

## ABSTRACT

### THE INFLUENCE OF USING GROUP INVESTIGATION (GI) METHOD TOWARDS STUDENTS' PROCEDURE TEXT WRITING ABILITY AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMAN 1 BULOK TANGGAMUS IN 2016/2017 ACADEMIC YEAR

By:  
Nopriyani

Writing is one of English skills that must be mastered by the students. Based on preliminary research in the SMAN1 Bulok Tanggamus, most of the students, 77 students (62.60%), got lower than 70. Criteria of minimum mastery (KKM) in SMAN1 Bulok Tanggamus is 70. The objective of this research is to find out whether the significant influence of using Group Investigation (GI) method towards students' procedure text writing ability at the first semester of the tenth grade of SMAN 1 Bulok Tanggamus in 2016/2017 academic year.

In this research the writer used quasi experimental design. The population of this research was the students of SMAN1 Bulok Tanggamus at the tenth grade. The writer chose the sample randomly by using cluster random sampling technique. The writer used Group Investigation (GI) method in experimental class as a treatment and lecture method in control class. In collecting the data, the writer used instrument in written form. The instrument was used for pre-test and post-test. Before analyzing the data, the writer did test for normality and homogeneity to know whether the data had normal distribution and the variance of the data was homogenous or not. The result was the data had normal distribution and the variance of the data was homogenous. Therefore, to analyze the data, the writer used independent sample t-test.

After analyzed the data using independent sample t-test, it was found that the result of t-test was 2.83, the result then was consulted to the score of  $t_{critical}$  in significance level of 0.05 was 1.67. It means that the alternative hypothesis ( $H_a$ ) was accepted. Therefore, there is a significant influence of using Group Investigation (GI) method towards students' procedure text writing ability at the first semester of the tenth grade of SMAN 1 Bulok Tanggamus in 2016/2017 academic year.

**Keywords:** Group Investigation (GI), Procedure Text, Quasi Experimental Design, Writing Ability

## CHAPTER I INTRODUCTION

### **A. Background of the Problem**

Language is an important tool of communication. Without language, people will never be able to communicate with others. Harmer states that language is used widely for communication between people who do not share the same first (or even second) language.<sup>1</sup> It means that language can be a primary necessity in human life. It has a big role for every people in making good relationship with others.

Language is a means of communication. Through language people can express their ideas, thought and feelings, while Hornby states that language is a human and non-intensive method of communicating ideas, feelings and desires by means of a system of sounds and sound symbols.<sup>2</sup> In other words, language is an important tool of communication. People need language to communicate in doing daily activities and making interactions to other people in their life.

English is one of international languages that is used and studied all over the world. As stated by Richards and Rodgers that today, English is the world's most

---

<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (4<sup>th</sup> Ed), (New York: Longman, 2007), p.13

<sup>2</sup> A.S Hornby, *Oxford Advanced Learners Dicionary*, (Oxford: Oxford University press, 1987), p.437

widely studied foreign language.<sup>3</sup> English has an essential role for developing countries such as Indonesia. In Indonesia, the awareness to compete with global society has grown. Therefore, English teaching is spread all over the country.

In the process of language learning, there are four basic skills that must be mastered they are listening, speaking, reading, and writing.<sup>4</sup> Byrne states that writing is a process of conventional system to convey the meaning to the reader or receiver.<sup>5</sup> It means that in order to communicate English, writing is also one of the language and that is most frequently used by people all over the world.

Based on the *Kurikulum Tingkat Satuan Pendidikan* (School based Curriculum) 2006, in Senior High School that writing included in the narrative, recount, descriptive, report, hortatory exposition, discussion, review, anecdote, spoof, news item, analytical exposition and procedure text.<sup>6</sup> In writing process is not always easy to be done, especially for students. In the real condition, the students find difficulties in writing, the students do not know how to start the writing. Writing is not also an easy subject because it is not only transcribing language into written symbol, but also as thinking process. If the students have mastered these skills, they will be able to write, not only reading what they write, but also

---

<sup>3</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Method in Language Teaching*, (Cambridge: Cambridge University Press., 1986), p.1.

<sup>4</sup> Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2007), p.215.

<sup>5</sup> Donn Byrne, *Teaching Writing Skills*, (New York: Longman, 1988), p.7.

<sup>6</sup> Syllabus of 2006 *Kurikulum Tingkat Satuan Pendidikan* for SMA/MA.

other reader scan understand it. This problem is also faced by the students at SMAN 1 Bulok Tanggamus when the writer did the preliminary research.

Based on the preliminary research conducted at SMAN 1 BulokTanggamus in January 2016, it was found that most of the students at the tenth grade students of that school still found difficulties in writing procedure text. It can be seen from the result score of the writing procedure text that was done by the students of the tenth grade of SMAN 1BulokTanggamus was low. It is illustrated in Table 1.

**Table 1**  
**Students' Writing Score of Procedure Text Writing Ability**

<b>On Based KKM</b>	<b>Class</b>				<b>Total</b>	<b>Percentage</b>
	<b>X.1</b>	<b>X.2</b>	<b>X.3</b>	<b>X.4</b>		
<b>≥70</b>	12	10	12	12	<b>46</b>	<b>37.40%</b>
<b>&lt;70</b>	18	20	19	20	<b>77</b>	<b>62.6%</b>

*Source: document of the English writing score of the tenth grade of SMAN1 Bulok Tanggamus*

Based on the Table 1.1, in class X.1of the tenth grade, there are 12 students out of 30 students passed the test based on the criteria of minimum mastery (KKM) and there are 18 students who failed. In class X.2 of the tenth grade there are 10 students out of 30 students passed the test based on the criteria of minimum mastery (KKM) and there are 20 students who failed. In class X.3 of the tenth grade there are 12 students out of 31 students passed the test based on the criteria of minimum mastery (KKM) and they are 19 students who failed. Inclass X.4 of the tenth grade there are 12 students out of 32 students passed the test based on the criteria of minimum mastery (KKM) and there are 20 students who failed. So total number of students there are 46(37,40%) students of the 123(100%) students

passed the test based on the criteria of minimum mastery (KKM). KKM in SMAN 1BulokTanggamus is 70<sup>7</sup>. It is found that the total numbers of students who get difficulty in writing are 62.60% and 37.40% of students get the score upper than 70.

After that, the writer interviewed the English teacher and she said that most of the students lack of vocabularies, did not know how to make a good sentence, did not know how to organize writing, and cannot figure out idea to write. It indicates that most students still face the difficulty in writing procedure text<sup>8</sup>.

Based on the questionnaire that the writer gave to students, the writer also found some factors of students' problems in learning English especially writing procedure text. The students got problem in getting idea, the class condition was bored, and teacher's teaching way was bored and less interesting.

Based on the preliminary research, the writer found the cause of problem was that the students' procedure text writing ability is still low. It happens because the teacher did not use appropriate way and the students faced difficulties to develop in their text and to make procedure text. Therefore, in this research the writer will used Group Investigation, the so-called GI to help students' problem in procedure text writing.

---

<sup>7</sup> Preliminary research in *SMAN 1 BulokTanggamus* in January 5<sup>th</sup>, 2016.

<sup>8</sup> Interviewed with the teacher of *SMAN 1 BulokTanggamus* Mrs. Fatmawati SP.d in January 5<sup>th</sup>, 2016.

Slavin stated that GI as follows;

“Group Investigation is a general classroom organization plan in which students work in small groups using cooperative inquiry, group discussion, and cooperative planning and project. In this method, students from their own two-to-six member groups. After choosing subtopics from a unit that the entire class is studying, the groups break their subtopics into individual task and carry out the activities that are necessary to prepare group reports. Each group then make a presentation or display to communicate its findings to the entire class.<sup>9</sup>”

It means that GI is one of Cooperative Learning method which focus on students’ participation and activity and can helps students on their writing because students work in small group using cooperative inquiry, group discussion, and cooperative planning and project.

This method is viewed as a tool for solving the problem. Adopting this method, teacher is expected to be able to run the teaching learning process effectively, especially teaching of writing. They will work in groups by explain materials that given. Thus, when teacher put the students in groups he or she has to ensure that the students whose levels are different are put together. In addition, the activity offered in GI is interesting so that the students will feel the new atmosphere in classroom and are interested in learning writing. In this case, the writer attempt to offer one method that makes the students interested in studying writing through. GI method in which the activity is more emphasized on students’ involvement.

---

<sup>9</sup>Robert E. Slavin, *Educational Psychology: Theory and Practice*, (8<sup>th</sup> ed). (Boston: Pearson Education Inc, 2006), p.259.

According to Rina Mayasari about Group Investigation also can improve students' achievement significantly in writing ability especially of analytical exposition text.<sup>10</sup>

In addition, Group Investigation is effective to be implemented in teaching learning writing and can improve students activity and creativity in writing descriptive text and the students improve their attention to the teacher in writing descriptive text.<sup>11</sup>

According to Reni Nafriyati about the influence of using task-based instruction (TBI) towards students procedure text writing ability. In other words, based on the result TBI is good method for teaching writing ability to the students, by using TBI students can feel easy in teaching learning process.<sup>12</sup>

In addition, previous research conducted by Ana Diana about the influence of using puzzle towards the students' ability in writing the procedure text. It can be revealed that the media is effective to be used as an alternative media in teaching

---

<sup>10</sup>RinaMayasari, "*The Use Group Investigationto Improve Students' Ability In Writing Skill On Analytical Exposition Text Tenth Grade of MA Manahijul Huda, Pati*", (Thesis, English Education Faculty Of TarbiyahWalisongo State Institute For Islamic StudiesSemarang2012), p.60

<sup>11</sup>DitaNingtyasPinasti, "*Improving Students Writing Skill Using Group Investigation at Tenth Grade of SMAN1 Boyolaliin The Academic Year of 2013-201*", ( Thesis, Teacher Training and Education Faculty, SebelasMaret University Surakarta, August 2013), p.V

<sup>12</sup>Reni Nafriyanti, "*The Influence of Task-Based Instruction (TBI) Towards Students' Procedure Text Writing Ability at The Eighth Grade of SMPN 2 JatiAgung Lampung Selatan in Academic Year of 2015/2016*" (Thesis, English Education Tarbiyah and Teacher Training Faculty State Institute of Islamic Studies RadenIntan), p. 71

writing. The use puzzle can minimize the students' difficulties in writing and help the teacher in teaching writing, especially writing procedure text.<sup>13</sup>

It means that, the differences between previous and present research are: in the previous researches which had been done by Rina Mayasari and Dita Ningtyas Pinasti, those researches used the analytical exposition and descriptive text, in the present research the writer used procedure text as dependent variable. In this case the previous and the present research used the same independent variable. The other researches which had been done by Reni Nafriyanti and Ana Diana, they used the same independent so does the writer. In there researches used different dependent variable, Nafriyanti used TBI, Ana Diana used Puzzle and the writer will use Group Investigation.

