**THE INFLUENCE OF USING GROUP INVESTIGATION (GI)
TECHNIQUE TOWARD STUDENTS' WRITING ABILITY IN
REPORT TEXT AT THE FIRST SEMESTER OF
THE ELEVENTH GRADE OF SMAN 3 BANDAR LAMPUNG IN
THE ACADEMIC YEAR OF 2018/2019**

A Thesis

Submitted as a Partial Fulfillment of Requirements for S1-Degree

**By
BAGUS YOGI MARTENDI
NPM : 1411040223**

English Education Study Program

**Advisor : Dr. M. Muhassin, M.Hum
Co-Advisor : Agus Hidayat, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
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ABSTRACT

**THE INFLUENCE OF USING GROUP INVESTIGATION TECHNIQUE
TOWARD STUDENT WRITING ABILITY IN REPORT TEXT
AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMAN 3
BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019**

By:
Bagus Yogi Martendi

This research was conducted based on the phenomena taking place in school that the students considered writing as the most difficult skill. The students do not know how to elaborate their ideas; the students get difficulty in making a choice of words put the right word into the sentences. In addition, the students are lack of motivation in learning writing because the class condition was less interesting. The students' writing ability in report text scores is below the stadard score and just some of the students' who got scores above it, at SMAN 3 Bandar Lampung. Therefore, this research discusses the influence of using group investigation technique toward students' writing ability, especially for students' writing ability in report text. The objective of the research is to know whether or not there is a significant of the influence of using group investigation technique toward students' writing ability in report text at the eleventh grade of SMAN 3 Bandar Lampung in the academic year of 2018/2019.

The methodology of this research was quasi experimental design with the treatment held in 3 meetings, 2 x 45 minutes for each meeting. The population of this research was the students at the first semester of the eleventh grade. The total sample in this research was 70 students that were taken from two classes, X_1 and X_2. In collecting the data, the researcher used writing test, there were pre-test and post-test. After gave the post-test, the researcher analyzed the data by using independent sample t_{test}.

From the data analysis, it was found that the result of test was$t_{observed}$ (4.4921) with $t_{critical}$ (1.671),it means that the score of $t_{observed}$ was higher than $t_{critical}$, so H_a was accepted. In result, there was a significant influence of using group investigation technique toward students' writing ability in report text at the eleventh grade of SMAN 3 Bandar Lampung in the academic year of 2018/2019.

Keywords: *Report Text, Quasi Experimental Design, Group Investigation Technique,Writing Ability.*

KEMENTERIAN AGAMA RI
UNIVERSITAS 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 TECHNIQUE TOWARD STUDENT WRITING ABILITY IN REPORT TEXT AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMAN 3 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019
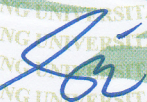
Student's Name : BAGUS YOGI MARTRNDI
Student's Number : 1411040223
Study Program : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED

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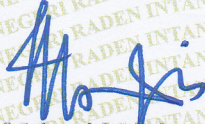at Tarbiyah and Teacher Training Faculty, State Islamic University,
Raden Intan Lampung

Advisor

Co-Advisor

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

Agus Hidayat, M. Pd

The Chairperson,
of English Education Study Program

Meisuri,M. Pd
NIP. 198005152003122004

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KEMENTERIAN AGAMA RI
UNIVERSITAS 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 TECHNIQUE TOWARD STUDENT WRITING ABILITY IN REPORT TEXT AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMAN 3 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019"**, by: **BAGUS YOGI MARTENDI, NPM: 1411040223, Study Program: English Education**, was tested and defended in the examination on: Thursday, February 21th 2019.

Board of examiners:

The Chairperson : Bambang Irfani, M.Pd ( )

The Secretary : Dian Reftyawati, M.Pd ( )

The Primary Examiner : Nurul Puspita, M.Pd ( )

The First Co-Examiner : Dr. M. Muhassin, M.Hum ( )

The Second Co-Examiner : Agus Hidayat, M.Pd ( )

The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. H. Chairul Anwar, M.Pd
NIP. 19560810198703100

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DECLARATION

Hereby I declare that this thesis entitled "The influence of using group investigation (GI) technique toward students' writing ability in report text at the first semester of the eleventh grade of SMAN 3 bandar lampung in the academic year of 2018/2019" was completely finished by myself, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung,   February 2019
Declared by,

Bagus Yogi Martendi
NPM. 1411040223

MOTTO

وَكُلُّ شَيْءٍ فَعَلُوهُ فِى ٱلزُّبُرِ ۝

وَكُلُّ صَغِيرٍ وَكَبِيرٍ مُّسْتَطَرٌ ۝

52. And everything they did is in written records.

53. And every small and great [thing] is inscribed.

(Q.S: Al-Qamar, 52-53)[1]

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[1] https://quran.com/54. Accesed on December 9th, 2018.

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr.Samingan and Mrs.Mariyem who always pray for my success and give me motivation and support me to study hard until now. I love them so much.

2. My beloved brother and sister, Niken Ayuni Sari, Eka Yulia Asli, M.Pd, Vingga Dwi Arlin.

3. My beloved wife to be.

4. My beloved Almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The researcher's name is Bagus Yogi Martendi. He was born in Tulang Bawang, Lampung , on July 10, 1996. In the family he is the first son of a nice couple of Mr. Samingan and Ms. Mariyem. Islam is researcher's religion.

He graduated from Kindergarten fun 2 years at Hosana Terpadu in 2002. And then, he entered at SDN 2 Wonorejo until 2008. In 2011, he graduated from SMP PGRI Wonorejo. The last, he finished his Vocational High School in 2014 at SMK AL-Iman 2.

He enterered the Faculty of Tarbiyah and Teacher Training of English Education Program at State Islamic University Raden Intan Lampung in 2014. During his study in UIN Raden Intan Lampung, he joined organization in his faculty called ESA (English Student Association) as Head of Creative Design Management in 2015-2016 period.

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In the name of Allah, the almighty, the most beneficent and the most merciful, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, as well as his family and followers. This thesis entitled "The Influence of Using Group Investigation Technique Toward Student Writing Ability in Report Text at The First Semester of The Eleventh Grade of SMAN 3 Bandar Lampung in The Academic Year of 2018/2019" is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University Raden Intan Lampung. In preparing the thesis, the researcher received a great guidance, help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thanks to :

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung,   February 2019
The Researcher,

Bagus Yogi Martendi
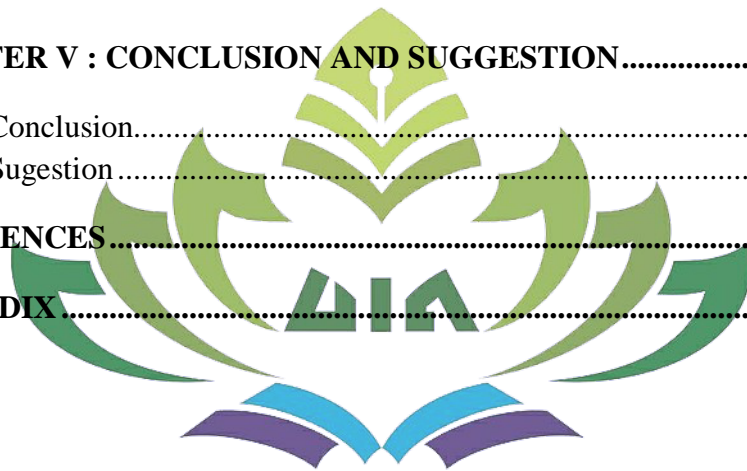NPM.1411040223

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CHAPTER I
INTRODUCTION

A. Background of the Problem

In Indonesia, English is a foreign language, which means it is not used as daily life communiation. Basically, there are four basic skills of English: listening, speaking, reading, and writing. From the four language skills, Leo,et.al, stated that writing as process of expressing ideas or thoughts in words should be done at our leisure.[1] It means, writing is an activity in the process and explores ideas, thoughts, and feelings in written language. But, many people have mistaken idea that being able to write well, it is a talent that one either has or does not have.[2] It was not surprised if the teacher found that the students got difficulties to elaborate their idea in written form, for instance, the students had troubles in building a good sentence. The mistake was not only in grammar but also in choosing suitable vocabulary, because in writing the choice of words would depend on the purpose and the particular situation used in creating the text. It could be a reason why the foreign language learners said that writing is the most difficult skill when they learn English.

In line with previous discussion, Tribble says that for the moment we can accept that writing is a language skill which it is difficult to acquire. Furthermore,

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[1] Sutanto Leo *et al.*, *English for Academic Purpose Essay Writing*, (Yogyakarta, CV ANDI, 2007), p.1

[2] Alice Osima and Ann Hogue, *Writing Academic English (3rd Ed),* (New York: Addison Wesley Longman,1998), p. xii

it is one in relatively few people are required to be expert.[3] It means that writing is difficult skills, because the writer need skills on how to write words correctly, how to put and arrange those words into sentences which are supposed to be meaningful according to grammatical rules. As Raimes states that writing also reiforces the grammatical structures, idioms, and vocabulary.[4] Thus, writing is the ability to express idea that writer will use knowledge of structure and vocabulary to express the idea in written form.

Besides that, according to Brown, the process of writing requires an entirely different set of competencies. Written products are often the result of thinking, drafting, and revising procedures that requires specialized skills, skills that not every speaker develop naturally.[5] It means that writing skill is considered as the most difficult skill for students because it needs many competencies. It is why most of them regard that writing is a difficult task.

Furthermore, in English syllabus for Eleventh Grade of Senior High School, there are some texts that should be mastered, one of them is Report text (See Appendices 6).[6] The students might be able to write a report text based to the real situation that has happened with references included. In daily life, report text is used to present information about something generally. But, in learning process

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[3] Christoper Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p.3

[4] Ann Raimes, *Techniques and Teaching Writing*, (New York: Oxford University Press, 1987), p.3

[5] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy (2ⁿᵈ Ed)*,(California: Longman, 2001), p.335

[6] Mr. Agus Santoso, *Interview an English Teacher,* SMAN 3 Bandar Lampung, January 19th, 2018.

the students had some difficulties in learning this material. The students usually do not know about kinds of topics choosen, how to develop them to produce a report text and some of them could not differentiate between is descriptive text and report text.

When the researcher did his preliminary research in SMAN 3 Bandar Lampung, the researcher found some problems faced by the students at eleventh grade of SMAN 3 Bandar Lampung. The researcher found factors that might have been the cause of the failure in learning writing. By interviewing the English teacher, the researcher found that students' writing ability was still low. To make it sure, the researcher asked the teacher about the standar score in writing skill. The standard score in the school is 70. Based on the data obtained by writing test from the students of the eleventh grade of SMAN 3 Bandar Lampung, as from 338 students of XI grade only 116 (34%) students got score above the standard score and 221 (66%) students got under the standard score (See Appendices 5).[7] It can be said that students' writing ability in SMAN 3 Bandar Lampung is low.

After interviewing the English teacher, researcher interviewed the students. By interviewing them, the researcher found their problems. Most of the students still got difficulties in learning English especially writing report text. The students said their problems happened when they tried to elaborate their idea. They get difficulty in making a choice of words and putting the words together. Some student also get stuck when they tried to find out the topic that they need to get the

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[7] Mr. Agus Santoso, *Interview an English Teacher,* SMAN 3 Bandar Lampung, January 19th, 2018.

ideas. It means they really had problem with their writing ability. It automatically influences the result of their achievement in writing.

The other problem that the researcher found based on interviewed the student, the writing class was less intresting. Because teacher only give them explanation, example and practice.[8] The students does not have chance to get more information except from the teacher explanation. It could be said that teacher guided the students in teaching and learning process. It makes the students feel bored and unmotivated to practice their writing ability. Therefore, the students need fun activity or teaching technique as the facility for them to write and enjoy their lesson. Some students did not like writing activity and the teacher did not give the interesting learning activities or make students active to practice in writing activity.

