. After that students would write the report by using analytical exposition based on the generic structure and language feature of analytical exposition before writing individually.

This study was applied Group Investigation to improve the writing skills of XI year of SMA Negeri 2 Lubuk Pakam. Group Investigation was first developed by Herbert Thelen, based on his deep concern for fostering self realization for students through meaningful inquiry as members of inclusive, interdependent society. The writer applied this method in writing analytical exposition because Group investigation could be the alternative in teaching writing, especially in writing analytical exposition, through this method the students able to discuss with their friend to investigate the topic and characteristics in writing an analytical exposition in student group working. It was an effective way for students in developing their writing skills. Teacher who use the Group Investigation normally divide their classes into five or six member heterogeneous group, group may form around are interest the particular topic, students' select topic for study, students' divide the investigation into smaller parts, each student is responsible for researching one of the subtopics, students

come together as a group and share their information, each group member participates in the class presentation.

Previous research had been conducted by Meli (2010) shown that the effect of Group Investigation on Students' writing Argumentation. Based on the research analysis, it can be concluded that there is significant effect of using Group Investigation on students' writing argumentation. In other words it can be stated that students' achievement who are taught by using Group Investigation is better than students' achievement who are taught by using without Group Investigation in SMA Negeri 1 Sibolga.

Another previous research by Rahmi (2011) show that found out the students' score increased in each test. Based on the finding of data analyzing, the researcher concluded that the application of group investigation method significantly improved the students' achievement in writing report text and the application of group investigation method in report text writing improved the students' self confidence in writing English in MAS Jami'atulWashiyah Medan.

Based on the previous research above, the writer also applied Group Investigation in writing. But the implementation of this method was investigated the information of the small topic, to analyze and to evaluated the characteristics of writing analytical exposition. The reasons for conducting this method, they are; students get more experience and learning with group working to analyst the generic structure and grammatical pattern of analytical exposition, students able to use many media to get the information and idea, and students able present their argument in their writing analytical exposition in front of another group.

From all of the explanation above, this study was conducted the action research and show the Group Investigation can improve students' achievement in writing exposition, especially analytical exposition of XI year of SMA Negeri 2 Lubuk Pakam.

B. The Problem of the Study

The problem of this research is "Does students' achievement in writing analytical exposition of XI year of SMA Negeri 2 Lubuk Pakam improves through Group Investigation?"

C. The Scope of the Study

This study is intended to investigate or to ascertain the use of Group Investigation in improving students' achievement in writing exposition, especially writing analytical exposition of XI year of SMA Negeri 2 Lubuk Pakam.

D. The Objective of Study

This study is an action research. This research is intended to investigate or to ascertain the use of Group Investigation in improving students' achievement in writing analytical exposition of XI year of SMA Negeri 2 Lubuk Pakam.

E. The Significance of the Study

The significances of the study are:

1. The result of this study is expected to be useful for English teacher to improving their ability especially in teaching writing analytical exposition.
2. The result of this study also is expected to be useful for the students to improving their ability on writing analytical exposition.

3. And also for those who are interested in this study, it is as the basic information for them to improve students' in writing analytical exposition.



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