Based on the explanations above, the writer conducted a research entitled "The Influence of Using Group Investigation (GI) Method towards Students' Procedure Text Writing Ability at First Semester of The Tenth Grade of SMAN 1 Bulok Tanggamus in 2016/2017 Academic Years.

---

<sup>13</sup>Ana Diana, " *The Influence of Puzzel Towards Students' Procedure Text Writing Ability at The First Grade of Niinth Grade of SMPN1 Kedondong in Academic Year of 2013/2014* " (Thesis, English Education Tarbiyah and Teacher Training Faculty State Institute of Islamic Studies RadenIntan), p. 71

## **B. Identification of the Problem**

Based on the background of the problem above, the writer identifies the problems as follow:

- 1.The students writing ability was still low.
- 2.The student felt bored in learning writing.
- 3.The teacher's method in teaching writing was still less interesting.

## **C. Limitation of the Problem**

Based on the identification problem above, the writer focused only on the influence of using GI method toward students' procedure text writing ability at the first semester of the tenth grade at SMAN1 Bulok Tanggamus in 2016/2017 academic year.

## **D. Formulation of the Problem**

Based on identification problem above, the writer formulated of the problem as follows: is there any influence of using GI toward students' procedure text writing ability at the first semester of the tenth grade at SMAN1 Bulok Tanggamus in 2016/2017 academic year?

## **E. Objective of the Research**

Based on the formulation of the problem, the objective of this research was to know whether there is influence of using GI toward students' procedure text writing ability at the first semester of the tenth grade at SMAN1 Bulok Tanggamus in 2016/2017 academic year.

## **F. Use of Research**

The used of the research as follow:

### **1. Theoretical Contribution**

The result of this research is expected to support the previous theories about the effective teaching writing by using GI especially in procedure text.

### **2. Practical Contribution**

#### **a. The Student**

The use of GI is expected that the students are more enjoyable in doing their tasks associated with the writing procedure text.

#### **b. The Teacher**

The Writer was give information to the English teacher about the influence of using GI toward students' procedure text writing ability.

## **G. Scope of the Research**

### 1. The subject of Research

The subjects of the research were the students at the first semester of tenth grade of SMAN1 Bulok Tanggamus in 2016/2017 Academic Year.

### 2. The object of the research

The object of the research was used of GI and students' procedure text writing ability.

### 3. Place of Research

The research conducted at SMAN 1 Bulok Tanggamus in 2016/2017 Academic Year.

### 4. Time of the Research

The research conducted at the first semester of 2016/2017 Academic Year.

## **CHAPTER II**

### **FRAME OF THEORIES AND THINKING, AND HYPOTHESIS**

#### **A. Frame of Theories**

##### **1. Concept of Teaching as a Foreign Language**

Teaching is the systematic activity which includes many components. Every component cannot be separated, but it has to be run together dependently and continually. For the reason, it is necessary for having a good management in teaching. It should be considered about the ability of the teacher in managing the class, his skills, and also the professionalism of the teacher so that teaching goal can be achieved. In addition, teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning. Our understanding of how the learners learn will determine our philosophy of education, teaching style, approach, methods, games and classroom technique. According to Harmer, teaching means give (someone) knowledge or to instruct or to train (someone).<sup>1</sup> It means that to show somebody how to do something or to change somebody's ideas.

Setiyadi state, the way to teach English as a second language is not necessarily different from the way to teach English as a foreign language.<sup>2</sup> In fact, teaching

---

<sup>1</sup>Jeremy Harmer, *How to Teach English*, (Edinburgh Gate: Pearson Longman, 2002), p.56

<sup>2</sup>Ag.BambangSetiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.21

English in the countries where English is only a foreign language may differ to teach English in the countries where English is a second language and it also differs to teach English in the countries where English is a native language.

Most of people in United Kingdom, English is the native language. Therefore, they speak English for daily communication. While in Malaysia, English is their second language because they are not only speak their native language but also English. Indonesian people only learn English in the class or their school. Therefore there are only some people who speak English. In Indonesia, English is taught as the first foreign language. As a foreign language, English is not used for daily communication.

Wilkins says that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned.<sup>3</sup> It means that students who learned English as a foreign language have little opportunities to use their English in real life situation.

English language as an international language in the world has a big affect in human life in the world. In this era globalization, English have a very important position almost in every aspect of our life, likely: jobs, technology, science, social, cultural, business, etc.

---

<sup>3</sup>David Wilkins, *Linguistics in Language Teaching*, (London: Edward Arnold Publish, 1980).

In teaching English as foreign language, the teachers should be able to manage the classroom well. The teacher should be creative and manage the classroom with interesting method as Brown States, teaching is showing or helping student to learn how to do something, giving instructions in the study of something, providing with language, and causing to know or understand.<sup>4</sup>It means that teacher have to make the students fell comfort and interest in studying subject by using a creative technique so the students' will focus on learning process.

Based on the explanation above, English as a foreign language and as second language.English is one of important language that is taught in Indonesia. Teaching English as a foreign language is the process for helping the students to learn English and make their understanding in learning process and do a lot of practice to master the English language. In teaching English, the teacher should be able to create a comfortable class and use creative method so the students will be interest in learning English.

## **2. Concept of Writing**

### **a. Definition of Writing**

Writing is a medium for communication, it helps us connect to others and the reader must understand the purpose of our writing, what we are going to inform

---

<sup>4</sup>H. Douglas Brown, *Teaching Principle of Language and Teaching*, ( New Jersey: Practice Hall,2000), p.7

or to say.<sup>5</sup> It means that writing is a process of communication and transfer informational message to reader.

Writing is a process of communication which uses conventional; graphic system to convey a message to reader. For many foreign language learners, writing is considered as the most difficult skill because in writing they have to combine the correct grammatical and also the coherence of the paragraph.<sup>6</sup> It means that in writing is a process of communication through graphic system to get the ideas and writing is difficult skill because must use correct grammar and coherence of the one paragraph to others.

Harmer states that writing is activity to express and put on the ideas or thought on written form.<sup>7</sup> It means that in writing is activity when writer expresses and puts on the ideas on written form to communicate information to the reader or group of readers and can be understood by the reader.

Based on definition above, it can be concluded that writing is writing is a process of communication and transfer informational message to reader the writer must use correct grammatical and coherence of the one paragraph to other paragraph and when writer wants to convey information in writing, the writer must write

---

<sup>5</sup>Aan Raimes, *Technique in Teaching Writing*, (London: Oxford University Press, 1983), p.129.

<sup>6</sup>Sanggam Siahaan, and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta, Graha Ilmu, 2007), p.3

<sup>7</sup>Jeremy Harmer, *How to Teach Writing* (Edinburgh Gate: Pearson Longman, 2004), p.4

continuity and clarity of their thought and form the writing must be clearly. Writing is a part of daily activity where writing is always used by the writer to express what they thought in written form and can be understood by the reader.

### **b. Concept of Writing Ability**

Siahaan states that writing is the skill of a writer to communicate information to a reader or group of readers.<sup>8</sup> It means that we must have ability to express our ideas and thoughts in our writing clearly. It is needed in order the reader can receive the information clearly. In writing, there are five aspects which have to fulfill. The five aspects of writing are as the criteria of good writing. Here they are:

1. Content (the ability to think creatively and develop thoughts).
2. Organization (the ability to write in appropriate manner).
3. Vocabulary ( the ability to use of word / idiom)
4. Language (the ability to write in appropriate structure).
5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).<sup>9</sup>

---

<sup>8</sup>SanggamSiahaan, *The English Paragraph*, (Yogyakarta, GrahaIlmu, 2007),p.2.

<sup>9</sup>CristopherTribble, *Language Teaching Writing* (New York: Oxford University Press, 1996), p.130.

Based on the explanation above, it can be concluded that writing ability is an ability to produce written language well which fulfills five aspects of writing, there are content, organization, vocabulary, language, and mechanics. So, the aspects of writing must be understood by the students for step to get good writing.

### **c. Concept of Writing Process**

Harmer states that writing is a process because it goes through many stages.<sup>10</sup> It means that writing is ifwhen we are trying to write something must know about the rule in writing process because writing is not instant process.

From the statement above, it can be say that writing is not instant process. There are some steps of writing based on Harmer, there are:

1. Planning. Plan what they are going to write, when planning, writers have to think about three main issues. In the first, place they have to consider the purpose. Secondly, experienced writers think of the audience they are writing for. Thirdly, writers have to consider the content structure
2. Drafting. The first version of a piece of writing as a draft.
3. Editing. (reflecting and revising). The writers tend at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy.

---

<sup>10</sup>Jeremy Harmer, *Op.Cit*, p.4-5

4. Final version. The writers are now ready to send the written text to its intended audience.<sup>11</sup>

Based on theories above, it can be concluded that writing process is not instantly produced to pour what the thinking through written form. Writing process is an activity to produce a well-organize written language which needed some steeps or process. Then the rules of writing process such as planning, drafting, editing, and final version. The students make good writing if they follow rule of writing process.

### **3. Concept of Text**

According to Siahaan, text is a meaningful linguistic unit in a context.<sup>12</sup> Text is a human readable sequence of characters and the words they form that can be encoded into computer – readable formats. Generic structure and language feature are dominantly used. According to Anderson, types of text in English are divided into several types. They are poetic, dramatic, narrative, response, discussion, explanation, exposition, information report, procedure and recount. These variation are known as genre.<sup>13</sup> However, Gerot and Wignel classify the genre into thirteen types. They are ;

---

<sup>11</sup>*Ibid.*

<sup>12</sup>SanggamSiahaan&KisnoShinoda, *Op.Cit.*, p. 1

<sup>13</sup>Mark Anderson and Kathy Anderson, *Text Types in English 2* (South Yara: Macmillan Education,2003), p.3-5.