Furthermore, the researcher beliefe before the teaching and learning process the teacher need to prepare intresting technique, method, or aids. In learning process the teacher have to make the class more interesting and make the students fell comfort in studying subject. This is why the teacher need to use a creative technique in teaching and learning process so that the students will focus on learning process. In order to solve students difficulties in learning writing and teaching learning process, group investigation technique would be used by the researcher.

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[8] *Interview to the Students,* SMAN 3 Bandar Lampung, January 19th, 2018.

According to Pitoyo, et al., on their journal said between the students who studying by using group investigation and the students who studying by using accelerated learning team model and role playing have difference in writing skills. Although students who use models acceleration learning team and role playing have good in the form of writing skill, but in the fact the students who use group investigation better than use models acceleration learning team and role playing in achievement of writing skill.[9] Besides that, Untoro said in his journal there are significant difference between the students who taught by group invetigation and those taught conventionally on their writing of analytical exposition. Whereas, applying group investigation is effective since it is improved in the students' writing of analytical exposition.[10] It means that group investigation could be implemented to teach writing.

Group Investigation is a learning technique from Cooperative Learning Method.[11] According to Sharan and Sharan, Group Investigation is a cooperative learning that combine cooperation and discussion with the process of investigation. In Group Investigation students work in group to regulate their

[9] Pitoyo A, et al., *The effect of Group Investigation Learning Model, Accelerated Learning Team and Team and Role Playing on Elementary School Students' Writing Skills Viewed from Cognitif Style.* (Journal of Education and Practice, Vol. 5, No. 1, 2014). p.27. Avaliable on www.iiste.org (Accesed on Tuesday, March 5th, 2019)

[10] Utoro B, *The Effect of Group Investigation and Learning Style on Students' Writing of Analytical Exposition.* (Indonesian Journal of English Education : Vol 3, No. 1, 2016). p.43. Avaliable on https://journal.uinjkt.ac.id/index.php/ijee (Accesed on Tuesday, March 5th, 2019)

[11] Özsoy .N & Yildiz .N. *The Effect of Learning Together Technique of Cooperative Learning Method on Student Achievement in Mathematics Teaching 7th Class of Primary School*, (The Turkish Online Journal of Educational, Vol. 3 Issue 3 Article 7, 2004). p.49. Available on eric.ed.gov (Accessed on Friday, January 5th, 2018).

learning materials in order to achieve learning goals.[12] It has six stages such us identify the topic to be investigate and organizing student into research group, planning the investigation in groups, carring out the investigation, preparing a final report, presenting the final report, and evaluation.[13] These stages could be intergrated in writing process, planing, drafting, editing, final version.

In this reseach, the reseacher takes review of related literature from the other research as a comparison. The first was conducted by Mayasari, on her paper the use of group investigation to improve students' ability in writing skill on analytical exposition text, she said students difficulties on writing start from the students who have a fear feeling and little enthusiasm in writing class. Commonly, they are afraid of making mistake and worried about their ability in choosing and arranging the words to produce sentences. Those feelings seem to make the students unconfident in a writing class. According to result of the research, the implimentation of group investigation can improve learning tool, motivates students in doing work or jobs and improve students ability in writing based on their score in doing test in every cycle. Furthemore she also states that group investigation makes students can enjoy the lesson, and made students easy to understand analytical exposition text material that is delivered by the teacher.[14]

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[12] Sharan Y & Sharan S. *Expanding Cooperative Learning Throught Group Investigation*. (New York : Teachers College Press. 1992). p. ix

[13] *Ibid*. p.17-20

[14] Mayasari, *The Use of Group Investigation to Improve Students' Ability in Writing Skill on Analytical Exposition Text,* Semarang : IAIN Walisongo Semarang, 2012. Available on http://library.walisongo.ac.id/ (Accessed on Wednesday, March 7th, 2018).

The second related literature was conducted by Pinasti, on her research Improving Students' Writing Skill Using Group Investigation a classroom action research. The result of this research show that group investigation could improve students' writing skills and class situation. The first improvement includes, the students have fewer difficulties in developing ideas to write. They also make fewer mistakes in constructing new sentences using simple present tense and also they are able to use appropriate generic structure, correct punctuation and spelling, in their sentences. The second improvement comprises, the students improve their activity and creativity in writing a descriptive text; and the students improve their attention to the teacher in writing descriptive text.[15] Based on the research result, group investigation technique can help the students to improve their ability in writing and the students were more enjoyable and interested in learning report text through group investigation technique.

The third related literature was conduct by Fathoni, on his research The Influence of Using Group Investigation Toward Students' Speaking Ability, showed that teaching speaking through group investigation technique could improve the students' speaking ability significantly. Group Investigation is a learning technique that enables learners to work in group to talk over something and then share the finding with other groups.[16] Furthermore, he also states that the

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[15] Pinasti, *Improving Students' Writing Skill Using Group Investigation,* Sebelas Maret University Surakarta, 2013. Available on https://eprints.uns.ac.id/ (Accessed on Wednesday, March 7th, 2018).

[16] Fathoni, *The Influence of Using Group Investigation Toward Students' Speaking Ability*, State Institute of Islamic Studies Raden Intan Lampung, 2016. Avaliable on http://repository.radenintan.ac.id/ (Accessed on Friday, April 20th, 2018).

activity offered in Group investigation is interesting so that the students feel the new atmosphere in classroom and are interested in learning speaking.

Based on relevant research, researcher find that group investigation very intresting technique in teaching and learning process. The Group investigation technique could be used in teaching writting skills but also it could be used in teaching other skills like speaking. Then reseacher decided to conduct the research at SMAN 3 Bandar Lampung to know the influence group investigation with students writing ability in report text. Is this technique can help their problems in writing skill or not. From the clarification above, the researcher is interested in conducting the research that was generate from the problem. Thus the reason why the researcher chooses title the influence of using group investigation technique toward students writing ability in report text.

From the discussion above, it could be concluded that there was a similarity between the previous studies and this studied in terms of using group investigation technique. In spite of similarity, as far as the researcher is understand, there was differentiate between the previous and this research. This research offers a novelty which has not been discussed in the previous studies. Shortly, Mayasari focused her research on analytical exposition text and then Pinasti's reseach focus on the classroom action research. Moreover, difference study also be seen from Fatoni's research which he focuses on different skill. Meanwhile, this study focuses on students writing ability in report text.

B. Identification of the Problem

According to the background above, the researcher intified the problems as follows :

1. The students got difficulties in learning writing especially in report text.

2. The students got difficulties when they tried to elaborate their ideas.

3. The students less motivation in writing practice.

4. The writing class is less intresting.

C. Limitation of the Problem

From the identification above, the researcher focused the research only on the influence of using group investigation toward students' writing ability in report text.

D. Formulation of the Problem

In this research, the researcher formulates the problem as follows: "is there any significant influence of using group investigation toward students' writing ability in report text of eleventh grade of SMAN 3 Bandar Lampung in the academic year 2018/2019?".

E. Objective of the Research

The objective of the research was to know whether there was significant influence used group investigation technique toward students writing ability in report text.

F. Uses of the Research

1. Theoretically, the result of the research could be use to support the theory which it would be explain in the next chapter about students writing ability through group investigation technique.

2. Practically, the result of the research might become new information for the English teacher about how to teach students' in writing class by using group investigation technique.

G. Scope of the Research

The scope of the research as follows :

1. Subject of the Research :

   The subject of the research was the students at eleventh grade of SMAN 3 Bandar Lampung.

2. Object of the Rresearch

   Object of the research was the influence of group investigation technique toward students' writing ability in report text.

3. Time of the Research

   Time of the research was conducted at the first semester in the academic year 2018/2019.

4. Place of the Rresearch

   Place of the research was conducted at SMAN 3 Bandar Lampung.

CHAPTER II
REVIEW OF LITERATURE

A. Concept of Teaching English as a Foreign Language

English as international language is used in many countries in this world. Most of international activities use English as main tool in the communication. Besides that English known not only as the first or as the second but also as the foreign language. As international language learning English nowadays is seen as a necessity in bridging communication among the nations of the world. English must be taught in order to the students in order to the students are able to compete in this global era. According to Harmer, teaching means to give someone knowledge or to instruct or to train someone.[1] Thus, teaching is a process someone transfers knowledge, guides and coach to other people in learning process by giving instruction to the learnes.

In Indonesian, English taught as the foreign language. According to Harmer, "English as foreign language is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target language country".[2] It means teaching english as foreign language can taugh at the school.

In line with previous theory Wilkins says that teaching English as a foreign language is one in which the target language is not the mother tongue of any

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[1] Jeremy Harmer, *The Practice of English Language Teaching (4ⁿᵈ Ed)*, *(London: Longman*, 2007), p.57.
[2] Jeremy Harmer, *How to Teach Writing,* (Edinburg Gate: Pearson Education Limited, 2004), p.39.

group within the country where it is being learned. It means that the students who learn English as a foreign language have little opportunities to use their English in real life situation. As it is known that the objective of teaching a foreign language is to provide the students with the skills which enable them to communicate orally with the speakers of other nationalities who also learn this language.[3] It become difficult for people who will use english to communicate, because as the foreign language English not used in daily communication. Hence, many students just use English for their communication in the school or institution.

In teaching English as foreign laguage the teacher has to use effective way so the students could use English in their daily communication. Communicative activities implemented by English teachers in TEFL the dominant communicative activity of each English skill implemented by the teachers also reveals that the dominant communicative activity of each English skill implemented in TEFL is the teachers' asking the question in speaking, note-taking in listening, pre-question inreading, and making sentences in writing.[4] The teacher should be creative and manage the classroom with interesting technique as Brown states, teaching is showing or helping students to learn how to do something, giving instructions in the study of something, providing with language, and causing to

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[3] D.A. Wilkins, *Linguistics in Language Teaching* (London: Edward Arnold Publisher, 1980), p.7

[4] Mohammad Muhassin, *"Teachers' Communicative Activities in Teaching English as A Foreign Language (Tefl): A Study at Sman 9 Bandar Lampung,"* Humaniora 7, no. 4 (October 30, 2016): 485, https://doi.org/10.21512/humaniora.v7i4.3601.

know or understand.[5] Furthermore, English taught in the school because some of reasons as Marckwardt in the Verghese states that :

> English is a foreign language if it is "taught as a school subject or at an adult level solely for the purpose of giving the student a foreign language competence which he may use in one of several ways to read literature, to read technical works, to listen to the radio, to understand dialogue in the movies, to use language for communication possibly with transient. English becomes a language of instruction in the schools, as in the Philippines, or a lingua franca between speakers of widely divergent languages, as in India".[6]

From those theories, the researcher concluded that teaching English as foreign language is an action to transfer English knowledge from the teacher to the students. In teaching English, the teacher should be able to create a comfortable class and use intresting techniques so the students would be interest in learning English so that it could helped the students better in the learning process wich to know or understand something. Moreover, TEFL is taught in the school as a subject that have many benefits for learners such as to read literature, technical works, to listen to the radio etc, but it is not used for daily communication.

B. Concept of Writing

According to Brown states that writing is important in human live and as a communicative act that transmit information and link people together.[7] Thus, students are expected to convey the ideas, feelings, and knowledge in written language.

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[5] H. Douglas Brown, *Teaching Principle of Language and Teaching,* (San Fransisco: Practice Hall Regents, 1994), p.7

[6] C. Paul Verghese, *Teaching English as a Second Language*, (New Delhi: Sterling Publishers Private Limited, 1989), p.6

[7] Ann Brown, *Helping Children to Write,* (Liverpool: Paul Chapman Publishing Ltd, 1993), p.2

Leo,et.al, stated that writing as process of expressing ideas or thoughts in words should be done at our leisure.[8] It means, writing is an activity in the process and explores ideas, thoughts, and feelings in written language. But, many people have mistaken idea that being able to write well is a talent that one either has or doesn't have.[9] It means writing is a way to express the idea, but not easy to express the idea, people need more practice to express their idea.

Furthemore, Bell and Burn in Nunan said that Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.[10] It can be conclude that writing is a process and a complex cognitive activity to figure out, process to put the meaning with following several gramatical features in written language then makes the sentences become cohesive and coherence. Thus, the sentences or paragraph that have made by the writer can be easy to understand by the readers.

