

CHAPTER I INTRODUCTION

A. The Background of the Study

As a global language, English plays an important role in human's life as a communication tool. In Indonesia, English is taught as a compulsory subject from junior high school up to university level in Indonesian educational system. This foreign language is important to be taught with the aims to improve the ability to absorb information and transfer knowledge and technology, art, culture in order to develop the relation among nations in the world.

In teaching-learning process of English language, writing is one of the most important skills which has been realized that it must be mastered by the English language learners. Bowker (2007: 2) states that writing is a skill that is required in many contexts throughout life. It is considered that writing is also as the indicator toward the students' success in learning English and their future professional carriers. In writing, students are expected to present their personal judgments and evaluations about an issue based on their opinion and feeling. The aim of writing is to convey to the reader what the writers want to share. Therefore, it is writers' responsibility to ensure their writing as clear as possible because written language can be easily misunderstood.

In fact, teaching writing is not easy as it looks. Among the four language skills (listening, speaking, reading and writing), writing is the most difficult to be mastered by the students. This is supported by Heaton (1990: 135) who states that writing skills are complex and difficult to teach, not only requiring mastery of

grammatical and rhetorical devices, but also of conceptual and judgmental elements. It means that in teaching writing, the teacher is expected to help students to write their ideas by using correct grammar, appropriate vocabulary and punctuation which are some indicators showing the success of writing.

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 focused 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 SMA Negeri 1 Galang, most of students had problems 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 problem came from the teacher who still used the traditional method in teaching writing. The teacher just asked students to read their book, gave the explanation to students and then asked them to answer the questions based on the text.

To overcome the problems, the writer applied a cooperative learning technique in teaching writing. One of the cooperative learning techniques that will be used in this study is Group Investigation. Previous research has been conducted by Malau (2011) in MAS Jami'atul Alwashiyah Medan. Based on the data analyzing, the application of Group Investigation technique can increase students' scores in each test. This technique significantly improved the students' achievement in writing report text and the students' self confidence in writing English.

Another previous research has been conducted by Syaifina (2012) in SMAN 2 Binjai which shows that there is an improvement on students' achievement in writing narrative text through Group Investigation. This technique can help students in constructing narrative text based on the meaning and make the learning process enjoyable.

Based on two previous researches, the writer also applied Group Investigation in teaching writing analytical exposition text. The reasons for conducting this technique, they were: students got learning experiences by working in group, they were together analyze the characteristics of analytical exposition text, they were free to discuss and used many sources to support their arguments toward something in the case, and trained them to present their arguments 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.

Kagan (2009: 17.8) 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. Students will be divided into five or six heterogeneous members as the teacher presents the issue that will be investigated. Then, students choose their interesting topic and they plan their investigation by exploring the topic and divide the work amongst themselves. Every member has a responsibility for their work. Afterwards, students carry out the investigation by gathering information as much as possible from several resources. Further, they share information and make the conclusion from their investigation. Then, they make the presentation in the class. At the last, teacher and students evaluate the projects

Stahl (1997) in Killen (1998: 82) states that the main reason for having students work in co-operative groups is so that all students can be more academically successful as individuals than they would be if they worked alone. By working in group, students are encouraged and motivated to help one another

in learning process, that they are dependent upon the efforts of one another to achieve success, and they take responsibility for their own learning both as a group and as individuals.

From all the explanation, it was expected by using Group Investigation could help students become more active in the class. In other words, by using Group Investigation in teaching writing, it could increase students' achievement in writing analytical exposition text on the second grade of senior high school.

B. The Problem of the Study

Based on the background of the study, the problem is formulated as the following:

“Is there any significant effect of Group Investigation technique on students' achievement in writing analytical exposition text?”

C. The Objective of the Study

The objective of the study is to investigate the significant effect of using Group Investigation technique on students' achievement in writing analytical exposition text.

D. The Scope of the Study

There are several techniques in cooperative learning that can be applied to increase students' achievement in writing analytical exposition, such as Jigsaw, Students Team Achievement Division (STAD), Cooperative Integrated Reading

and Composition (CIRC), Team Games Tournament (TGT) and others. Each of them has their own characteristics and functions.

Since this study focuses on analytical exposition text, Group Investigation is chosen as one of cooperative learning model in which this technique requires students to work together in a small group to investigate a learning topic. This study is limited to identify the effect of using Group Investigation on students' achievement in writing analytical exposition.

E. The Significance of Study

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

1. The English teachers: 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.