1) Spoof

Spoof is a text to retell an event with a humorous twist.

2) Recount

Recount is a text to retell events for the purpose of informing or entertaining.

3) Report

Report is a text to describe the way things are with reference to a range of natural, man made and social phenomena in our environment.

4) Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

5) News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6) Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7) Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

#### 8) Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

#### 9) Description

Description text is a text to describe a particular person, place or thing

#### 10) Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

#### 11) Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

#### 12) Discussion

Discussion text is a text to present ( at least ) two points of view about an issue.

#### 13) Reviews

Reviews is a text to critique an art work or event for a public audience.<sup>14</sup>

---

<sup>14</sup>Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: GerdStabler, 1994), pp.192-220.

From the description above, it means that there are many kinds of English texts, and students should understanding about the texts, and each genre of the text has owns social function and generic structure. It depends on the purpose and the content of the message that will be conveyed by the writer to the reader.

#### **a. Concept of Procedure Text**

Procedure text is any written English Text in which the writer describes how something is accomplished through a sequence of action or step.<sup>15</sup> Anderson and Kathy say that a procedure is a piece of text that tells how to do something.<sup>16</sup>It means procedure text is a kind of text that gives instruction on how to do something through set of steps which should be completed in the sequence to get a goal.

Anderson and Kathy say that there three components of generic structure of a procedure text, namely;<sup>17</sup>

- a. An introductory statement that gives the aim or goal. This maybe the title of the text or an introductory paragraph.
- b. A list of the materials that will be needed to complete procedure:
  - This may be a list or a paragraph.
  - This step may be left out in some procedures.

---

<sup>15</sup>Emi Emlia, *Pendekatan Gendre-Based dalam Penajaran Bahasa Inggris: Petunjukuntuk Guru*, (Bandung: Rizki, 2011), p.8.

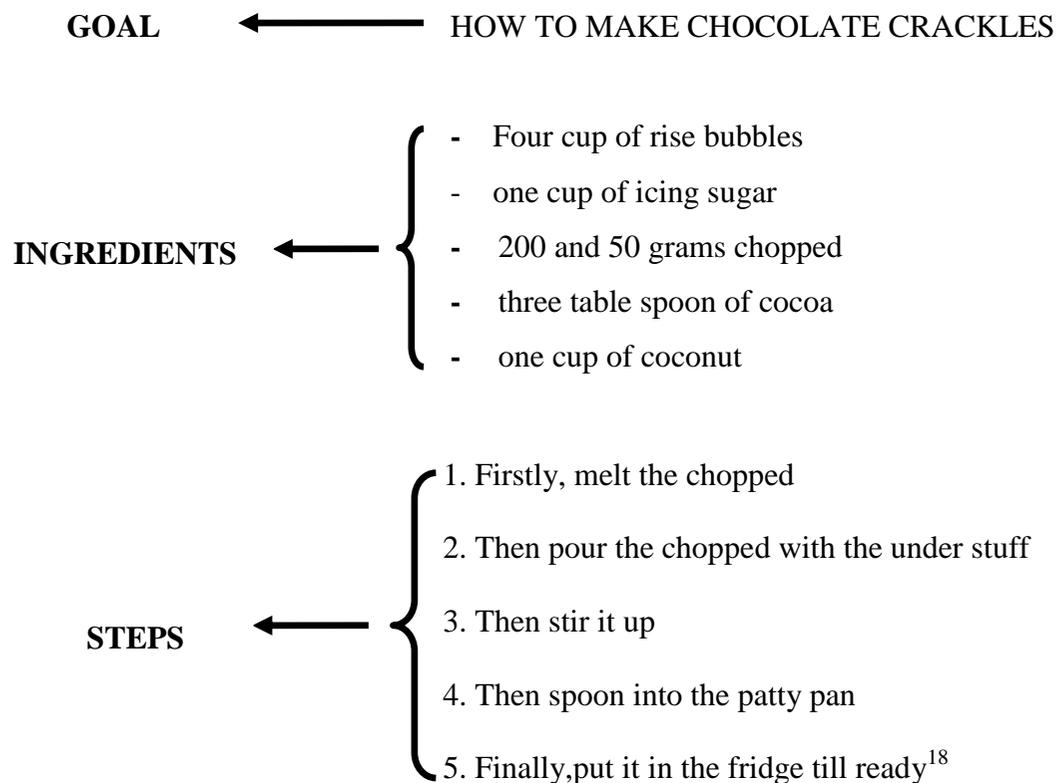
<sup>16</sup>Anderson, *Op.Cit*, p.51.

<sup>17</sup>*Ibid*,p.52

c. A sequence of steps in the order they need to be done:

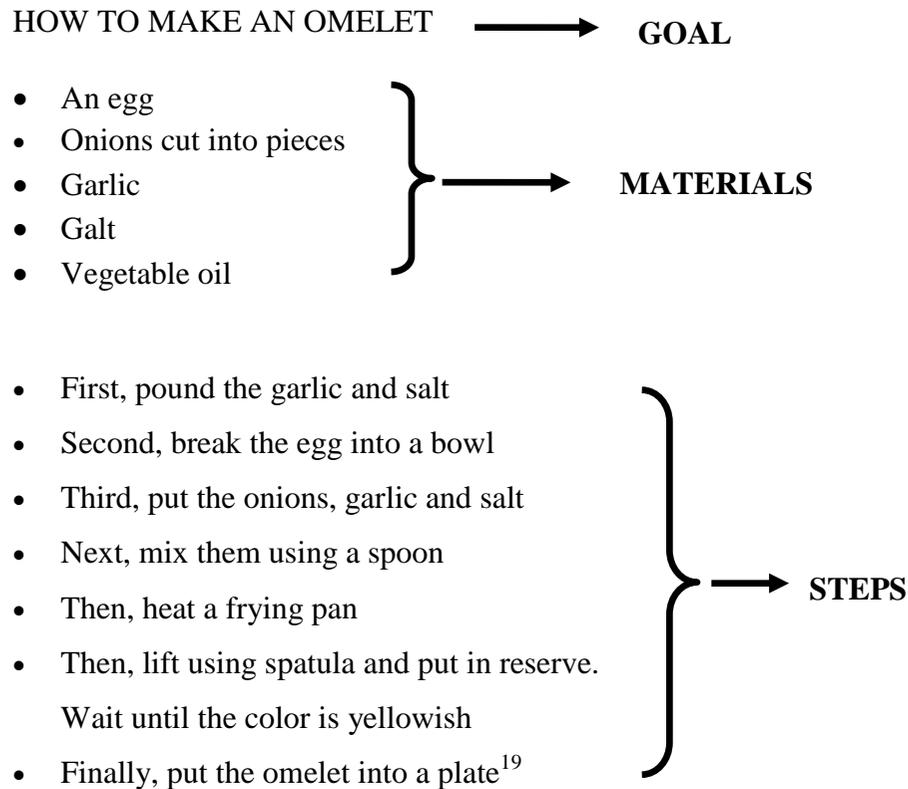
- Numbers can be used to show first, second, third, and so on.
- The order is usually important; such word as now, next, and after this can be used.
- Usually the steps begin with a command such as add, stir, or push.

The example of Procedure text;




---

<sup>18</sup>Peter Knapp, Megan Watskin, *Genre Text Grammar Technologies for Teaching and Assessing Writing*, (Sydney: University of New South Wales Press Ltd, 2005) , p.158.



Based on the explanation about the procedure text above, the writer takes conclusion that the procedure text is a text that tells about how to do something through a series of steps. There are three generic structures that should be contains in procedure text, they are goal, materials, and procedure or steps. The writer choose example of procedure text based on Emi Emilia, the text is easy to be understood by the students, besides this text has been thought at SMA.

<sup>19</sup>Emi Emilia, *Op. Cit*, p.101

#### 4. Concept of Procedure Text Writing Ability

Writing is defined as a productive written language skill. Further, writing is a psychological activity of the language user to put information in the writing text.<sup>20</sup> It means that writing is one of language skill is used to express the ideas, to share information each other reader through written form. The one type of writing is procedure text. Procedure text is any written English Text in which the writer describes how something is accomplished through a sequence of action or step.<sup>21</sup> It means procedure text is a kind of text that gives instruction on how to do something through set of steps which should be completed in the sequence to get a goal.

According Tribble, there are five component of writing include content, organization, vocabulary, language, mechanics.<sup>22</sup> It means that in writing has component must be mastered by the writer to get good writing. In procedure text writing ability, the writer express the idea or topic of the text not only keep attention about generic structure and grammatical features of procedure text, but the writer also has to keep attention about five aspect of writing include content, organization, vocabulary, language and mechanic, those are will be the assessment of writing.

---

<sup>20</sup>SanggamSiahaan, and KisnoShinoda, *Op.Cit*, p.3

<sup>21</sup>Emi Emilia, *Op. Cit*, p.8

<sup>22</sup>CristopherTribble, *Op.Cit*, p.130

Based on the explanation above, it can be concluded that procedure text writing ability is the ability of the students' to make text that gives instructions on how to make something through set of steps which should be completed in the sequence to get the goal which fulfill the criteria of good writing including content, organization, vocabulary, language and mechanics.

### **5. Definition of Group Investigation (GI) Method**

Group Investigation is Cooperative Learning in which students help define topics for study and then work together to complete their investigations. The Group Investigation involves students in planning both the topics for study and the ways to proceed with their investigations.<sup>23</sup> It means GI is cooperative learning that can help students work together to complete their investigation and involves students in planning the topics for study with their investigations.

Slavin stated that GI as follows;

“Group Investigation is a general classroom organization plan in which students work in small groups using cooperative inquiry, group discussion, and cooperative planning and project. In this method, students from their own two-to-six member groups. After choosing subtopics from a unit that the entire class is studying, the groups break their subtopics into individual task and carry out the activities that are necessary to prepare group reports. Each group then make a presentation or display to communicate its findings to the entire class.<sup>24,</sup>”

---

<sup>23</sup>Robert E. Slavin, *Cooperative Learning: Theory, Research and Practice*, (2<sup>nd</sup> ed), (Boston: Allyn& Bacon, 1995), p. 111.

<sup>24</sup>Robert E. Slavin, *Educational Psychology: Theory and Practice*, (8<sup>th</sup> ed). (Boston: Pearson Education Inc, 2006), p.259.