Based on several writing theories above, researchers conclude that writing is the ability to create writer's words or ideas by expressing their ideas, feelings, and thoughts to transfer messages to readers in written form which requires some stages in writing. Writing can be called productive skills and it is also not simple

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[8] Sutanto Leo *et.al*., *English for Academic Purpose Essay Writing*, (Yogyakarta, CV ANDI, 2007), p.1

[9] Alice Osima and Ann Hogue, *Writing Academic English (3rd Ed),* (New York: Addison Wesley Longman,1998), p. xii

[10] Nunan, D. *Designing Tasks for The Communicative Classroom*. (Cambridge: Cambridge University Press, 1989). p. 36

because writing requires several aspects, not only grammar, rhetorical devices, vocabulary, but also other elements. Therefore, students need to practice to become masters in writing.

C. Concept of Writing Ability

Writing ability is the skill of a writer to communicate information to a reader or group of readers.[11] It takes study and practice to develop these skills. When we want to write something, we spent much time to do it.[12] It clear enough to describe that writing ability was the ability to convey the ideas or thought between the reader and writer, it required process to produce good writen and good writer.

In line with previous description, writing has some components that must be ordered by writer to make a good writing. The criteria of good writing, there are

1. Fulfillment and 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 or idiom).

4. Language (the ability to write in appropriate structure).

5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).[13]

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[11] J. B. Heaton, *Writing English Language Test*, (New York: Longman, 1988), p.135
[12] Alice Osima and Ann Hogue, *Op. Cit*, p.3
[13] Christopher Tribble, *Language Teaching Writing*, (Oxford: Oxford University Press, 1996), p.130

Tribble also explain the scoring for good writing based on five aspect above described on the table below :[14]

Table 1
The Assessment Scale for Writing

a. **Content**

20-17	**Excellent to very good:** 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	**Good to average:** 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	**Fair to poor:** Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
7-5	**Very poor:** Inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
4-0	**Inadequate:** Fails to address the task with any effectiveness.

b. **Organization**

20-17	**Excellent to very good:** Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
16-12	**Good to average:** Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some conectives used (cohesion).
11-8	**Fair to poor:** 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	**Very poor:** Lacks fluent expression, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequenced (coherence); connectives not used (cohesion).

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[14] Ibid. p.130

4-0	**Inadequate:**Fails to address this aspect of the task with any effectiveness.

c. Vocabulary

20-17	**Excellent to very good:** Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
16-12	**Good to average:** Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
11-8	**Fair to poor:** Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
7-5	**Very poor:** No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.
4-0	**Inadequate:**Fails to address his aspect of the task with any effectiveness.

d. Language

30-24	**Excellent to very good:** Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, preposition; meaning never obscured.
23-18	**Good to average:** Acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, perpositions; meaning sometimes obscured.
17-10	**Fair to poor:** Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, perpositions; meaning sometimes obscured.
9-6	**Very poor:** Major problems with structures even simple ones; frequent errors of agreement, tense, number, word order, articles, pronouns, perpositions; meaning often obscured.
5-0	**Inadequate:**Fails to address his aspect of the task with any effectiveness.

e. Mechanics

10-8	**Excellent to very good:** Demonstrates full command of spelling, punctuation, capitalization, and layout.
7-5	**Good to average:** Occasional errors in spelling, punctuation, capitalization, and layout.
4-2	**Fair to poor:** Frequent errors in spelling, punctuation, capitalization, and layout.
1-0	**Inadequate:**Fails to address his aspect of the task with any effectiveness.

In conclusion, writing is an ability to communicate or express ideas and thoughts in written form that required process and have to fulfills five components of writing such us content, organization, vocabulary language and mechanics effectively.

D. Concept of Writing Process

Writing process is an activity that writer goes to write something from beginning until final of the written form. This process may, of course, be affected by the content (subject matter) of writing, the type of writing (shopping list, letters, essays, report, or novel) and the medium of written in (pen and paper, computer word files, etc).[15] According to Oshima and Hogue, they said that writing is not easy. It takes study and practice to develop these skills. When we want to write something, we spent much time to do it.[16] It means to write something from the begining to the end is not easy, and spent out time to poduce a good written. Writing process was a process happened when the students try write something.

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[15] Jeremy Harmer, *How to Teach English*, , (Edinburg Gate : Addison Wesley Longman, 1998). p.79
[16] Alice Osima and Ann Hogue, *Op. Cit,* p.3

Therefore, writing is never a one-step action: it is a process that has several steps.[17] It means that writing is not instant activity, but it needs some processes when we are trying to write something. In line with this Harmer states that there are some processes of writing, they are:

1. Planning

   Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (among other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include.

2. Drafting

   We can refer to the first version of a piece of writing as a draft. As the writing process into editing, a number of drafts may be produced on the way the final version.

3. Editing (reflecting and revising)

   Once writer have produced a draft they then, usually read through what they have written to see where it works and where it does not.Perhaps the way something is written is ambiguous confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence.

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[17] Alice Osima and Ann Hogue, *Introduction Accademic Writing (3rd Ed), (*New York : Pearson Education, 2007). p.15

4. Final Version

   Once writers have edited their draft, making the changes they consider to

   be necessary, they produce their final version.[18]

Based on the explanation, the researcher concludes that writing is an activity

that has several steps, because in having a good writing there are some processes

that are called a writing process. Writing process is an activity to produce a well

organize written language which needs some steps or process. The students make

a good writing if they follow rules of writing process such as begin with planning,

drafting, editing and final version.

E. Concept of Teaching Writing

Teaching writing covers teaching of a language ability and organization of

ideas. Writing is one of language skills in communication, thinking. Based on it,

we could assume both combination of teaching and unique activity in writing. In

other words teaching writing is different from teaching other language skill.

Harmer states in that by far the most important reason for teaching writing, of

course, is that a basic language skill.[19] So teaching writing to the students of

English is important as the other language skills.

According to Harmer, there are two approaches in teaching writing. They are

focusing on the product of writing process and focusing on the writing process

itself. He states that focusing on the writing process leads those who advocate a

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[18] *Ibid.* p.4-5.
[19] Jeremy Harmer, *Op Cit,* p.79.

process approach in writing. However, teachers have to pay attention to the various stages of any piece of writing process.[20] But in teaching writing, the teacher must balance on the product or on the process itself. Brown states that the current emphasis on process writing must of course be seen in the perspective of a balance between process and product. Process approaches do most of the following:

1. Focus on the process of writing that leads to the final written product;

2. Help student to understand their own composing process;

3. Help them to build repertoires of strategies for prewriting, drafting, and rewriting;

4. Give students time to write and rewrite;

5. Place central importance on the process of revision;

6. Let students discover what they want to say as they write;

7. Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;

8. Encourage feedback from both the instructor and peers;

9. Include individual conferences between teacher and student during the process of composition.[21]

It can be concluded, in teaching writing there are two different points that will be focused, that is product of writing process and the writing process itself. But, in

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[20] Jeremy Harmer, *The Practice of English Language Teaching (3rd Ed)*, (Cambrigde : Pearson Education Limited, 2001), p. 25.

[21] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed)*, (California: Pearson ESL, 2000), p.335-336

learning process students' have to balanced between process and result of writing itself. That way, it can made the students' reach the purpose of English learning, especially in writing. Because teaching writing is as important as speaking, listening and reading in a basic language skill.

F. Concept of Text

1. Definition of Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse.[22] It means that text is a number of word to give a message to somebody in written or spoken. Text is when these words are put together to communicate a meaning, a piece a text is created.

According to Haylan, he states that text has a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.[23] Meanwhile, language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call texts.[24] It means, that text is a system communication wich consists of grammatical words, clauses and sentences.

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[22] Sagam Siahaan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.1

[23] Ken Hayland, *Teaching and Researching Writing (2ⁿᵈ Ed),* (Edinburgh Gate: Pearson, 2009), p.8.

[24] Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing,* (Sydney: University of New South Wales Press Ltd, 2005), p.29.

Furhermore, Siahaan and Shinoda states the text structure was how to produce and interpret a unified and coherent text and how to select and use the correct grammatical aspects a certain unified and coherent text.[25] Text has texture and good characteristic such us Coherence and Cohesion.

a.   Coherence

Coherence or the text's relationship to its extra-textual (the social and cultural context of its occurence).

b.   Cohesion

Cohesion revers as the way the elements within a text bind it together as 'a unified whole'.[26] It means that cohesive helps to bind elements of a text together so that we know what is being referred to and how the phrases and sentences relate to each other.[27]

Based on explanation above, the researcher concludes that text is an original word of something written, printed, or spoken to give information about something to one people to another.

2.   Types of Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a

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[25] Sanggam Siahaan and Krisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graham Ilmu, 2008), p.3

[26] Suzanne Eggins, *An Introduction to Systematic Functional Linguistic (2nd Ed)*, (New York: Continuum International Publishing Group, 2004), p.24

[27] Jeremy Harmer, *The Practice of English Language Teaching (3rd Ed), Op. Cit*, p.246

word or a phrase or a sentence or a discourse.[28] According to Paltridge, there were some types of writing text, as follows:

a. Recount Text

Recount is the type of writing that has purpose to tell what happened, to record events for the purpose of informing.

b. Procedure Text

Procedure is the type of writing that has purpose to tell someone how to do or make something, to describe, how something is accomplished through a sequence or steps or actions.

c. Argument Text

Argument is the type of writing that has purpose to take a position on some issue, to justify, to persuade the reader or listener, that something is in a case.

d. Discussion Text

Discussion is the type of writing that has the purpose to present information about more than one point of view.

e. Narrative Text

Narrative is the type of writing that has the purpose to tell a story, to entertain, to amuse.

f. Anecdote Text

Anecdote is the type of writing that has the purpose to share an account of an unusual or amusing incident.

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[28] Sagam Siahaan, *Op. Cit*, p.1

g. Explanation Text

Explanation is the type of writing that has the purpose to explain how something works, to give reasons some phenomenon.

h. Descriptive Text

Descriptive is the type of writing that has the purpose to describe a particular person, place, or thing.

i. Report Text

Report is the type of writing that has the purpose to provide information about natural and non-natural phenomena, to classify and describe the phenomena of our world.[29]

From the definition above, there are nine types of text that must be taugh in teaching and learning writing and the researcher concludes that text is an original word of something written, printed, or spoken to give information about something to the readers.

G. Report Text

Gerot and Wignell in Pestaria et.al states, a report may be defined to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. Report is a text which can be written out with a descriptive technique. It describes an object in generally to the readers. The length of the text depends on the specific details of the object being described.[30] It is

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[29] Brian Paltridge, *Making Sense of Discourse Analysis*, (Gold Coast : Antipodean Educational Enterprises (ÆE), 2000). p.107-110

[30] Pestaria F, Sinurat B, Napitupulu S. *Students' Difficulties in Writing Report Text at Grade IX of SMP Negeri 5 Tanjungbalai. (*IOSR Journal of Humanities And Social Science,

clear enough to describes a report text is a piece of text that presents information about a subject based on a systematic observation or analysis.

Furthermore, to know the systematic information of report text, it has generic structure, language features and tenses, there are:

1. Generic Structure

    a. General classification: tells what the phenomenon under discussion is.

    b. Description: tell what the phenomenon under discussion is like in term of Part (and their function), Qualities, Habits / behaviors, of living, uses, if non natural.

2. The lexicogrammatical features of report are:

    a. Focus on Generic Participants

    b. Use Relational Processes to state what is and that which it is

    c. Use simple present tense

    d. No temporal sequence.[31]

Here is an exaple of report text :

Platypus	
General Clasification	Many people call platypus duckbill because this animal has a bill like duckbill. Platypus is a native Tasmania and southern and eastern Australia.
Description	Platypus has a flat tail and webbed feet. Its body length is 30 to 45 cm and covered with a thick, and woolly layer of fur. Its bill is detecting prey and stirring up mud.