It means that GI is one of Cooperative Learning method which focus on students' participation and activity and can helps students on their writing because students work in small group using cooperative inquiry, group discussion, and cooperative planning and project and students prepare report to presentation the result entire class.

In addition, Group Investigation is a method for teaching the students in helping them to gain in-depth knowledge about a specific area.<sup>25</sup> It means that GI is method for teaching students and can help students to obtain specialized knowledge about a specific area and make students to study a topic intensely.

Based on the theories above, the writer concluded that GI is cooperative learning that can help students work together to complete their investigation and involves students in planning the topics for study with their investigations. This method which focus on students' participation and activity and can help students on their writing because students work in small group using cooperative inquiry, group discussion, and cooperative planning and project and prepare group report then make presentation the result. GI is method for teaching students and can help students to obtain specialized knowledge about a specific area and make students to study a topic intensely.

---

<sup>25</sup>Elizabeth F. Barkley, K.Patricia Cross, Claire Howell Major, *Collaborative Learning Techniques: A Handbook for College Faculty*, (San Francisco: John Willey & Sons, Inc, 2005), p.171

The writer assumes that GI is good method in teaching English writing because it can motivate and help the students in exploring the topics and gathering idea.

**a.Procedure of Teaching Procedure Text Writing Ability through Group Investigation (GI)**

The procedure of teaching GI method can be described as follows:

- 1) Topic Selection, teacher asks the students choose specific subtopics about procedure text within a general problem area, usually described by the teacher. Teacher divides students are placed into small four-to five member task oriented groups. Group composition is academically and ethnically heterogeneous.
- 2) Planning the investigation in group, in the second steps teacher ask students in each group and plans specific learning procedures, tasks and goals consistent with the subtopics about procedure text of the problem selected in step 1 (first).
- 3) Teacher checking students in implementation or carrying out the investigation, typically this is the longest steps. Each group gathers information, review the subtopic about procedure text for example “How to Make Lemon Tea”, analyze or evaluate it, reach some conclusions and apply their share of new knowledge to the resolution of the group’s research problem. Kinds of sources of information can be obtained both inside and outside the school.

- 4) The teacher accompany the students preparing final project, students analyze and evaluate information obtained during step 3 (third) and must prepare a summary activity. It may be in form of plan their reports.
- 5) Presentation of final project, each group in the class give an interesting presentation of the topics studied in order to get classmates involved in one another's work and to achieve a broad perspective on the topic. Group presentations are coordinated by the teacher
- 6) Evaluation, in cases where groups followed different aspects of the same topic, students and the teacher evaluate each group's contribution to the work of the class as a whole. Evaluation can include either individual or group assessment or both.<sup>26</sup>

Aris Shoimin gives some procedures the teacher does in the classroom. Those procedures are:

- 1) Teacher make divides the students into some groups. Each group consists of two-six students.
- 2) The teacher explains about purpose of the learning and gives task to each group which they investigate.
- 3) Each group discussion the task in a cooperative in the group.
- 4) After finish, each group presentation about result of investigation in front of class but, only one member of the group.

---

<sup>26</sup>Robert E. Slavin, *Op.Cit.* p.114-117

- 5) Other group can give criticism and reaction.
- 6) Evaluation from teacher if any mistake about the topics in presentation.<sup>27</sup>

From the definition about procedure of GI above the teacher is needed to guide the students in writing classroom activity and help the students to what they want to write. In this case, the writer modifies the teaching procedure text writing with the procedure in teaching GI method that have been explain above as follows:

- 1) The teacher explains about procedure text include generic structure and about GI method and how to use GI method and how to make procedure text by using GI method. The teacher give an example to make easy in making procedure text.
- 2) The teacher divide students into some group, each group consist four-five students and ask the students do interaction and collaboration with their group to discuss and investigations the topics.
- 3) Each group gathers information, review the topic, analyze or evaluate it, reach some conclusions and apply their share of new knowledge and students asks clarification about the topic which is not understood by her or him to her or his friend in their group to the resolution of the group's research problem.

---

<sup>27</sup>Aris Shoimin, *68 Model Pembelajaran INOVATIF dalam Kurikulum 2013*, (Yogyakarta: Ar-ruzz Media, 2014), p.80

- 4) After that, the teacher role's is helping and guiding the students in organizing and elaborating the topic.
- 5) After finishing step 4 (fourth), the final project the students present the result. And then, the students should analysed the result base on aspects of writing.
- 6) And the last the teacher give evaluation if any mistake when the students presentation, conclusion, motivation and give feedback to the students. And then, the students can revise the result.

**b. Advantages and Disadvantages of Using Group Investigation (GI) in Teaching Procedure Text Writing Ability**

**1. Advantages**

In group investigation, students not only work together but also help both the topics for the study and the investigation procedure used. GI has many advantages:

- 1) Motivating students to learn the material.
- 2) Providing that students construct their own knowledge.
- 3) Providing formative feedback.
- 4) Developing social and group skill necessary for success outside the classroom, and
- 5) Promoting positive interaction between members of different.<sup>28</sup>

---

<sup>28</sup>*Ibid.* p 81

## **2. Disadvantages**

GI have many disadvantages:

- 1) This method needs a lot of time to students for doing stages.
- 2) Little material can give in one meeting.
- 3) Group discussion usually not effective.<sup>29</sup>

## **B. Frame of Thinking**

In learning activities, the teacher can do interaction with students. Students are still confused to express their ideas in form of written language especially in procedure text. Many teachers are still using lecture method, resulting in a rigid atmosphere in the classroom and unconsciously lead students to feel tired and bored. Teacher needs suitable method that can make the students easy to express their ideas in form of written language. There are many methods that can be used by teacher in teaching writing.

Group Investigation is an alternative method for the teacher in learning process. One of Cooperative Learning method which focus on students' participation and activity can help students on their writing because students work in small group using cooperative inquiry, group discussion, and cooperative planning and project. Group Investigation involves students in planning both the topics for studying and the ways to proceed with their investigations. This method focuses

---

<sup>29</sup>*Ibid.* p.82

on students' participation and activity. Then, group investigation can be used to develop students' idea and stimulate the students in organizing the text especially in procedure text.

From those explanations, the writer concluded that by using group investigation in teaching writing especially procedure text leads the students' to improve their writing ability more creatively and correctly. This method can make the students interested in following the lesson. Therefore using group investigation method can give positive influence for the students' writing ability in procedure text.

### **C. Hypothesis**

Based on the frame of theories and thinking above, the writer formulated the hypotheses as follows:

$H_a$  : There is a significant influence of using Group Investigation (GI) toward students' procedure text writing ability at the first semester of the tenth grade at SMAN1 Bulok Tanggamus in 2016/2017 academic year.

$H_o$  : There is no significant influence of using Group Investigation (GI) towards students' procedure text writing ability at the first semester of the tenth grade at SMAN1 Bulok Tanggamus in 2016/2017 academic year.

## **CHAPTER III RESEARCH METHOD**

### **A. Research Design**

In conducting the research the writer used experimental research because it investigates the influence of using GI method towards students' ability in writing procedure text. The writer used quasi-experimental research design. Quasi-experiments include assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.<sup>1</sup> Furthermore, the varieties of quasi-experimental designs, which can be divided into two main categories, there are pre- and post-test only.<sup>2</sup> It describes that quasi-experimental design do not have random assignment, then quasi-experimental divide into categories pre- and post-test only.

In this research, the writer selected two classes, first class as a control class and second class as a experimental class. The writer used pre-test and post-test group design. The writer assign intact groups the experimental and control treatment, conduct experimental treatment activities with the experimental group only, and then administers a post-test to asses the differences between the two groups.<sup>3</sup> The research design can be presented as follow:

---

<sup>1</sup>John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4<sup>th</sup>ed), (Boston: Pearson Education, 2012) p.309.

<sup>2</sup>*Ibid.* p.310

<sup>3</sup>*Ibid.*

**Table 2**  
**Pre and Post-test Design**

Select Control Group	Pre-test	No Treatment	Post-test
Select Experimental Group	Pre-test	Experimental Treatment	Post-test

In this research, the student was given pre-test to know their writing procedure text ability before treatment and post-test after the treatment by GI method. The pre-test and post-test was conducted for control and experimental class.

### **B. Variable of the Research**

There were two variables of this research, they were independent variable and dependent variable. The independent variable of this research is Group Investigation (GI) in teaching writing (X), and the dependent variable of this research is students' procedure text writing ability (Y)

### **C. Operational Definition of Variable**

The operational definitions of variables are as follows:

#### 1. Independent Variable (X)

Group Investigation (GI) is a general classroom organization plan in which students work in small groups, each group consist four-five students and using cooperative inquiry, group discussion, cooperative planning and project. After choosing subtopics the groups break their subtopics into individual task and carry

out the activities that are necessary to prepare group reports. Each group then make a presentation or display to communicate its findings to the entire class.

## 2. Dependent Variable (Y)

Procedure text writing ability is the ability of the students' to make text that gives instructions on how to make something through set of steps which should be completed in the sequence to get the goal which fulfill the criteria of good writing including content, organization, vocabulary, language and mechanics.

### **D. Population, Sample and Sampling Technique**

#### **1. Population**

According to Creswell, a population is a group of individuals who have the same characteristics, then a target population is a group of individuals or a group of organization with the same common defining characteristics.<sup>4</sup> The population of the research was the students at the tenth grade of SMAN1 Bulok Tanggamus 2016-2017 which consist 123 students in four classes.

---

<sup>4</sup>*Ibid.*p.142

**Table 3**  
**Population of the Students at the Tenth Grade**  
**of SMAN1 BulokTanggamus 2015-2016**

No	Class	Total of Students		Total
		Male	Female	
1	X.1	14	16	30
2	X.2	12	18	30
3	X.3	16	15	31
4	X.4	15	17	32
<b>Total</b>		<b>57</b>	<b>66</b>	<b>123</b>

*Source : Document of SMAN1 BulokTanggamus*

## 2. Sampling Technique of the Research

In taking sample, the writer used cluster random sampling technique. The selection of the groups, or clusters, of subject rather than individuals is known as cluster random sampling.<sup>5</sup> The writer conducted the research at the tenth grade consists of four classes. The steps in determining the experimental and control class as follows:

- a. First, the writer made a kind of lottery
- b. Second, the writer provided four pieces of small paper which each piece wrote the name of each class then the writer rolled them up and put them into a glass.
- c. Third, the writer shook the glass and took one of the pieces of the paper. For the first paper as the experimental class.

---

<sup>5</sup>Jack R, Fraenkel and Norman R. Wallen, *How to Design and Evaluate Research in Education* (8<sup>th</sup>ed), (New York: McGraw-Hill Companies, Inc,2009), p.95.

- d. Next, the writer shook the glass again and took one small piece of rolled paper. The name of class should be different with the name in the first shook so for the second paper as the control class.

### **3. Sample of the Research**

A sample is a subgroup of the target population that the writer plans to study for generalizing about the target population.<sup>6</sup> In this research, the writer took two classes as sample of the research, one class as control class and one class as experimental class. Experimental class was X.1, and control class was X.2.

### **E. Data Collecting Technique**

The writer collected the data through test. The data collecting technique through test was pre- and post-test.

#### **a. Pre-test**

The pre-test was given before the treatment. The writer was given pre-test to the students in control class and experimental class to measure their procedure text writing ability before treatment.

#### **b. Post-test**

The post-test was done after students in experimental and control class were given the treatment. It was done to know the students' procedure text writing ability

---

<sup>6</sup>*Ibid.*

after they were taught by using GI method. It was administered after treatments gave to measure the influence of using GI method towards students' procedure text writing ability.

#### **F. Research Instrument**

An instrument is a tool for measuring, observing, or documenting data. It contains specific questions and response possibilities that you establish or develop in advance of the study.<sup>7</sup> The instrument in this research was test. The kind of the test was procedure writing test. The writer made two instruments, they were pre-test and post-test.

The topics given to the students are:

**Table 4**  
**Research Instrument for Pre and Post-test**

<b>Pre- test instrument</b>	<b>Prost-test instrument</b>
a. How to Make Burger	a. How to Make Sandwich
b. How to Make Instant Noodle	b. How to Make Omelet
c. How to Make a Cup of Coffee	c. How to Make a Cup of Tea

---

<sup>7</sup>John W. Creswell, *Op.Cit.*, p.14.

## **G. Research Procedure**

The procedure of this research is as follows:

### **1. Determining the subject**

The writer chose the students at the tenth grade of SMAN1 Bulok Tanggamus as the subject of the research. One class was as experimental class and one class was as control class

### **2. Preparing pre-test**

The writer prepared the pre-test that was given to know the students' procedure text writing ability before gave the treatment. The students was given three topics, they were: How to Make Burger, How to Make Instant Noodle, How to Make a Cup of Coffee.

### **3. Determining the material**

The writer determined the material which was taught to the students, that was procedure text writing about How to Make Ice Tea, How to Make Pancake, How to Make Fried Banana.

### **4. Conducting the treatment**

The writer conducted the treatment within three meetings in each class. In the experimental class, the writer used Group Investigation (GI) method. In control class, the writer used teaching method as a teacher there.

#### 5. Preparing post-test

The writer prepared the post-test that gave to know the students' procedure text writing ability after gave treatment. The students gave three topics: How to Make Sandwich, How to Make Omelet, How to Make a Cup of Tea.

#### 6. Analyzing the data

The writer analyzed the data to find out whether the method used effective or not.

### **H. Scoring**

In this research the writer used inter-rater to score the result of the test. The scoring was done by the writer herself and another person who also score the test, the English teacher in the school. In this research the writer herself as R1 and the English teacher as R2. The scores of the two raters are summed up and then divided into two. The score is calculated based on the following scoring systems proposed by Christopher Tribble.<sup>8</sup>

---

<sup>8</sup>Christopher Tribble, *Language Teaching Writing*, (Oxford: Oxford University, 1996), p.130.

**Table 5**  
**Scoring System of Writing**

Area	Score	Descriptor
<b>Task Fulfillment/Content</b>	20-17	<b>Excellent to very good:</b> Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	<b>Good to average:</b> Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11-8	<b>Fair to poor:</b> Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	<b>Very poor:</b> inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4-0	<b>Inadequate:</b> fails to address the task with any effectiveness.
<b>Organization</b>	20-17	<b>Excellent to very good:</b> Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	<b>Good to average:</b> Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
	11-8	<b>Fair to poor:</b> Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to

		follow (coherence); connectives largely absent (cohesion).
	7-5	<b>Very poor:</b> Lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
<b>Vocabulary</b>	20-17	<b>Excellent to very good:</b> Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	<b>Good to average:</b> Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	11-8	<b>Fair to poor:</b> Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	7-5	<b>Very poor:</b> No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate
	4-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.
<b>Language</b>	30-24	<b>Excellent to very good:</b> Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured.
	23-18	<b>Good to average:</b> Acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	17-10	<b>Fair to poor:</b> Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	<b>Very poor:</b> Major problems with structures – even simple ones; frequent errors of negation,

		agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
	5-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.
<b>Mechanics</b>	10-8	<b>Excellent to very good:</b> Demonstrates full command of spelling, punctuation, capitalization, and layout.
	7-5	<b>Good to average:</b> Occasional errors in spelling, punctuation, capitalization, layout.
	4-2	<b>Fair to poor:</b> Frequent errors in spelling, punctuation, capitalization, and layout.
	1-0	<b>Very poor:</b> Fails to address his aspect of the task with any effectiveness.

Final Score = C + O + V + L + M

Note:

C : Content (20)

O : Organization (20)

V : Vocabulary (20)

L : Language (30)

M : Mechanic (10) +

100

## **I. Validity, Readability and Reliability**

### **1. Validity of the Test**

A good test is the test that has validity. The validity test is conducted to check whether the test measures what is intended to be measured.<sup>9</sup> It means a test is valid if test can really test what needs to be tested correctly. To measure whether the test is valid or not, the writer analyzed the test from content and construct validity.

#### **a. Content Validity**

Best and Kahn say that content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was design, content validity is based upon the careful examination of course textbooks, syllabi, objectives, and the judgments of subject matter specialists.<sup>10</sup> It means that to get content validity, the test adapts with the textbook and based on the syllabus for the tenth grade of SMA. The test is suitable with the material is taught to the students. In this case of this reasearch, the instrument of the test had agreement with the objectives of learning in the school which it was based on the syllabus

---

<sup>9</sup>Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (10<sup>th</sup> Ed), (Bandung: Alfabeta, 2012), p.17.

<sup>10</sup>John W. Best and James V. Khan, *Research in Education*, (7<sup>th</sup> Ed), (New Delhi: Prentice Hall, 1995), p.17.

because the test was to measure the students' procedure text writing ability at the tenth grade of senior high school.

#### **b. Construct Validity**

Best and Kahn say that construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.<sup>11</sup> It means that construct validity is focused on the kind of the test that used to measure the ability. In this research, the writer used writing. Methods of scoring students' writing was adapted by Tribble. They are content, organization, vocabulary, language and mechanic. To make sure, the writer will consult to the English teacher of SMAN 1 Bulok, Tanggamus, Ms. Fatmawati, S.pd for determining whether the test has obtained construct validity or not.

At the beginning of activity, the writer has conducted validity of the test to ascertain whether the direction and instructions can be understandable by the test takers. The validity form of the writing sheet was given to English teacher. After the teacher analyzed the instruments and she concerned that the instruments were valid and she said that it the students can used dictionary. The result of validation form for writing test is attached (see appendix 2).

---

<sup>11</sup>*Ibid.*

## 2. Readability of the Test

Readability tests are indicators that measure how easy the direction and instruction can be read and understood<sup>12</sup>. The writer conducted readability test to know whether the direction and instructions was understood by the test take or not. The readability of the writing sheet will be given to some students in the tenth grade.

To know readability of the test instrument, the writer followed Kouame's research. Participants asked to evaluate instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describe an item that is difficult to read.<sup>13</sup> The questions tested individually. The items of readability can be seen at (appendix 6)

Futhermore, based on the finding of kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers. Because the mean of the items (instrument) of writing test above is 2.19 (lower than 4.46), it means that the instrument is readable. (see appendix 6 ).

---

<sup>12</sup>JulienB.Kouame, *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, *Journal of Multi Disciplinary Evaluation*, Vol.VI, sNo.14 August 2010, (Michigan: Western Michigan University), p.133

<sup>13</sup>*Ibid.*

### 3. Reliability of the Test

Reliability show that an instrument can be believed to be used as a tool of data collecting technique when the instrument is good enough.<sup>14</sup> It means a test is reliable if the test is able to give constant result even though the test given repeatedly to the same individuals or sample. Furthermore, reliable instrument is an instrument which is if used to measure the same object for some time will result same data.<sup>15</sup> To get the reliability of the test, the writer used inter-rater reliability, they are two raters: English teacher and the writer. To estimate the reliability of the test, the writer will use rank order correlation as follows:<sup>16</sup>

$$P = 1 - \frac{6\sum D^2}{N(N^2-1)}$$

$P$  = The number of rank correlation  
 $6 \& 1$  = Consonant number  
 $D$  = Difference of rank correlation  
 $N$  = The number of students

The writer uses the criteria of reliability as follows:

- a. 0.800 – 1.000 is very high
- b. 0.600 – 08000 is high

---

<sup>14</sup>Suharsimi Arikunto, *Procedure Penelitian Satuan Pendekatan Praktek*, (Jakarta: RhinekaCipta, 2010), p.142.

<sup>15</sup>Sugiyono, *Op.Cit.*p.17

<sup>16</sup>Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2008), p.232

- c. 0.400 – 0.600 is fair
- d. 0.200 – 0.400 is low
- e. 0.000 – 0.200 is very low<sup>17</sup>

The writer calculated the score of test used the reliability formula based on two raters to know the test are reliable or not. The result for calculation in the control class of score was 0.98 for pretest and 0.96 for posttest. Meanwhile, in the experimental class of scores was 0.96 for pretest and 0.98 for posttest (see appendix 11).

From the result of reliability above, the writer concluded that the result of reliability for pretest and posttest in control class and experimental class have a very high reliability based on the criteria of reliability. Furthermore, the reliability of the tests in this research are reliable.

## **J. Data Analysis**

### **1. Prerequisite Test**

Prerequisite test is a test done to measure the level of mastery of the knowledge base to be able to receive knowledge sequel. Basic knowledge is usually called the material prerequisite knowledge.<sup>18</sup>

---

<sup>17</sup>Suharsimi Arikunto, *Loc. Cit.*

<sup>18</sup> Suharsimi Arikunto, *Pengantar Evaluasi Pendidikan*, (Pasca Sarjana UNJ, 2000),p.122

### a. Normality Test

The normality of the test was used to measure whether the data in the experimental class and control class are normally distribution or not. In this research, the writer will use *Lilieforstest*, the steps are<sup>19</sup> :

The hypothesizes for the normality test were formulated as follows:

$H_0$  : The data are normally distributed.