	Platypus' eyes and head are small. It has no ears but has ability to sense sound and light. Platypus lives in streams, rivers, and lakes. Female platypus usually dig burrows in the streams or river banks. The burrows are blocked with soil to protect it from intruders and flooding. In the other hand, male platypus does not need any burrow to stay. [32]

Analyzing on the Text

Generic Structure Analysis

General Clasification : Stating general classification, the animal of platypus.

Description : Describing in detail characterization of platypus' body and habitual life

Language Features Analysis

Generic Participant : The animal of Platypus

Conditional, Logical Connective : But, In other hand

Simple Presentense Pattern : Platypus lives in streams, male platypus does not need any burrow, etc.

According to explanation above, it could be concluded that report text was a text to show or describe something that happen which could give a reader or a listener some information about something, such as news about a range of natural, man-made and social phenomena in the environment based on a systematic observation or analysis.

H. Concept of Report Text Writing Ability

A report text is a kind of text to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.[33] It means report text has relationship with daily life context such us news, scientific

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[32] https://pakpuguh.wordpress.com/2011/08/27/report-text/. (Accesed on Agust 30, 2018)

[33] Sagam Siahaan, *Op. Cit.* p.1

report or newspaper, so that it is very important to be learned. Writing a report text is activity to improve the capability of students to know something new by conducting a research and analyzing some new information before presenting their findings in report text.

Raimes who says,"writing also reiforces the grammatical structures, idioms, and vocabulary. Thus, writing is the ability to express idea that writer will use knowledge of structure and vocabulary to express the idea in written form."[34] Almargot states that the installation and the efficiency of the writing activity are particularly long and progressive.[35] The meaning of progressive here when you want to start the first step to write about a topic, actually you have already know what you are going to write. After that you read over your writing and make a corrections and changes. It takes study and practice to develop these skills.[36] It means that to produce good written work, the students should pay attention in their writing ability and take practice.

Based on the explanation above, it could be concluded that the students' report text writing ability is the ability of the students to produce or compose a text that describes the information about a range of natural, man-made and social phenomena in the environment based on a systematic observation or analysis which fulfills such aspects of good writing and the writing process it self.

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[34] Ann Raimes, *Techniques and Teaching Writing*, (New York: Oxford University Press, 1987), p.3
[35] Denis Almargot, *the Models of Writing*, (Amsterdam: Springer Netherlands, 2001), p.185
[36] Alice Osima and Ann Hogue, *Op. Cit,* p.3

I. Concept of Group Investigation

1. Group Investigation

Group investigation is known by many teachers even lecturers as cooperative learning. According to David and Roger in Özsoy and Yildiz journal, cooperative learning method includes many techniques. Some of these are, Learning together, Teams-Games-Tournaments, Constructive Controversy, Jigsaw Producers and Group Investigation.[37] It clear enought that group investigation is a technique from cooperative learning method.

In line with previus theory, Isjoni states Group Investigation is one of cooperative learning method which focused on student's participation and activity. The teacher who use this, firstly he/she divides the class into small heterogeneous groups. This group consists of four to five and may form around friendships or around an interest in a particular topic. Students select topics for study, then every group decides what subtopics are to be investigated as well as the goals of their study, and then prepare and present a report in front of class.[38]

Furthermore Richad and Patricia state, Group Investigation developed by Shlomo and Yael Sharan at the University of Tel-Aviv, is a general classroom organization plan in which students work in small groups using cooperative

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[37] Özsoy .N & Yildiz .N. *The Effect of Learning Together Technique of Cooperative Learning Method on Student Achievement in Mathematics Teaching 7th Class of Primary School*, (TOJET : Volume 3 Issue 3 Article 7). p.49. Avaliable on *www*.eric.ed.gov (Accessed on January 5th, 2018).

[38] Isjoni, *Pembelajaran Kooperatif, (*Yogyakartan : Pustaka Belajar. 2009). p.71

inquiry, group discussion, and cooperative planning and   projects.[39] The students are taught to work together with their friends. They work together to achieve the goal or the success which has always been desired by them.

In line with Isjoni and Richard, Sharan and Sharan said :

> "In Group Investigation students take an active part in establishing their learning goals: Together they plan what they will study about a problem that invites genuine inquiry. They form small groups on the basis of common interest in a subtopic and cooperate in carrying out their plan. The plan frequently involves a division of work among group members, so that Group Investigation combines individual, pair, and group study. When they complete their inquiry, groups integrate and summarize their findings.[40]

It means, Group Investigation (GI) give student chance to more control over their learning process and chance to work together in regulate their learning materials. Student have chance to doing the investigation of a subject that interest them most and summarize their findings.

Based on the theory that was explain previous the researcher think that Group Investigation can be intergrated with process of writing likes planning, drafting, revisimg and final version of writing. There are some reason how it can be intergrate :

First, Group Investigation give the students chances to learn what they want. Harmer states if we are build the writing habit in the greatest number of our students we need to be aware of the variety of tastes and interest they

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[39] Richard E. Mayer & Patricia A. Alexander. *Handbook of Reseach on Learning and Instruction. (2ⁿᵈ Ed)*. (New York : Simultaneously Published, 2017). p.401

[40] Sharan Y & Sharan S. *Expanding Cooperative Learning Throught Group Investigation*. (New York : Teachers College Press. 1992). p. ix

have.[41] Thus, if the students have no interest in the topics, they will not give their efforts as much as if they are excited by the subject matter.

Second, Group investigation gives the students chances to plans how to investigate the topic they are interested in doing the investigation In this case students determine how to collect information needed from various sources. This needs to be prepared because according to the Harmer during the investigation stages students investigate what is going to go into their projects, what they need to find out, what words or language are particularly useful for the topic area they are working in.

Third, Group investigation makes students investigate the topics they are intrested in througly and this will make the content development better. In order to find interested topic, group members gather information from a variety of sources: book, encyclopedia, video, internet, magazine, and so on. After doing the investigation, they will analyze and evaluate the data, reach conclusions, and apply their share knowledge to "solving" the groups' research problem. It means that students will try to read and comprehend about the topics from variety of sources.

Fourth, Group Iinvestigation assigns the students to work cooperatively with their group to accomplish the task and goals in which the detailed planning and idea generation in accomplishing the final product is involved. Harmer believes that it is easier to generate ideas and plans when working in

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[41] Jeremy Harmer, *How to Teach English*, (Edinburgh Gate : Pearson Education Limited, 2007), p.113

pairs or groups. Moreover, he also points out that group project encourages students to gather data and provoke significant planning, drafting, and editing too. According to Harmer, before starting to write, writers try and decide what it is they are going to say and considering the purpose, audience, and the content structure. He argues that more skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. It clear enough to describe that the implementation of Group Investigation helps the students to develop the content in writing and it develop the students critical thinking skill.
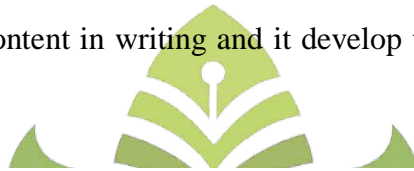
Based on previous theory the researcher conclude that Group Investigation is a learning technique that the students work cooperatively with their own group. In this techique student have main role that make student can choose topic study that they will learn. Students plans and doing their investigation to find out their learning materials, discussing it then make a report from their findings.

2. The Procedure of Group Investigation in Writing Report Text

Group Investigation is a learning technique that the students work cooperatively with their own group. According to Sharan & Sharan, in Group Investigation the students work through six stages, there are :

a.   Class determines subtopics and organizes into research groups

Students scan sources, questions, and sort them into categories.The categories become subtopic. Stadents join the group studying the subtopic of their choice.

b. Groups plan their investigations

Group members plan their investigation cooperatively: they decide what they will investigate, how they will go about it and how they will divide the work among them selves. (Example of Group Planning form can be seen on Appendices 14)

c. Groups carry out their investigations

Group members gather, organize and analyze information from several sources. They pool their findings and form conclusions. Group raember discuss their work in progress in order to exchange ideas and infomation, and to expand, clarify, and integrate them.

d. Groups plan thier presentations

Group members determine the main idea of their investigation. They plan now to present their findings. Group representatives meet as a steering committee to coordinate plans for final presentation to class.

e. Group make their presentations

Presentations are made to the class in a variety of forms. The audience evaluates the clarity and appeal of each presentation.

f. Teacher and students evaluate their projects

Students share feedback about their invetigations and about their

affective exprences. Teacher and students collatorate to evaluate individual, group, and classwide learning. Evaluation includes assessment of higher level thing processes.[42]

Furthermore, Kagan   states students in Group Investigation progress through six consecutive stages:

a. Identifying the Topic and Organizing Pupils into Research Groups.

A balance is struck between the need to organize students into heterogeneous groups and the need to allow students choice of inquiry topics.

b. Planning the Learning Task.

Group members or pairs of group members determine subtopics for investigation. Groups decide what and how to study. They set the goals of learning.

c. Carrying Out the Investigation.

Multilateral communication is stressed as students communicate with

collaborators, teacher, other groups, and other resource persons. They gather information, analyze and evaluate the data, and reach conclusions.

d. Preparing the Final Report.

Students prepare a report, event or summary. Students organize,

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[42] Sharan Y & Sharan S. *Op. Cit,* p. 72

abstract, and synthesize information. Groups decide on content and format of their presentation; a steering committee of representatives of the groups coordinates the work of groups.

e. Presenting the Final Report.

Exhibitions, skits, debates, and reports are acceptable formats, as is inclusion of cast members not in the group.

f. Evaluation.

Assessment of higherlevel learning is emphasized including applications, synthesis, and inferences. Teachers and students may ollaborate on evaluation; the steering committee may work with the teacher in creating the exam.[43]

Besides that, Tsoi, et al say that basically the modeling of Group Investigation to pre-service teachers involves the following six stages :

a. Class determines subtopics and organises into interest groups. (Encourage group members to generate questions for investigation that interest them)

b. Groups plan the investigations. (Assist group members to make realistic plans in which they choose the questions to be answered, determine the resources required, divide the work and assign roles)

c. Groups carry out the plan. (Group members locate information, organise and record data, report findings to the group, discuss and

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[43] Spencer Kagan, *Kagan Kooperative Learning,* (San Clemente : Kagan Publishing Inc. 2009), p.448

analyse the findings, determine whether more information is required, and finally, interpret and integrate their findings)

d. Groups plan the presentations. (Help and mentor group to identify the main ideas of the findings)

e. Groups make the presentations. (Lead the class in determining criteria for the evaluation of the presentations and in providing feedback).

f. Instructor and pre-service teachers evaluate their projects. (Facilitate the integration of their findings and conclusions as well as the learning process)[44]

Based on some theories of stages group investigation which has been explained previously, there are six aplication in group investigation that was : Topic selection, Planning the investigation group, Implementing the investigations, Preparing the final project, Presenting the final project and Evaluation. Besided that, Sharan & Sharan states the stages of Group Investigation serve as a general outline for the implementation of cooperative planning and learning. They are not meant to be replicated in the same way time and again.[45] It can be conlude that stage of group investigation is flexibe, it will adapted with subject and grade level. According to this, the researcher is interested in using procedure of group investigation as follows :

a. Topic Selection and Grouping of Students.

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[44] Tsoi, et al. *Using Group Investigation for Chemistry in Teacher Education*. (Asia-Pacific Forum on Science Learning and Teaching, Volume 5, Issue 1, Article 6, 2004), p.6.
[45] Sharan Y & Sharan S. *Op.Cit*. p.97

Students are divided into groups of 4-5 people, and the teacher gives the same basic topics for each group, each group will determine the subtopics of the topics that have been given.

b. Planning the investigation

Students plan together what they learn, how they learn, who and what they do, and also what their goals are to investigate the topic.

c. Implementation the investigation

Students gather information from various sources (internet, by investigating, library, etc) around the school, analyze data and make conclusions related to the problems of the problem being investigated, then each group member provides input on each group activity.

d. Preparing final Report

Student discusses all information obtained to analyze, evaluate and summarize information in order to determine important information based on their respective research results and plan what they will report and how they write it. Student discusses all information obtained to summarize, analyze, and evaluate information in order to determine important information, their respective research results and plan what they will report and how they write it.

e. Presenting the Final Report

Each group presents the results of the investigation in the form of a text report, each group member is actively involved in giving responses to the topics presented. (The students access some grammatically incorrect

quotations of their friends' writing, it helps the students to raise awareness in writing grammatically correct sentences).

f. Evaluation

Teacher and student evaluate their leaning process and the result learning. Students combine inputs about the topic, the work they have done, and about effective experiences. In this case the assessment of learning outcomes to evaluate students' level of understanding and each member group contribution in learning process.

3. The advantages of group investigation teachnique

In group investigation, students not only work together but also help plan both the topics for the study and the investigation procedure used. According to Sharan in Ahmad the advantages of model group investigation are:

a. Teachers and students may participate in working groups by preparing small group investigative principles;

b. Interaction in small groups requires knowledge as the basis of group work and discussion skills as group dynamics that develop student exercises and activities;

c. Bringing encouragement for students to develop ideas, focus attention to tasks and contrast or discuss ideas using different perspectives;

d. Social interaction is used by students to cultivate and build new knowledge gained by the group during the course of the investigation;

e. Group investigations allow students to interact with fellow researchers covering differentaspects of the same common theme interpreted through cooperative information;

f. Group investigation motivates students to take an active role in determining what is learned and how to learn it;

g. Group investigation raises personal interest in searching for the necessary.[46]

4. The Disadvantages of Group Investigation

According to Acmad, Group Investigation has some weaknesses in the learning process such as :

a. Complex and difficult learning model,

b. The time of presentation takes a long time because students are less willing to express opinions in front of a classmate.[47]

J. Concept of Guided Writing Teachnique

1. The Definition of Guided Writing

Guided writing is kind of model teaching in teaching and learning process. This is the form of writing in which the teacher provides the context and helps the class to prepare the written work. The teaching of guided writing is based on the rationale that the main task of the teacher in teaching

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[46] Achmad Widya K.S, BUddu P, Suradi & Jufri M. *Application of Group Investigation (GI) Learning Model in Pendidikan IPS SD Course, To Improve Students' Critical Thinking Skills At Pgsd Universitas Negeri Makassar,* (IOSR Journal of Research & Method in Edu cation, Vol 8, Issue 2 Ver. V, 2018), p.42

[47] Ibid. p. 43

is to establish the context of learning.[48] It means teacher have big controls in teaching and learning process, so that the learning process can run smoothly, the teacher is required to be creative in giving ideas.

According to Dyan in Ningsih added that guided writing is a writing process guided by the teacher limited to structuring sentences, direct answers to questions and language-based exercises which concentrated on vocabulary building, reading comprehension, grammar, and even oral skills that culminates in a piece of writing to build students' writing skill.[49] It means, teacher can guiding the learner by invent his own ideas, put them into sentences and paragraphs and then organize them. Therefore in teaching guided writing, the content of the composition must be considered. In order to achieve this, the teacher should choose topics that are interesting and challenging to the learners. The context of a guided composition is usually provided in the form of a model paragraph to which learners are expected to respond by inventing and organizing their responses drawing from their experiences and interests.

According to Brown in guided writing teacher gives series of stimulator but loosens the control.[50] For example, the teacher gives series of questions to the students in order to attract the students to give information about

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[48] Zharakahyel Y. Ngadda, The, *The Use of Apropriate Pedagogy in the Teaching of Writing in the Primary School,* (International Journal Of Humanities & Social Studies, Vol 2 Issue 7, 2014), p.291

[49] Ningsih S, *Guided Writing to Improve the Students' Writing Ability of Junior High School Students,* (EFL Journal Vol. 1 No. 2, 2016), p.132

[50] H. Douglas Brown. *Op.Cit*, p. 344.

something. The questions can be about the social phenomena, things, or when and where that happen.

Guided writing is the next step after controlled writing as Raimes states that guided composition is an extension of controlled composition. It presents similar result but actually not equal. The teacher gives a first sentence at the beginning, and then followed by giving a last sentence. Teacher may also give students an outline to expand, some attractive questions, or additional information in writing. The students start discussing, make notes, share what they found, and make a draft together before they begin to write.[51] According to the statement before, teacher need to be more active to made student active then they can generate their idea so that student can made written form and become good writter.

Furthermore Brown states, technique is a variety in giving any exercises, activities, or tasks that is used in language classroom for getting lesson objectives.[52] It can conclude, the technique is the way the teacher teach the student by they own way to make the student easier and faster in understanding the learning materials.

Therefore, it can be concluded that guided writing technique is an activity given by the teacher in order to guide the students in composing a text. It can be in the form of a model text, an outline, or questions.

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[51] Raimes, A. *Technique in Teaching Writing*. (New York: Oxford University Press, 1983) p.103

[52] H. Douglas Brown. *Op. Cit*. p.16

2. The Procedure of Guided Writing Teachnique in Writing Report Text

According to Reid in Dyan states there are some steps in guided writing, they are:

a. Model paragraph

At the beginning, the teacher provides a model of the text. This can be written on the board or copied onto the worksheet. Students consentrate on reading comprehension first, then study the features of the text given.

b. Comprehension questions

The teacher asks series of questions about the basic information of the text.

c. Language based exercises

The teacher gives exercises which focus on vocabulary building and sentence structure. It can be in the form of transformation, substitution, or complete pattern drills.

d. Oral composition

By discussions, students make suggestions about what to write and the teacher make an outline or a list of key expressions on the board. It is used as a basis for students' writing.

e. Written composition

Students follow the model given by the teacher, but involve some

changes.[53]

Besides that, Oczkus states that guided writing can take place in pre-writing, at the point of writing and after writing.

a. Pre Writing

In pre writing, guided writing can support student's planning and drafting of their work. The previous shared session(s) should be referred back to and then extended to further the student's learning in the writing process. Such us : The teacher modelling the process of planning and drafting, Developing sentence construction and punctuation, Retelling a known story in the correct sequence, Planning a piece form of a model discussed in the shared session, Oral rehearsal: in particular, those students who have literacy skills needs.

b. Writing

It can be stated when the students are beginning to, or have already begun to write independently. The sessions should be used to praise efforts and offer constructive criticism in order to move learning forward. Examples : write the first or next paragraph of an explanation text and be invited to read it aloud to the group, reread for clarity and purpose, use of consistency in terms of writing traits, use genre-specific vocabulary; choice of phrases, use of complex sentences, re-visit objectives for writing and check their work against the success criteria/rubric.

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[53] Dyan, *Improving writing skill through guided writing, (*Sebelas Maret University Surakarta, 2010), p.31

c. After writing.

Students should be given the opportunity to assess their independent writing. This can be achieved independently or with peer support. In other words : discuss writing targets and agree upon next steps/new target, support student to edit, proofread and reflect on the impact on the reader,and evaluate work against success criteria/rubric.[54]

Based on the theories of guided writing procedure above, the researcher used written composition to guided the students in writing report text. Written composition here means the students will made the report text follow the model given by the teacher but the students will chages the report text based on the topic that students will write. (See Reid's theory on Page 44). Therefore the researcher formulates procedure of guided writing as follow :

a. Teacher explains and give an example of report text and also expain the parts that have to write.

b. The teacher ask the students about their comprehension.

c. Teacher prepare the topic then the students will determine the subtopic for themselves.

d. The teacher asks the students to make report text based on the subtopic that they was chooses.

e. The teacher guide the students writing depends on the sample and the topic.

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[54] Oczkus, Lori D. *Guided Writing : Practical Lessons, Powerful Results*, (Portsmouth :Heinemann, 2017), p.2

f. While the students are writing, the teacher moves among them and give assistance and guidance as required.

g. Teacher and students evaluate the learning result.

3. The Advantages of Using Guided Writing Teachnique

Based on Primary National Strategy, there are some benefit of using guided writing for teaching writing, those are:

a. Enables the teacher to adjust the needs of the group;

b. Facilitates the teaching and learning of individual children. Although guided writing is a group activity that has focus on the needs of the group,the teacher is able to observe and respond to the needs of individualsBwithin the group;

c. Provides the teacher with the opportunity to extend and challenge more groups of children;

d. Encourages the children to be more active in discussions;

e. Builds confidence. Here, all the group are given the same issues;

f. Allows the teacher to give feedback immediately and have opportunity to discuss further information for improvement.[55]

4. The Disadvantages of Using Guided Writing Teachnique

Disadvantages of guided writing comes form Reid who states that:

"The exercises above closely reflect the behaviorist hypotheses: with constant practice of correct structures, students will learn the

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[55] Primary National Strategy. *Improving Writing with a Focus on Guided Writing*, (Primary National Strategy, 2007), p.6. Avaliable on dera.ioe.ac.uk (Accessed on May 15th, 2018)

language and will therefore be able to transfer the repeated guided skills to original utterances. Research in second language acquisition, however, has demonstrated that language is not limited to stimulus-response behavior. Rather than language being directed from the outside, learning is a process that the learner controls and to which the learner contributes. Specifically, writing classes that stress repetition and accuracy while severely restricting composing and original thought serve more as grammar classes."[56]

Furthermore, guided writing emphasizes writing process so that the product of the writing activities is less purposeful especially for students in discovering the texts' true message due to the structural aspect of the text.

K. Frame of Thinking

English is an international language that must be mastered. By using language, we can more easily communicate with other people like strangers when we interact with them. In learning English, students will learn about four skills. They listen, talk, read, and write. Many high school students can not write well. In fact, the ability to write students is still low. Although, students only create text such as descriptive text, report text, recount text, etc., There are still many students who can not make it. Most students say writing becomes a difficult skill because it contains several components of the language that should be mastered by them such as spelling, grammar, punctuation, and others. Some students can

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[56] Dyan, *Op. Ci*t. p.27

speak well in English, but sometimes they get confused when they want to write it down.

In this case, the researcher would use Group Investigation teachnique in teaching writing report text. Group investigation teachnique is a technique that was used to encourage students' ability in learning proces of writing. Researchers assume that learning process in group investigation teachnique might had an effect on the ability to write report text of students.

In group investigations, students work in groups by finding their learning material based on the topic they have chosen. Planning the process to find out the materials, and made some notes based on their finding. After the students got some information based on their investigation, then with their own group the students preparing their report. This steps started from drafting the information, elaborate their ideas, revising each other until their group produce the final version of their report. The students who are in the same group have different levels of ability and members of each group are determined by the teacher. By working groups, students can more easily communicate their confused, share what they knows, and revising each other. For that students can encourage their writing skills, and try to produce better writing. Because by utilizing group investigation in learning process, students being able to understand what they are learning, and they will know what they should to do in the next article if they are experiencing similar difficulties.

In the learning activities by using group investigation students' with choose their own topic to investigate. They will find out the information about their topic choosen then arrange it into the report text. As we writing report text based on fact, so the investigation in this technique could be used in gathered information that the student needed. Furthermore in group investigation the students have chance to disscused their finding before their write their findings, it also known preparing the final report. In this part the student will discussing what they want to write with their group or in writing process we know it as editing and revising before their present their final report.

Even the group investigation is good to be implemented in teaching learning process especially for help the students in learning process of writting report text, the teacher had to carefully in teaching especially mentoring students learning process on group.

L. Hyphotesis

Based on the frame of thinking above, the researcher proposed hypotheses as follow:

H_a : There is a significant influence of using group investigation technique toward students writing ability in report text.

H_o : There is no significant influence of using group investigation technique toward students writing ability in report text.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this reaserch, the researcher would use experimental design. Sugiono defines it as research method that is used to find out an influence of a certain treatment towards others in a controlled condition.[1] Experimental design refers to the conceptual frame work which the experiment was conducted. Experimental had three types they were:

1. Pre experimental design, this section presents two design that have been as pre experimental because they provide little or no control of extranous variabel. Unfortunately one finds that this design would be used in educational research.

2. True experimental design, the design is this category is the most highly recommended design for experimentation is educational because of the control that they provide.