$H_a$  : The data are not normally distributed.

The test criteria of acceptance or rejection of hypothesis for normality test were as follows:

$H_0$  is accepted if  $L_{\text{observed}} < L_{\text{critical}}$ .

$H_0$  is rejected if  $L_{\text{observed}} > L_{\text{critical}}$ .

### b. Homogeneity Test

After the normality test, the writer intended to the homogeneity test to be certain that the data are homogeneous or not.

The hypothesizes for homogeneity are:

$H_0$  = the variance of the data is homogeneous

$H_a$  = the variance of the data is not homogeneous

The test statistic

---

<sup>19</sup>Sudjana, *Metode Statistika*, (Bandung, Tarsito, 2005), p. 95

$$F = \frac{\text{The Biggest variance}}{\text{The Smallest variance}}^{20} \quad \text{where } F = \frac{S_1^2}{2^2}$$

In this case the criteria of acceptance or rejection of hypothesis for :

$H_0$  is accepted if  $F_{\text{observed}} < F_{\text{critical}}$ .

$H_0$  is rejected if  $F_{\text{observed}} > F_{\text{critical}}$ .

## 2. Hypothetical Test

The hypothetical research was used to know the significance of the treatment effect. Then in this research, the writer used quantitative analysis to know there is significant influence of the use Group Investigation (GI) method toward the students' procedure writing text ability or not. This test was used to analyzes the data. The t-test formula is:

$$t = \frac{M_x - M_y}{\sqrt{\left[ \frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Notes:

$t$	= $T_{\text{test}}$
$M_x$	= Mean of control class
$M_y$	= Mean of experimental class
$\sum x^2$	= Average deviation in control class
$\sum y^2$	= Average deviation in experimental class
$N_x$	= Number of students in the control class
$N_y$	= Number of the students in the experimental class
$N$	= Number of subject
With d.f = $N_x + N_y - 2$ . <sup>21</sup>	

---

<sup>20</sup> Sugiyono, *Op.Cit*, p.197

The hypotheses formulas are:

$H_a$  : There is a significant influence of using Group Investigation (GI) Method towards students' procedure text writing ability at the first semester of the tenth grade at SMAN 1 Bulok Tanggamus in 2016/2017 Academic Year.

$H_o$  : There is no a significant influence of using Group Investigation (GI) Method towards students' procedure text writing ability at the first semester of the tenth grade at SMAN 1 Bulok Tanggamus in 2016/2017 Academic Year.

While the criteria of the test are:

$H_o$  is accepted, if the score of  $t_{\text{observed}} < t_{\text{critical}}$ .

$H_a$  is accepted, if the score of  $t_{\text{observed}} > t_{\text{critical}}$ .

---

<sup>21</sup>SuharsimiArikunto, *Op.Cit.* p.269

## **CHAPTER IV RESULT AND DISCUSSION**

### **A. Description of the Treatment**

The research had been conducted since July, 28<sup>th</sup> 2016 to August, 11<sup>th</sup> 2016. It involved pretest, three times treatments and posttest. In the experimental class, the writer gave three times treatments by using Group Investigation method (GI) to find out the influence of using Group Investigation (GI) method before post test was given towards students' writing procedure text ability. Meanwhile, in the control class the writer gave lecture method that usually is used by the teacher there. The writer identified several results, they were: the score of the students before treatment in pretest, score of students after treatment in posttest.

#### **1. Description of the Research at the Experimental Class**

##### **a. Description of the First Treatment**

The first treatment on August 1<sup>st</sup> 2016, at the first meeting the students did not interest when the writer said about writing. They assumed that it was very difficult to express their ideas because they are lack of vocabulary, do not want to try writing an procedure text, and low motivation.

From the situation above, the writer gave the motivation first. The writer shared her experiences when she was student in senior high school. After sharing her experiences the writer explained about writing aspects and procedure text included generic structure and grammatical features of procedure text. After the students

understand about procedure text, the writer introduced Group Investigation (GI) method as a method to teach writing especially procedure text. Next the writer divided the students into several groups, a group consist of four until five students. And then the writer asked students to make procedure text using Group Investigation (GI) method. After making procedure text, the writer asked one of students each group to present his/her writing.

**b. Description of the Second Treatment**

The second treatment on August 4<sup>th</sup> 2016 for this session, it was better than first because the students did not look nervous anymore. The writer started the teaching learning process with explained of materials. In this treatment, the writer reviewed about procedure text include generic structure and grammatical features of procedure text. After that, the writer remembered the students about Group Investigation(GI) method and explained again the steps to make procedure text by using Group Investigation(GI) method. The last session of this lesson, the writer asked students to make procedure text and one of students each group to present result his/her writing.

**c. Description of the Third Treatment**

In the third treatment on August 8<sup>th</sup> 2016 for this session, it was better than the second because the students felt enjoyable with the materials of writing. In this session the writer gave the new example about procedure text. The writer explained more details so that students understood about it.

## B. Result of the Research

### 1. Result of Pretest at the Experimental and Control Class

At the first meeting, the writer conducted pretest in order to find out the previous students' procedure text writing ability. The pretest was administered on July 28<sup>th</sup>, 2016. The analysis of the test score that the mean score of experimental class was  $1784 : 30 = 59.47$  (see appendix 7). While in control class, the mean score was  $1724 : 30 = 57.47$  (see appendix 9).

### 2. Result of Posttest at the Experimental and Control Class

The writer conducted posttest in order to find out the students' development in writing especially procedure text after they got treatment by using Group Investigation (GI) method in experimental class and by using lecture method in control class. The posttest was administered on August 11<sup>th</sup>, 2016. After the data were analyzed, the result shows that the mean score of experimental class was  $1986 : 30 = 66.2$  (see appendix 8 ). It increased from 59.47 to 66.2. while in control class, the mean score was  $1865 : 30 = 62.17$  (see appendix 10) it increased from 57.47 to 62.17.

**Table 6**  
**Pretest and Posttest Score**

No	Class	Pretest	Post test
1	Control	57.47	62.17
2	Experimental	59.47	66.2

From the table 6 it showed that the student's writing procedure text ability increased both in the experimental class and in the control class.

### C. Data Analysis

#### 1. Result of Normality Test

The writer did normality test to measure weather the data has normal distribution or not. The hypothesis for the normality test are formulated as follow:

$H_0$  = the data are normally distributed.

$H_a$  = the data are not normally distributed.

Test criteria :

$L_{observed} > L_{critical}$  : it means that the data is not in the normal distribution.

$L_{observed} < L_{critical}$  : it means the data is in the normal distribution.

**Table 7**  
**Normality of the Experimental and Control Class**

Class	Pre Test		Post Test		Conclusion
	$L_{observed}$	$L_{critical}$	$L_{observed}$	$L_{critical}$	
Experimental	0.1279	0.161	0.0645	0.161	Normal
Control	0.1319	0.161	0.1217	0.161	Normal

Based on the table above, it can be seen that in experimental and control class shows  $L_{observed} < L_{critical}$ , so, the conclusion is that the population is in the normal distribution (see appendix 12 ).

## 2. Result of Homogeneity Test

Homogeneity test is used to know whether the variance of the data is homogenous or not.

a. Hypothesis formula

$H_0$  = The variance of the data homogenous

$H_a$  = The variance of the data not homogenous

criteria for the test are as follows :

$H_0$  is accepted if  $F_{\text{observed}} < F_{\text{critical}}$

$H_a$  is accepted if  $F_{\text{observed}} > F_{\text{critical}}$

**Table 8**  
**Result of Homogeneity in the Control Class and Experimental Class**

<b>Test Score</b>	$F_{\text{observed}}$	$F_{\text{critical}}$	<b>Conclusion</b>
Pretest	1.14	1.85	Normal
Posttest	1.27	1.85	Normal

Based on the table above, it can be seen that the result of the test in experimental class and the control class, the  $F_{\text{observed}}$  are 1.14 and 1.27 while the  $F_{\text{critical}}$  at the significant level of 0.05 is 1.85. It proves that  $H_0$  is accepted because  $F_{\text{observed}} < F_{\text{critical}}$ . It means that the variance of the data is homogenous. (see appendix 13)

### 3. Result of Hypothetical Test

The hypotheses formula is:

Ho : There is no a significant influence of using Group Investigation(GI) method towards students' procedure text writing ability at the first semester of the tenth grade at SMAN 1 Bulok Tanggamus in 2016/2017 academic year.

Ha : There is a significant influence of using Group Investigation(GI) method towards students' procedure text writing ability at the first semester of the tenth grade at SMAN 1 Bulok Tanggamus in 2016/2017 academic year.

Testing criteria:

Ho is accepted if  $t_{\text{observed}} < t_{\text{critical}}$

Ha is accepted if  $t_{\text{observed}} > t_{\text{critical}}$

Based on the result (see appendix 14) obtain  $t_{\text{observed}} = 2.83$   $t_{\text{critical}}$  at degree of significance 0.05 and  $d.f = N_x + N_y - 2 = 30 + 30 - 2 = 58$  gain  $t_{\text{critical}} = 1.67$ . Since  $2.83 > 1.67$ , Ho is refused and Ha is accepted. It means that the treatment has influence of the students' score. It means that there is significant influence of using Group Investigation(GI) towards students' procedure text writing ability at the first semester of the tenth grade at SMAN 1 Bulok Tanggamus in 2016/2017 academic year.

#### **D. Discussion**

The research result has shown that there is influence of using Group Investigation (GI) method towards students' procedure text writing ability. From the result above, we can see that the mean score of students' procedure text writing ability who are taught by using Group Investigation (GI) method is higher than who are taught by using lecture method. Before the writer conducted pre test and post test, the writer conduct readability to know the instrument readable or not and the writer consulted with English teacher to make sure that instrument has construct validity evidence. The result of construct validity English teacher was given comment about the direction in instrument. The comment was the students may use dictionary but the writer forgot to put on it in instrument.