3. Factorial experimental design, the design consist of two or more factors, each with discrete possible, and whose experimental units take on all possible combinations of these levels across all such factors.

4. Quasi experimental design, the goal of the experiments is to use design that provide full experimental control through the use of randomization procedures. Besides, Setiyadi says that true experimental has three criteria, namely is there is control group, both of the subject are choosen

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[1] Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2010), p.7

by random, pre-test is given to see the begining students' ability from both of groups.[2]

From statement above, the researcher used quasi experimental design to know the students' writing ability by using group investigation. The researcher used quasi-experimental design as the method of the study. Focus of this research was about the influence of group investigation technique toward students' writing ability in report text. Based on Creswell statement, quasi-experimental design is frequently used since the researchers can't randomly assign the group of participants.[3] In this research there are two class were use, one as the experimental class and another as controlled class.

In this research, the students in the experimental class got the treatment used group investigation , the students in contol class got the treatments used lecturing method. The design was illustrated on the table below:

Experimental Class	Pre-test	Treatment used group investigation technique	Post-test
Control Class	Pre-test	Treatment used guided writing technique	Post-test

B. Variable of the Research

Classifying data into units called variable it a prequisite for a quantitative researcher before be can step into the research field. A variable can be classifed

[2] Ag Bambang Setiyadi, *Metode Penelitian untuk pengajaran bahasa asing pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta; Graha Ilmu, 2006). p.14

[3] John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th Ed),* (New Jersey : Pearson Education, 2012), p. 310

according to how they are measured and according to their funtions in the research. Thus, it can be classified as dependent and independent variables.

In this research there are two variables, they are as follows:

1. The independent variable of the research was group investigation technique(X)

2. The dependent variable of the research was students writing ability in report text (Y).

C. Operational Definition of Variable

The operational definition of variable of this research see follows:

1. Group investigation is a learning technique that the students work cooperatively with their own group. In this technique students have main role that make students can choose topic study that they would learn. Students plans and doing their investigation to find out their learning materials, discussing it then make a report from their findings.

2. Students' writing ability in report text is the students' ability to produce or compose a text that describes the information about a range of natural, man-made and social phenomena in the environment based on a systematic observation or analysis which fulfills such aspects of good writing as content, organization, vocabulary, language, and mechanics.

D. Population, Sample and Sampling Technique

1. Population

Arikunto states that is a set or collection of all elements consisting of one or more attribute of interest.[4] In this research, the population was all the students at the first semester in eleventh grade of SMAN 3 Bandar Lampung in the academic year 2018/2019. The number of students was 338 distribute in 10 classes. The distribution of the population of the research could be seen in the following table :

Table 1
The Total Number of the Eleventh Grade of SMAN 3 Bandar
Lampung in the accademic year 2018/2019

NO	CLASS	GENDER		TOTAL
		MALE	FEMALE	
1	XI IPA 1	15	20	35
2	XI IPA 2	17	19	36
3	XI IPA 3	18	18	36
4	XI IPA 4	13	22	35
5	XI IPA 5	19	16	36
6	XI IPA 6	21	14	35
7	XI IPS 1	17	16	33
8	XI IPS 2	12	20	32
9	XI IPS 3	9	21	30
10	XI IPS 4	13	17	30
	TOTAL	154	184	338

Source : Documentation at the SMAN 3 Bandar Lampung in the accademic year 2018/2019

2. Sample

Arikunto says that sample is the part of population which would be investigated.[5] The researcher took two classess, 1st class as the experimental class and 2nd class as the control class. And there are 30 to 36 students in every class. The sample of this research was 70 students.

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[4]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p.17
[5]*Ibid,* p.174

3. Sampling Technique

In getting the sample from population, the researcher used cluster random sampling. Fraenkel and Wallen state that the selection of groups, or cluster, of subjects rather than individuals is known as cluster random sampling.[6] The experimental and control class was choose randomly by used a small piece of paper. The name of each class was written in a small piece of paper and then the papers was rolled and shaken. The first paper as the experimental class and the second paper as the control class.

E. Data Collecting Technique

Arikunto said that test is a number of statement or question used to measure skill, knowledge, intelligence or talent belonged to individual and group.[7] Based on the definition above, in collecting data, the researcher would use the following techiques:

1. Pre-test

Pre-test used to know students' writing ability before the treatments, the test was done by asked the students to write report text by choosing one of topics that were provided, and then the students make report text based on the topic that was chooses.

2. Post-test

Post test used to know the students' writing ability in report text after the students got the treatments by using group investigation technique in the

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[6]Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education (7th Ed)*, (New York: McGraw-Hill, 2009)*,* p.95

[7]Suharsimi Arikunto, *Op. Cit*, p.223

experimental class and the students get the treatments by using guided writing technique in the control class .

F. Instrument of the Research

Arikunto says that the research instrument is a devices used by researcher during the data collecting by which the work is contain as the data are complex and systematic.[8] In this research, the instrument was written test. This test was aimed at measuring the students' writing ability. In this research the researcher made two instruments, they were pre-test and post-test. The instrument of pre-test and post-test are used to made a report textin 60 minutes based on the topics that were provided. The instruction for pre-test and post-test were attached (See Appendices 7 and 8).

1. **Pre-test**

   The table of spesification of Pre-test

No	The Topic of Report Text
1	Sea Animals.
2	Plants.
3	Social Phenomena.

2. **Post-test**

   The table of spesification of Post-test

No	The Topic of Report Text
1	Land Animals.
2	Things (Cars, Videos, Etc)
3	Natural Phenomena.

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[8] Suharsimi Arikunto, *Op.Cit*, p.149

G. Research Procedure

In conducting this research, the reseacher used some procedures as follow :

1. **Determining Subject of the Research**

   The subject of the research was the students of eleventh grade at the first semester of the eleventh grade of SMAN 3 Bandar Lampung in the academic years of 2018/2019. There were two classes as the subjects of the research. The first class was experimental class (XI IPA 4) and the second class was control class (XI IPA 6).

2. **Determining the instruments of the research**

   The instrument of this research was writing test. The students got the same instrument for both classes in several topics that already consulted.

3. **Administering Pre-Test**

   The reseacher gave pre-test to the students to know the students' initial writing ability in report text. The students' were assigned to write report text based on the topic. The topic as follows :

   a. Sea Animals.

   b. Plants.

   c. Social Phenomena.

4. **Conducting the Treatment**

   In this research, the researcher as a teacher taught the students about report text by using group investigation technique in the experimental class and guided writing technique in the control class.

The research was conducted in five meetings for each class. One meeting for pre-test, three meetings for treatment, and the last meeting for post-test. Each of treatments was conducted once a week. In the first treatment, the researcher as the teacher taught the students about how to made a report text about land animals (Elephants). At the second treatment, the students got the explanation about how to made a report text about things, in this case the researcher gave an example the report text of Bicycle. The last treatment, the researcher taught the students about how to made a report text about Nature Phenomena. Here the researcher gave an example the report text of Auroras.

5. **Administering the Post-Test**

Post-test was administered to measure whether there was an improvement of students' writing ability in report text. The students' were assigned to write report on the topic that was given.

   a. Land Animals.

   b. Things (Cars, Videos, Etc)

   c. Natural Phenomena.

6. **Analyzing the result (pre-test and post-test)**

To analyze the result, the researcher compared the result of pre-test and post-test between experimental class and control class to see whether the score of post-test in the experimental class was higher than the control class or not.

7. Analyzing the Data

After collecting the data, the researcher analyzed the data by quantitative.

H. Validity, Reliability, and Readability of the Test

1. Validity of Test

A good test was the test that had validity. According to Arikunto, validity is a matter of relevance. It means that the test measure what is claimed to be measure.[9] Test could be said valid if the instrument items test measure what was purposed should be measured. To measure whether the test has good validity or not, the researcher analyze the test from content validity and construct validity.

a. Content Validity

According to Setiyadi, content validity associated with all the test items contained in a measuring instrument.[10] It means to get the content validity the material that were given was suitable with the curriculum use and content material that were given was apropriate with the standard of content school based on curriculum K13 and report text was taught at the first semester of Eleventh grade. (See Appendices 6)

b. Construct Validity

Construct validity focuses on kind of the test that would be used to measure the ability. According to Setiayadi, construct validity is used to measure perception, language behavior, motivation, even the language

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[9] Suharsimi Arikunto, O*p. Cit,* p.102
[10] Ag Bambang Setiyadi, *Op. Cit,* p. 22

ability.[11] In this research, the researcher administered a writing test and technique of scoring scale by C. Tribble. There were five aspects of writing that would be measured such as content, organization, vocabulary, language and mechanics.[12]

In this research, to know whether the instruments have fulfilled the criteria of content and construct validity the researcher consult the instrument test to the Mr. Satria Adi Pradana, M.Pd as an expert validator instrument writing test (See Appendix 7 & 8). The researcher would revised the instrument to validator so that the instruments would be valid (See Appendices 10). The researcher revised the instrument one time to validator. In the revision that the researcher have to change time allocation so that the students used time effectively. Finally the instruments were valid.

2. Reliability of Test

A reliable test is consistent and dependable.[13] At the same page, Brown was also states that if you give the same test to the same student or matched on two different occasions, the test should yield similar result.[14] To ensure the reliability of the scores and to avoid the subjectivity of the writer, the researcher used inter-rater reliability. Inter-rater reliability eas used when

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[11] Ibid, p.26

[12] Christopher Tribble, *Language Teaching Writing*, (Oxford: Oxford University Press, 1996), p.130

[13] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2003), p.20

[14] Ibid, p.20

scores on the test were independently estimated by two or more judges or raters. They were teacher and the researcher. To estimate the reliability of the test, the researcher used Cohen's Kappa correlation as follows:

$$\kappa = \frac{\Pr(\alpha) - \Pr(e)}{1 - \Pr(e)}$$
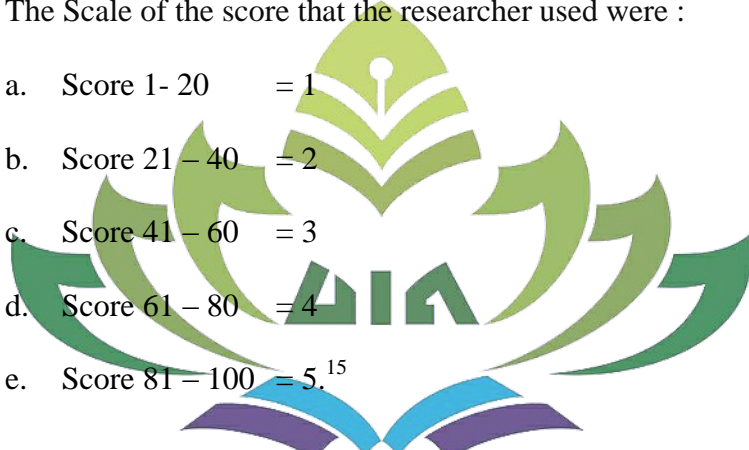
Note :

Pr (α) = Represents the Actual Observed Agreement

Pr (e) = Represents Chance Agreement

The Scale of the score that the researcher used were :

a. Score 1- 20 = 1

b. Score 21 – 40 = 2

c. Score 41 – 60 = 3

d. Score 61 – 80 = 4

e. Score 81 – 100 = 5.[15]

That the sample size consists of the number of observations made across which raters are compared. Cohen specifically discussed two raters in his papers. Furthermore, to know degree or level of the reliability of writing test, the researcher also would use the criteria of reliability as follows:

a. Kappa < 0.4 = Bad.

b. Kappa 0.4 – 0.60 = Fair.

c. Kappa 0.6 – 0.75 = Good.

d. Kappa > 0.75 = Excellent.[16]

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[15] Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2008), p.232

After calculating the reliability from two raters, the researcher found that the reliability of pre-test was 0.645 and the reliability of post-test was 0.533. In proved, the degree of the level of reliability was fair and it was reliable. (See appendices 27 & 28).

3. Readability of Test

Readability tests were indicators that used to measure how easy a document to read and understand. For evaluators, readability statistics was solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable. To know readability of the report text writing ability test instrument, the researcher used Kouame's research. The participants were asked to evaluate the 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 describes an item that is difficult to read.[17] The questions was tested individually by giving the questionnaire for readability. After that, the researcher would measure the mean of each item.

Because there were four classes except control class and experimental class the researcher used one of that. Then, the researcher used the XI IPA 1 as the participants to evaluate the instruments. The researcher took the XI IPA 1 because homogeneous with control class and experimental class.

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[16] Widhiarso, W., *Mengemas Reliabilitas,* (Yogyakarta : Fakultas Psikologi UGM, 2005), p.15

[17] Julien B. Kouamé, *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants,* (Journal of Multi Disciplinary Evaluation, Volume 6 (14), 2010), p.133.

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.[18] Thus, 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 was quite readable and understandable by the readers or test takers. After giving the readability test to the students, the result showed that the score of readability was 2,702. It means that the instruments of the test were quite readable and understandable by the readers or test takers.

I. **Data Analysis**

1. **Fulfilment of the Assumption**

In order to find out whether or not there was a significant difference between used group investigation and without used group investigation technique toward student writing ability in report text the data were analyzed statically. To analyze the data the researcher used parametric statistics, t-test. In parametric statistics, there were assumptions which had to fulfilled, they were normaltiy and homogencity test.

a. **Normality Test**

The test employed to know whether the data was normal distributed or not. The normality test would be used to measure whether the data in

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[18] Ibid, p.134

the experimental class and the control class are normally distributed or not. The data were normally distributed if $L - ratio < L\ table$.

In this case, the reseacher would use *Lilliefors* test as follows:

1) Arrange the sample's data from the lowest until the highest.

2) Determine the score of Z from each data by used the following formula.

$$Z = \frac{X_i - \bar{X}}{S}$$

Where :

S : Standard of deviation

X_i : Single datum

$\bar{X}$: Coefficient of single datum

3) Determine of probability of each Z score with $f(Z)$ by using:

If Z> 0, then f (Z) = 0,5 + table score

If Z<0, then (Z) = 1 – 0,5 + table score

4) Count the cumulative frequency of each Z score (S_Z).

$$S_z = \frac{Z1, Z2, \ldots\ldots Zn < Zi}{n}$$

5) Determine the L_0 score with the highest score compared to the L_t score from the table of *lilliefors*.

6) The criteria are as follows:

Refuse H_o if $L_0 > L_t$

Accept H_o if $L_0 \leq L_t$.[19]

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[19] Sugiono, *Op. Cit*, p.184

b. Homogencity Test

Homogencity test was used to know whether the data in experimental class and control class were homogeneuos or not. In this case, F-test or two variance was used to know the homogencity of the test. The formula of F-test that used as follows:[20]

$$\mathbf{F} = \frac{Vb}{Vk}$$

Notes :

F = The homogeneous

Vb = The biggest variant

Vk = The smallest variant

The hypotheses for the homogenity test were:

H_o : the variance of the data was homogeneous

H_a : the variance of the data was not homogeneous

In this case the criteria for the homogenity test were :

H_a was accepted if t-observed $>$ t-critical, or (t- observed $>$ t- critical).

H_o was accepted if t-observed $<$ t- critical, or (t- observed $<$ t- critical).[21]

2. Hypothetical test

After giving the test and finding the result of two rates the formula, this reaserch would use t-test as follows:

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[20]Sugiono, *Op.Cit,* p.275

[21]Anas Sudijono,*Op. Cit*, p.313

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sum x_1^2 - \frac{(\sum x_1)^2}{n_1} + \sum x_2^2 - \frac{(\sum x_2)^2}{n_2}}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Notes:

$\bar{x}_1$ = Mean of experimental class

$\bar{x}_2$ = Mean of control class

$\sum x_1^2$ = Average deviation in experimental class

$\sum x_2^2$ = Average deviation in control class

n_1 = Number of sample in experimental class

n_2 = Number of sample in control class.[22]

The hypothesis of this research were :

H_o : There is no significant influence of using group investigation technique toward students writing ability in report text.

H_a : There is a significant influence of using group investigation technique toward students writing ability in report text.

The criteria of the test are as follows :

H_a was accepted if t-observed > t-critical, or (t- observed > t- critical).

H_o was accepted if t-observed < t- critical, or (t- observed < t- critical).[23]
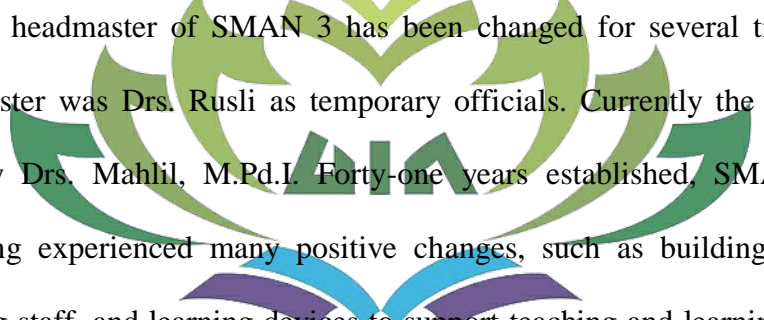
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[22] Ibid, p.172

[23] Ibid, p.313

CHAPTER IV
RESULT AND DISCUSSION

A. Research Place Description

SMAN 3 Bandar Lampung is located on Khairil Anwar street, No. 30, Durian Payung, Tanjung Karang Center, Bandar Lampung. SMAN 3 Bandar Lampung was established in the 1977 – 1978 , while the building is still under construction, the teaching and learning process that year still joined with SMAN 2 Tanjung Karang. Furthermore, in 1978 after the building was completed, the teaching and learning process began to occupy a new building.

The headmaster of SMAN 3 has been changed for several times, the first headmaster was Drs. Rusli as temporary officials. Currently the headmaster is held by Drs. Mahlil, M.Pd.I. Forty-one years established, SMAN 3 Bandar Lampung experienced many positive changes, such as building construction, teaching staff, and learning devices to support teaching and learning activities in the school. Learning activities at this school start at 7 am, but students are required to arrive at early learning and activities will end at 3.15 pm. This is because of the school curriculum and learning activities starting on Mondays to Fridays only. in teaching and learning activities this school has 69 teaching staff adapted to the required teaching fields, so that teaching and learning activities can run well.

Various facilities owned by SMAN 3 Bandar Lampung to support teaching and learning activities. The facilities include: 29 study rooms, a mosque, a room

for the principal, a teacher's room, a deputy principal's room, and a meeting room. In addition, this school is also equipped with various supporting labs such as the Biology Laboratory, Physics Laboratory, Chemistry Laboratory, Computer Laboratory, Language Laboratory and library. Other supporting rooms are also owned such as Canteen, UKS room, Main Lobby, Counseling Guidance Room, Student Council Room, 5 extracurricular rooms. In supporting sports activities SMAN 3 Bandar has a multi-functional sports field that can be used for futsal sports, badminton, gymnastics, flag raising ceremonies on Monday and other activities.

B. Research Procedure

The research was conducted in October 15th, 2018 after got permission from Headmaster, Vice Principal of the curriculum and The English teacher. Furthermore, the research was done in November 16th, 2018 and the research was implemented through the following steps, there are :

1. Determined the subject of research at the eleventh grade of SMAN 3 Bandar Lampung.

2. Designed the writing test.

3. Determined the sample of research by using cluster random sampling.

4. Conducted the readability of the test (the reliability test was conducted to the students out of the research sample).

5. Conducted the pre-test in control class and experimental class in order to know the students' score in report text writing ability before the treatment.

6. Analyzed the data of pre-test. The data were analyzed by using statistic formula (Excel).

7. Gave the treatment to control class and experimental class.

8. Conducted the post-test in order to know the students' score in report text writing ability after the treatment.

9. Analyzed the data that of post-test. The data were analyzed by using statistic formula (Excel).

10. Comparing the result and testing the hypothesis. Then, made the conclusion.

11. Reported the result of the research.

C. Data Description

The resesearch had been conducted in SMAN 3 Bandar Lampung on October until November 2018. The researcher conducted five meetings both in control class and experimental class. The five meetings consisted of one time of pre-test, three times treatment, and the last meeting was post-test. At SMAN 3 Bandar Lampung, the English subject was taught once a week for each class at eleventh grade. On Monday, October 15th, 2018 the researcher gave the pre-test in experimental class and for the control class the researcher gave the pre-test on Friday, October 19, 2018. Experimental class consists of 35 students and control class consists of 35 students.

In the second meeting, on Monday, October 22th, 2018 the researcher began the treatment for the experimental class. As long as three meetings, the researcher gave the treatment by using group investigation technique. Thus, for each

treatments the researcher gave different topic. The last treatment was done on Monday, November 9th, 2017. Furthermore, in control class the first treatment was begun on Friday, October 27th, 2018 by using guided writing technique and it was done on Friday, November 13th, 2018. The researcher gave different topic for each treatment.

Then at the last meeting, the students in experimental class was given the post-test on Monday, November 16th, 2018. Then for the control class the post-test was given on Friday, November 19th, 2018. No one students absent when the researcher conducted the post-test both experimental class and control class.

1. **Description of the treatment for Experimental Class**

The 1st treatment was conducted on October 15th, 2018. The researcher did the treatment three times. In this treatment, firstly the researcher explained the report text included in the generic structure, the language features and the writing aspect. After the students understand about the report text, the researcher gave explanation about group investigation technique in the learning process of writing a report text.

Furthermore, after the students knew about Group Investigation Technique, the researcher implemented group investigation in learning activities (See the procedure of Group Iinvestigation on Chapter 2). Thereafter the researcher devised the students into several groups, a group consist of 4 or 5 members. The researcher got the trouble when divided students into several groups. Some of the students requested that their groups

be changed. After the researcher made a readjustment, the students finally accepted the division of the group. After the group division, the researcher asked the students to gather with their own group. But when students would be gather with their group, they look noisy for a while. After they gather with their own group, the classroom conditions become conducive.

Furthermore, the researcher asked the students to make report text using group investigation technique based on the topic was given. It this meeting the researcher gave the students topic about land animals (Elephant). The researcher oversaw students activities during implementation of group investigation technique. After the students was made a report text, the researcher asked each group to collect their result (report text).

The 2nd treatment was conducted on October 22th, 2018. The researcher started the learning process with reviewed about report text then gave the students new topic for this meeting. In this meeting the researcher gave the students new topic about things (Bicycle) then explained the detail. Afterwards, the researcher reminded the students about group investigation technique which was implemented on previous meeting and asked the students to used it.

The 3rd treatment was conducted on October 22th, 2018. At the last treatment the researcher gave the students new topic about nature phenomena (Auroras) then explained the detail. The researcher tried to ask the students about group investigation technique, then they responded it by gathered with

their own group. After made a report text, the students collected their result (report text).

2. Description of the researh at the Control Class

Different with experimental class, the control class got guided writing technique on the treatment. In this class the researcher also did the treatment three times. The first treatment was conducted on October 19th, 2019. The learning material also same with the experimental class for each meeting. The researcher gave the students treatment used guided writing technique in learning process. In this meeting, the researcher gave the students explanation about text report. After the students got the explanation about report text, the researcher asked them to analyze the text based on the language features.

Furthermore, after the students analyze the language features, the researcher asked them to make report text. In this class the researcher guided the students how to make report text (See the procedure of Guided Writing on Chapter 2). First the researcher guided the students to choose the topic that they wanted, then the teacher guided the steps during they made a report text. After they got the topic and explanation about the steps of guided writing, the researcher asked them to made a report text based on it. After they made a report text, they had to collected their result.

The 2nd treatment was conducted on October 26th, 2018. In this treatment the researcher asked the students to find out some actual information based

on the topic that the researcher gave. The topic that was given in this meeting was bicycle. After the students collected the information, then the researcher explained the information that was found by the students. It could be the generic structure, language features, etc. After the researcher explained the material and the information, the researcher asked them to made a report text about things with guided from the researcher (Followed the procedure of guided writing technique).