Then, the result of the pretest showed that the mean score between control class and experimental class were slightly different. The mean score control class was 57.47 and the mean score of experimental class was 59.47. Although the mean score of control class was higher, the normality and the homogeneity test show that the data were homogeneous and normal. Therefore, it can be concluded that the two groups, control and experimental class, had the same ability at the beginning of the research.

Afterwards, the students were taught through Group Investigation (GI) method in the experimental class and lecture method in the control class. The material was three topics of procedure for three treatments. Before doing Group Investigation

method, the writer explained to the students what Group Investigation (GI) method is and how we can do the procedure of Group Investigation method (GI).

At the end of the research, post test was given to measure the improvement of procedure text writing ability in both classes after the treatment done. Based on the analysis of the data and the testing Hypothesis, the result of the calculation is found that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. From the analysis above, we know that the students who got high frequency of using Group Investigation (GI) method get better score than the students without using Group Investigation (GI) method in teaching procedure text writing ability. It is proved by the increasing mean score in both classes. The mean score of control class is 42.43 and the mean score of experimental class is 72.47.

Therefore, it can be concluded that using Group Investigation (GI) method was one of good method in teaching and learning English, especially in writing by seeing the score in the experimental class and control class that is higher than the control class. It means that Group Investigation (GI) method could improve students' writing ability. In this method, the students are supported to be active in teaching learning process. It had been supported by the previous research conducted by Rina Mayasari and Dita Ningtyas Pinasti about improving students writing skill using Group Investigation (GI) method in analytical exposition and descriptive text was revealed that Group Investigation (GI) method made the students were more active and enthusiastic in writing and increase their writing

skill. So, the writer concluded that Group Investigation (GI) method have significant influence toward students' procedure text writing ability.

## **CHAPTER V CONCLUSION AND SUGGESTION**

### **A. Conclusion**

In the previous chapter, the writer had analyzed the data statistically. Based on statistically analysis there is a significant influence of using Group Investigation (GI) method towards students' procedure text writing ability at the first semester of the tenth grade at SMAN 1 Bulok Tanggamus in 2016/2017 academic year. The reason for taking conclusion above, it can be proved from hypothetical test. In the hypothetical test, the research used  $T_{\text{critical}}$  (1.67) of t-value distribution for  $n= 58$ .  $H_a$  is accepted if  $T_{\text{observed}}$  is higher than  $T_{\text{critical}}$ , or ( $T_{\text{observed}} > T_{\text{critical}}$ ).  $H_o$  is rejected if  $T_{\text{observed}}$  is lower than  $T_{\text{critical}}$ , or ( $T_{\text{observed}} < T_{\text{critical}}$ ). So, since  $2.83 > 1.67$  there is a significant influence of using Group Investigation (GI) method towards students' procedure text writing ability at the first semester of the tenth grade at SMAN 1 Bulok Tanggamus in 2016/2017 academic year

### **D. Suggestion**

In reference to the conclusion above, the researcher proposes some suggestion as follows:

#### **1. Suggestion For The Teacher**

- a. In this research the writer find out that Group Investigation (GI) method can be used to improve students' procedure text writing

ability. Due to the finding, English teacher can help students increase their procedure text writing ability by using other effective and relevant method. This can be done, among others, by providing certain clues based on the method so that they can develop their Group Investigation (GI) method appropriately.

- b. From the result, the score the students are not really satisfying. Therefore, the teacher can still improve the students' writing ability. The teacher should help the students increase their score by giving more explanation.

## **2. Suggestion to Other Writer**

- a. The writer applied Group Investigation (GI) method to increase students' procedure text writing ability. Further other writer should conduct this method on different skill and genre of text.
- b. In this research, the writer used Group Investigation (GI) method to help the students of senior high school, especially in procedure text writing ability. Further other writer should conduct this procedure on different level of students.

## **3. Suggestion For the Students**

- a. The students should use Group Investigation (GI) method for write in writing ability especially in procedure text.

- b. The students should be able to identify their need in learning, they can choose Group Investigation (GI) method to make the students easy to write.
- c. In learning writing, students should practice writing that they have learned in real situation.
- d. The students should know what extent they can understand the use of Group Investigation (GI) method in procedure text writing.

**THE INFLUENCE OF USING GROUP INVESTIGATION (GI) TOWARDS  
STUDENTS' PROCEDURE TEXT WRITING ABILITY AT THE FIRST  
SEMESTER OF THE TENTH GRADE OF SMAN 1 BULOK  
TANGGAMUS IN 2016/2017 ACADEMIC YEAR**

**A Thesis**

**Submitted as a Partial Fullfilment of the Requirement for S1 Degree**

**By:**

**NOPRIYANI**  
**NPM. 1211040097**

**Study Program: English Education**

**Advisor : Dr.M.Muhassin, M.Hum**  
**Co- Advisor : Nurul Puspita, M. Pd**



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE OF ISLAMIC STUDIES  
RADEN INTAN LAMPUNG  
2016**

## REFERENCES

- Anderson, Mark and Kathy Anderson. *Text Type in English*. South Yara: Macmillan Education, 2003.
- Arikunto, Suharsimi. *Procedure Penelitian Satuan Pendekatan Praktek*, Jakarta: Rhineka Cipta, 2010.
- Barkley, Elizabeth F. et.al. *Collaborative Learning Teachniques: A Handbook for College Faculty*. San Francisco: John Willey & Sons, Inc, 2005.
- Best, John W. and James V. Khan. *Research in Education* (7<sup>th</sup> ed). New Delhi: Prentice Hall, 1995.
- Beverly, Derewianka. *Exploring How Text Work*, Newtown: Primary English Teaching Association. 1995.
- Brown, H. Douglas. *Principles of Language Learning and Teaching* (4<sup>th</sup> ed). New York: Addison Wesley Longman, 2000.
- Byrne, Donn *Teaching Writing Skills*. New York: Longman, 1988.
- Creswell, John W. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. (2<sup>nd</sup> ed), Boston: Pearson Education, 2012.
- Fraenkel, Jack R, and Wallen, Norman R. *How to Design and Evaluate Research in Education*. (8<sup>th</sup> ed). New York: McGraw-Hill Companies Inc, 2009.
- Harmer, Jeremy. *How to Teach Writing*. Edinburgh Gate: Pearson Longman, 2004.
- \_\_\_\_\_. *How to Teach English*. Edinburgh Gate: Longman, 2002.

\_\_\_\_\_. *The Practice of English Language Teaching*. (4<sup>th</sup> ed), New York: Longman, 2007.

Hornby, A.S. *Oxford Advanced Learners Dictionary*. Oxford: Oxford University press, 1987.

Johnson, David W. *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning*. New Jersey: A Paramount Communication Company, 1994.

Kouame, Julien B. *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, *Journal of Multi Disciplinary Evaluation*. Michigan: Western Michigan University, Vol.VI, No.14 August 2010.

Patel M.F. and Jain, Praveen M. *English Language Teaching: Methods, Tools & Techniques*. Jaipur: Sunrise Publisher & Distribution, 2008.

Raimes, Aan. *Technique in Teaching Writing*. London: Oxford University Press, 1983.

Richards, Jack C. and Rodgers, Theodore S. *Approaches and Method in Language Teaching*. Cambridge: Cambridge University Press, 1986.

Rina Mayasari, “*The Use Group Investigation to Improve Students’ Ability In Writing Skill On Analytical Exposition Text Tenth Grade of MA Manahijul Huda, Pati*”, Thesis, English Education Faculty Of Tarbiyah Walisongo State Institute For Islamic Studies Semarang 2012.

Setiyadi, Ag.Bambang *Teaching English as a Foreign Language*. Yogyakarta: Graha Ilmu, 2006.

Shoimin, Aris. *68 Model Pembelajaran INOVATIF dalam Kurikulum 2013*. Yogyakarta: Ar-ruzz Media, 2014.

Siahaan, Sanggam. *Generic Text Structure*. Yogyakarta: Graha Ilmu, 2007.

\_\_\_\_\_. *The English Paragraph*, Yogyakarta: Graha Ilmu, 2007.

Slavin, R. E. *Cooperative Learning: Theory, Research and Practice*. (2<sup>nd</sup> ed). London: Allyn & Bacon, 1995.

\_\_\_\_\_, *Educational Psychology: Theory and Practice*. (8<sup>th</sup> ed). Boston: Pearson Education Inc, 2006.

Sudjono, Anas. *Pengantar Statistik Pendidikan*. Jakarta: Raja Grafindo Persada, 2008.

Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (10<sup>th</sup> Ed). Bandung: Alfabeta, 2012.

Tribble, Christopher. *Language Teaching Writing*. Oxford: Oxford University, 1996.

Wilkins, David *Linguistics in Language Teaching*. London: Edward Arnold Publish, 1980.

## **DECLARATION**

I hereby state that this thesis entitled: “The Influence of Using Group Investigation (GI) Method toward Students’ Procedure Text Writing Ability at First Semester of the Tenth Grade of SMAN1 Bulok Tanggamus in 2016/2017 Academic Year” is completely my own work. I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledge in the text.

Bandar Lampung, 20 October 2016  
Declared by,

Nopriyani  
NPM.1211040097

## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents, Mr. Sarmin Hadi Santoso and Mrs. Sujayem, who always pray for my success and given me motivation to study hard until now.
2. My beloved sister, Dewi Murni Asih, Ari Purnama Sari and Brother, Rizki Saputra, who always support and motivate me.
3. My beloved grandfather, grandmother and my all family, who always keep praying and support for my study. I love you all.
4. My beloved lecturers and almamater, IAIN Raden Intan Lampung.
5. My beloved friends, all students of IAIN Raden Intan Lampung.

## MOTTO

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنفَدَ كَلِمَاتُ رَبِّي  
وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا ﴿١٠٩﴾

“If the ocean were ink (where with to write out\_the words of my loard), sooner would the ocean be exhausted than would the words of my lord, even if we added another ocean like it, for its aid”<sup>1</sup> .(QS: Al Kahfi:109)

---

<sup>1</sup> Abdullah Yusuf Ali, *The Holy Quran Arabic Text With English Translation*, (Maryland: New Johar Offset Printers, 2006), p.323

## **CURRICULUM VITAE**

The writer's name is Nopriyani. She was born in Suka Agung, Bulok-Tanggamus on November 11<sup>th</sup> 1994. She is the second child of four children of a lovely Muslim couple, Sarmin Hadi Santoso and Sujayem.