The 3rd treatment was conducted on November 2nd, 2018. In this treatment the rearcher gave the topic about nature phenomena then explained to the students. The learning activity also same with the first and second treatment, the researcher guided the students made a report text based on information that was found by the students. Aftet they made a report text, the student had to collected their result and evaluate the the result with the teacher.

D. Data Analysis

1. Result of the Pre-test

The researcher conducted the pre-test in order to know the students' writing ability in report text before the treatment. The pre-test was administered on October, 15th Monday, 2018 for experimental class and for control class was andministered on October, 19th Friday, 2018.

Furthermore the researcher analyzed the data based on the data that was obtained on pre-test to know the result. The result of analysis in experimental

class was known that the highest score was 72 and the lowest score was 51. The mean of students' score in the experimental class was 62.20. The median score was 62 and mode score was 62. Furthermore, in control class the highest score was 71 and the lowest score was 52. The mean of students' score in the control class was 62,37. The median score was 63 and mode score was 59. (See Appendices 22).

2. Result of Post-test

After experimental and control class got the treatment in three meetings, the researcher gave post-test to the students. The researcher conducted the post-test in order to know the students' writing ability in report text after the treatment did. The post-test was administered on Monday, November 12th, 2018 for experimental class and for control class was andministered on Friday, Octoberober 16th, 2018.

Furthermore the researcher analyzed the data based on the data that was obtained on post-test to know the result. The result of analysis in experimental class was known that the highest score was 82 and the lowest score was 61. The mean of students' score in the experimental class was 74,11. The median score was 74.5 and mode score was 70.5. Furthermore in control class the highest score was 83 and the lowest score was 61. The mean of students' score in the control class was 72,71. The median score was 72 and mode score was 70. (See Appendices 22).

3. **Result of Normality Test**

The normality test was used as a measurement the data had normally distributed or not.

The hypothesis for normality test as follows :

H_o = The distribution of the data were normal

H_a = The distribution of the data were not normal

The criteria of normality the test are :

H_0 was accepted if $L_{observed} < L_{critical}$, it mean that the distribution of the data were normal.

H_a was accepted if $L_{observed} > L_{critical}$, it mean that the distribution of the data were normal.

Table 4
Result of Normality Test
Experimental Class and Control Class

Class	Pre-test		Post-test		Calculation
	L_o	$L_{critical}$	$L_{observed}$	$L_{critical}$	
Experimental	0,09133	1,4976	0,07511	1,4976	**Normal**
Control	0,08419	1,4976	0,09394	1,4976	

Based on the table, it could be known that the result of test in experimental class and control class showed $L_{observed} < L_{critical}$. From explanation before it can be sure that the data had normal distribution. (See Appendices 29 – 32)

4. Result of Homogeneity Test

The normality test was used as a measurement the data had normally distributed or not.

The hypothesis for normality test as follows :

H_o = The variance of the data were homogeneous.

H_a = The variance of the data were not homogeneous.

The criteria of Homogenity test are :

H_0 was accepted if $L_{observed} < L_{critical}$, it mean that the variance of the data were homogeneous.

H_a was accepted if $L_{observed} > L_{critical}$, it mean that the variance of the data were homogeneous.

Table 5
Result of Homogenity Test
Pre-test and Post-test

Class	The Biggest Variance	The Smallest Varianace	$F_{observed}$	$F_{critical}$	Calculation
Pre-Test	27,70	18,99	1,46	1,84	*Homogenous*
Post-Test	23,42	21,65	1,08	1,84	

Based on the table, it could be known that the result of test in experimental class and control class showed $F_{observed} < F_{critical}$. The data showed H_0 was accepted. From explanation before it can be sure that the data was homogeneous. (See Appendices 33)

5. Result of Hypothetical Test

The normality test was used as a measurement the data had normally distributed or not.

The hypothesis of this were :

H_o : there was no significant influence of using group investigation technique toward students writing ability in report text.

H_a : there was significant influence of using group investigation technique toward students writing ability in report text.

The criteria of the test were :

H_a was accepted if $t\text{-}_{observed} > t\text{-}_{critical}$.

H_o was accepted if $t\text{-}_{observed} < t\text{-}_{critical}$.

Based on the analyzed the data known, $t_{observed}$ was 4,4921 and the $df = Nx + Ny - 2 = 68$. Thus, the result of $t_{critical}$ was 1,671. It could be seen that the result of t_{test} was $t_{observed} > t_{critical}$. So, H_a was accepted because 4,4921 < 1.671. Then, it could be concluded that there was a significant influence of using group investigation technique toward students' writing ability in report text (See Appendix 35).

E. Discussion

The result of the research was known there were increased after the treatment used group investigation technique. Based on the result of post-test showed the students' score higher than pre-test. Moreover, group investigation also could improve students' motivation in learning and could be better in writing ability.

The students' also could elaborate their ideas more easily, because their group members help them to made it written. It could be sure that group investigation technique could be used in learning writing especially report text.

At first meeting the researcher did the pre-test to know the students' writing ability in report text. After conducted the pre-test, that known the mean in control class had the score 62,37 and the mean in experimental class had the score 62,20. It could be seen that the mean score in control class had a little different with experimental class. Althought there was small differenties, but the result of homogenity and normality showed the data were homogeneous and normal. It could be concluded that both of experimental class and control class had same skill in writing report text before they got the treatments.

Furthermore, at the second meeting, the researcher gave the students treatments as long as three meetings for both experimental class and control class. The treatments for each meeting had different topic of report text. The treatment for experimental class was taugh about writing report text used group investigation technique then for control class was taught used guided writing technique. Furthermore, both experimental class and control class had same topic for each meetings. At first treatment, the topic that was given about Land Animals, then at the second treatment was discussed about Things, and at the last treatment the student had the topic about Natural Phenomena.

At the last meeting the researcher did the post-test to know the students writing ability in report text after the treatments. According to the data analysis result and tested hypothesis result that known the alternative hypothesis (Ha) was accepted. Futhermore, based on the analysis showed that the student who got the treatment with group investigation technique got better score than the students with different treatment. The mean scores from both class was proof of it. At the second paragraph on this discussion that we knew the mean score in experimental class was higher than control class. It could be sure that group investigation technique is good technique for teaching writing especially for teaching report text.

In group investigation technique that help students in learning process, it gave the students chances to learn what they wanted. Seems like Harmer states if we are build the writing habit in the greatest number of our students we need to be aware of the variety of tastes and interest they have.[1] The students start learning activity with their own group, finding information for their topic, and also help students to elaborate their ideas.[2] The students work with their own group to get their goals, the key is sharing what they knows.[3] That the students who have ideas but in puzzle could get helped from their own group so that the ideas could be elaborate then they could wrote it. With this ways students become more active, competitive, and students who shy become motivated. Students with their own

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[1] Jeremy Harmer, *How to Teach English*, (Edinburgh Gate : Pearson Education Limited, 2007), p.113
[2] Sharan Y & Sharan S. *Expanding Cooperative Learning Throught Group Investigation.* (New York : Teachers College Press. 1992). p. ix
[3] Isjoni, *Pembelajaran Kooperatif, (*Yogyakartan : Pustaka Belajar. 2009). p.71

group can make decision about the topic that they want to learn, with their lovely topic students feels more interested in learning process.[4] It could be concluded that group investigation technique helped students easier to elaborate the ideas and become motivated to do the best in learning process.

During the research the researcher analyze the classroom activity between the control class and experimental class. The students in who learn without group investigation (control class) look different with class who learn with group investigation. The students in control class looks less motivated during the learning process. Some students still get difficulties about what they want to know in making report text and several times stasked to the teacher for the solution even the teacher have been given a guided before. Many students in this class wasting time just to devide what they want to write. The teacher feel more active to give more guided than the students activity it self.

Besides that, the students who learning with group investigation look more enthusiastic and looks enjoy the learning proces. The students looks motivated to findout what they want to know, it more easier to find out what they need because they deviding task to knowing. During the writing process (preparing the report text) the students looks enjoy in writing practice, sharing the information, elaborate their idea so that their group reaches the goal. The students said their difficulties in to their friends (group), the students who gets lack suck as lack vocabulary, don't know how to elaborate their ideas. The student performance in

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[4] Barkley, Elizabeth F. et.al., *Collaboratives Learning Techniques.* San Francisco : Jossey-Bass. 2005. p.199)

group activities can be seen in the group assessment scoring scale (See Appendix 17). The researcher doing this to know the performance of students in treatments carried out. From the researcher observation on the student group activities there are changes in a better direction. It means group investigations can resolve the students problems on the background (See Chapter 1).

Related to the result of this research that group investigation could improve the students writing ability in report text. It was proved from the result of the data analyzed and also some previous research. The first study to support this research was Pinasti research, who conducted the classroom action reseach, she concluded that group investigation could improve student writing ability and class situation.[5] Besides that, Mayasari also conducted the research about group investigation, on her paper result that was known group investigation could improve students motivate, learning tools and also student writing.[6] Based on the analayzed data and suported by the other researchwhich was explained above, it could be concluded that group investigation technique had influence toward students writing ability especially in report text.

[5] Pinasti, *Improving Students' Writing Skill Using Group Investigation,* Sebelas Maret University Surakarta, 2013.

[6] Mayasari, *The Use of Group Investigation to Improve Students' Ability in Writing Skill on Anal;ytical Exposition Text,* IAIN Walisongo Semarang, 2012.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The research was conducted by the researcher and the data was analyzed by the researcher. Based on the analyzed the data known, $t_{observed}$ was 4.4921 and the $df = Nx + Ny - 2 = 68$. Thus, the result of $t_{critical}$ was 1,671. It can be seen that the result of t_{test} was $t_{observed} > t_{critical}$. So, H_a was accepted because $4.4921 < 1.671$. Then, it could be concluded that there was a significant Influence of Using Group Investigation (GI) Technique Toward Students' Writing Ability in Report Text at the First Semester of The Eleventh Grade of SMAN 3 Bandar Lampung in the Academic Year of 2018/2019.

B. Suggestion

Based on the reseach result that was explained in conclusion above, the researcher had some suggestion as follows :

1. For The Teacher

In this reserch, the researcher got difficulties when grouping the students at the first treatment. Some students said they feel not comfort with their first group, then the researcher re-group the students to solve this problems. Therefore, the teacher who interested to implement group investigation and found the same problems, the researcher suggested to the teacher to re-group the students or give more attention on grouping students to prevent the similar problems happen.

2. For The Students

In the implementation group investigation, the students will be devided into several groups. Then the students who feel do not comfortable with their first group could ask the teaacher to re-group them in grouping step.

3. For The Other Researchers

In this research, the researcher foccused on group investigation technique toward students' writing ability in report text at the first semester of Senior High School. Therefore, further researchers may conduct this technique on different level or different of students. For example, junior high school and also they can apply other kind of the texts.
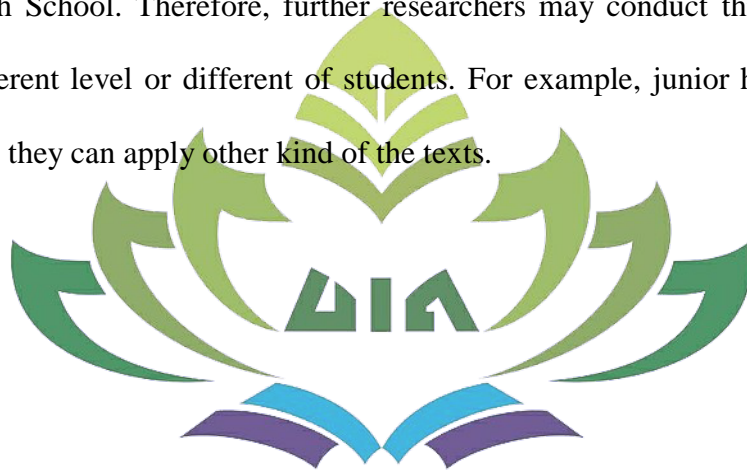
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APPENDIX