Her education started at TK NU Muslimat Suka Agung Bulok-Tanggamus and graduate in 2000. Then, she entered SD Negeri 2 Suka Agung, Bulok-Tanggamus and graduated in 2006. Then, she continued her study to SMP Negeri 1 Bulok-Tanggamus and finished in 2009. In the same year, she continued her study to SMA Negeri 1 Pagelaran-Pringsewu graduated in 2012. After graduating from high school, she continued to study in English education study program of Tarbiyah and Teacher Training Faculty of State Institute of Islamic Studies Raden Intan Lampung.

## ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and Mercy given to the writer during her study and completing this thesis. Then, peace and salutation be upon the great messenger prophet Muhammad who always brings us from the darkness to the lightness.

This thesis is presented to the English Education study program of IAIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1-degree. When finishing this thesis, the writer has obtained so much help, assistance, aid or support and many valuable things from various sides. Therefore, the writer would sincerely thank:

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Faculty of Tarbiyah and Teacher Training Faculty and his staff who have given an opportunity and the help for the writer when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the Head of English Education Study Program of IAIN Raden Intan Lampung who has given the help to complete this thesis.
3. DR. M. Muhassin, M.Hum, the first advisor for his guidance and help to finish this thesis.
4. Nurul Puspita, M.Pd, the second advisor who has spent countless hours to correct this thesis for its betterment.

5. All lecturers of English Department of Tarbiyah and Teacher Training Faculty who have taught the researcher since the first of her study.
6. Dra. Ngadinem the headmaster of SMAN 1 Bulok-Tanggamus, Maya Wijayanti, S.Pd. The English Teacher, all administration staff and the tenth grade students of SMAN 1 Bulok -Tanggamus for allowing her to carry out the research in their institution.
7. Mrs. Martina, S.Pd as the support and teach of this thesis.
8. Ferdian Nugroho, S.Kep who gave support, time and love.
9. Her friends in English Educatio, D class IAIN Raden Intan Lampung '12, especially Yullica, Dede Irma, Nana Idrus, Grasel, Evi Vitria, Meivasari, that cannot be mentioned one by one, thank you very much for giving the writer the sweet experience in her life.
10. Her roommates Musantri and Azizah boarding house, such as Erma Indriyana, Suci Setyawati, Dinny Julian, Umi Rohmah, Ana Andine, Dona, Kiki, thanks for your support and love you all.

Finally, none is perfect and neither is this thesis. Any corrections, comments, and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, 20 October 2016  
The writer,

Nopriyani  
NPM. 1211040097



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

**Alamat : Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289**

**ADMISSION**

**A thesis entitled: THE INFLUENCE OF USING GROUP INVESTIGATION (GI) METHOD TOWARDS STUDENTS' PROCEDURE TEXT WRITING ABILITY AT THE FIRST SEMESTER OF THE TENTH GRADE AT SMANI BULOK TANGGAMUS IN 2016/2017 ACADEMIC YEAR, by: Nopriyani, NPM: 1211040097, Study Program English Education, was tested and defended in the examination session held on Thursday, October 20<sup>th</sup> 2016.**

**Board of Examiners:**

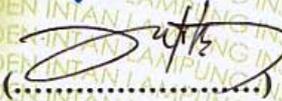
**The Chairperson**

**: Bambang Irfani, M.Pd**

  
(.....)

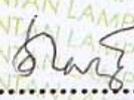
**The Secretary**

**: Nunun Indrasari, M.Pd**

  
(.....)

**The Primary Examiner**

**: M. Sayid Wijaya, M.Pd**

  
(.....)

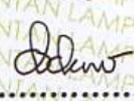
**The First Examiner**

**: Dr. M. Muhassin, M.Hum**

  
(.....)

**The Second Examiner**

**: Nurul Puspita, M.Pd**

  
(.....)

**The Dean of  
Tarbiyah and Teacher Training Faculty**



**Dr. H. Chairul Anwar, M.Pd**  
**NIP. 195608101987031001**



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

**Alamat : Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289**

**APPROVAL**

**Title : THE INFLUENCE OF USING GROUP INVESTIGATION (GI) METHOD TOWARDS STUDENTS PROCEDURE TEXT WRITING ABILITY AT THE FIRST SEMESTER OF THE TENTH GRADE AT SMAN1 BULOK TANGGAMUS IN 2016/2017 ACADEMIC YEAR**

**Student's Name : Nopriyani**  
**Student's Number : 1211040097**  
**Study Program : English Education**  
**Faculty : Tarbiyah and Teacher Training**

**APPROVED**

**To be tested and defended in the examination session at Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies, Raden Intan Lampung**

**Advisor**

**Co-Advisor**

**Dr. M. Muhassin, M.Hum**  
**NIP. 197708182008011012**

**Nurul Puspita, M.Pd**  
**NIP. 198907172015032004**

**The Chairperson of English Education Study Program**

**Meisuri, M.Pd**

**NIP. 198005152003122004**

## TABLE OF CONTENTS

	<b>Page</b>
<b>TITLE</b> .....	i
<b>ABSTRACT</b> .....	iii
<b>DECLARATION</b> .....	iv
<b>DEDICATION</b> .....	v
<b>MOTTO</b> .....	vi
<b>CURRICULUM VITAE</b> .....	vii
<b>ACKNOWLEDGEMENT</b> .....	viii
<b>TABLE OF CONTENTS</b> .....	x
<b>LIST OF TABLES</b> .....	xiii
<b>LIST OF APPENDICES</b> .....	xiv

### **CHAPTER I INTRODUCTION**

A. Background of the Problem.....	1
B. Identification of the Problem.....	8
C. Limitation of the Problem .....	8
D. Formulation of the Problem .....	8
E. Objective of the Research.....	8
F. Use of the Research .....	9
G. Scope of the Research .....	9

### **CHAPTER II FRAME OF THEORIES AND THINKING, AND HYPOTHESIS**

A. Frame of Theories .....	11
1. Concept of Teaching English as a Foreign Language .....	11
2. Concept of Writing.....	13
a. Definition of Writing .....	13
b. Concept of Writing Ability .....	15
c. Concept of Writing Process .....	16
3. Concept of Text.....	17
a. Concept of Procedure Text .....	20
4. Concept of Procedure Text Writing Ability.....	23
5. Definition of Group Investigation (GI) Method.....	24

a. Procedure of Teaching Procedure Text Writing though Group Investigation (GI) Method .....	26
b. Advantages and Disadvantages of Group Investigation (GI) Method ....	29
B. Frame of Thinking .....	30
C. Hypothesis .....	31

### **CHAPTER III RESEARCH METHODOLOGY**

A. Research Design .....	32
B. Variable of the Research .....	33
C. Operational Definition of Variable.....	33
D. Population, Sample and Sampling Technique of the Research.....	34
1. Population.....	34
2. Sampling Technique of the Research .....	35
3. The Sample of the Research .....	36
E. Data Collecting Technique .....	36
F. Research Instrument .....	37
G. Research Procedure .....	38
H. Scoring .....	39
I. Validity, Readability and Reliability .....	43
1. Validity of the Test .....	43
a. Content Validity .....	43
b. Construct Validity .....	44
2. Readability of the Test.....	45
3. Reliability of the Test .....	46
J. Data Analysis .....	47
1. Prerequisite Test .....	47
a. Normality Test .....	48
b. Homogeneity Test.....	49
2. Hypothetical Test .....	49

**CHAPTER IV: RESULT AND DISCUSION**

A. Description of the Treatment ..... 51

    1. Description of the First Treatment..... 51

    2. Description of Second Treatment ..... 52

    3. Description of Third Treatment ..... 52

B. Result of the Research..... 53

    1. Result of Pre Test ..... 53

    2. Result of Post Test..... 53

C. Data Analysis ..... 54

    1. Result of Normality Test ..... 54

    2. Result of Homogeneity Test..... 55

    3. Result of Hypothetical Test ..... 56

D. Discussion ..... 57

**CHAPTER V: CONCLUSION AND SUGGESTION**

A. Conclusion..... 60

B. Suggestion ..... 60

**REFERENCES** ..... 61

**APPENDICES**..... 64

## LIST OF TABLES

		<b>Page</b>
Table 1	Students' Score of Procedure Text Writing Ability.....	3
Table 2	Pre and Posttest Design.....	33
Table 3	Population of the Tenth Grade Students at the First Semester of SMAN1 Bulok Tanggamus in 2016/2017 Academic Year ... ..	35
Table 4	Instrument Pretest and Posttest .....	37
Table 5	Scoring System .....	40
Table 6	Pre-Test and Post-Test Score .....	53
Table 7	Normality of the Experimental and Control Class.....	57
Table 8	Homogeneity Test.....	58

## LIST OF APPENDICES

	<b>Page</b>
Appendix 1	Students' Name in Experimental and Control Class..... 66
Appendix 2	a. Instrument for Pretest ..... 67
	b. Instrument for Posttest ..... 68
Appendix 3	Syllabus ..... 69
Appendix 4	a. Lesson Plan 1(Experimental Class) ..... 71
	b. Lesson Plan 2 (Experimental Class) ..... 75
	c. Lesson Plan 3 (Experimental Class)..... 79
	d. Lesson Plan 1 (Control Class)..... 83
	e. Lesson Plan 2 (Control Class)..... 87
	f. Lesson Plan 3 (Control Class) ..... 91
Appendix 5	Expert Validation Form For Writing Test..... 95
Appendix 6	Readability Form For Writing Test..... 96
Appendix 7	Analysis of the Students' Score of Pretest in the Experimental Class..... 102
Appendix 8	Analysis of the Students' Score of Posttest in the Experimental Class..... 103
Appendix 9	Analysis of the Students' Score of Pretest in the Control Class..... 104
Appendix 10	Analysis of the Students' Score of Posttest in the Control Class..... 105
Appendix 11	Reliability of the Test Pretest and Posttest in the Experimental Class and Control Class ..... 105

Appendix 12	Normality of the Test Pretest and Posttest in the Experimental Class and Control Class.....	112
Appendix 13	Homogeneity of the Test Pretest and Posttest in the Experimental Class and Control Class.....	117
Appendix 14	Hypothesis of the Test in the Experimental Class and Control Class.....	123
Appendix 15	Table Statistic.....	131
Appendix 16	Students' Worksheet in the Experimental Class and Control Class.....	136
Appendix 17	Students' Activities in the Class .....	160