

**ENHANCING STUDENTS' ACHIEVEMENT IN WRITING TEXT USING GROUP  
INVESTIGATION METHOD IN THE ELEVENTH YEAR STUDENTS OF SMKN 2  
KEDIRI IN ACADEMIC YEAR 2014/2015**

**SKRIPSI**

Presented to Nusantara PGRI Kediri University in Partial  
Fulfillment of The Requirement for The Bachelor Degree of Education In English Department



**Presented by:**

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**ENGLISH DEPARTMENT  
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**APPROVAL PAGE**

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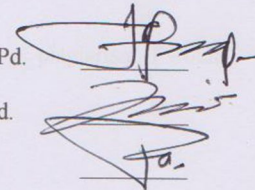
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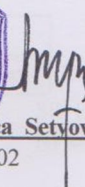
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## ENHANCING STUDENTS' ACHIEVEMENT IN WRITING TEXT USING GROUP INVESTIGATION METHOD IN THE ELEVENTH YEAR STUDENTS OF SMKN 2 KEDIRI IN ACADEMIC YEAR 2014/2015

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### ABSTRACT

**Siti Fatmawati:** Enhancing Students' Achievement in Writing Text Using Group Investigation Method in the Eleventh Year Students of SMKN 2 Kediri in Academic Year 2014/2015, Skripsi, English Department, Faculty of Teacher Training and Education, Nusantara PGRI Kediri University, 2015.

Writing is considered by students as difficult skill to be studied. They do not realize that communication can be transferred through writing. Consequently, they write without purpose and in disorder way. They only write what is inside their head down in the paper and ignoring what actually their purpose is, its grammatical and the vocabulary use. Group Investigation (GI) is an organizational approach that allows a class to work actively and collaboratively in small groups and enables students to take an active role in determining their own learning goals and processes. GI is interesting so that the students will feel the new atmosphere in classroom and they are interested in learning writing. This study is aimed at investigating the implementation of GI to enhance the students' writing ability.

This study was conducted by using classroom action research that has two cycles within. The subject of the research was the students of eleventh year SMKN 2 Kediri which consisted of 35 students. The instruments of collecting data were quantitative (writing test) and qualitative data

(observation sheet and field notes). Questionnaire and interview being used by the researcher to know deeply the problem faced by the students then she analyzed them to find the appropriate method.

Based on the writing test scores, the students' score kept improving in every test. In the pre-liminary study, there was only 43% of the students who passed the minimum standard score. After giving treatment to the students using GI, there was an enhancement towards the students writing. There was 91% of the students passed the test in cycle 1 and 100% of the students passed the test in cycle 2. Based on the observation sheet and field notes, it was found that the learning process of writing run well. The students can be more active in group work and they can follow the process of writing well-ordered by implemented the steps of GI. They could follow the step of writing process from (1) topic selection, (2) cooperative planning, (3) implementation, (4) analysis and synthesis, (5) presentation of final project, and (6) evaluation. The result of the research showed that GI method could enhance students' achievement in writing instruction text. It was suggested to modify and makes the GI method to be more interesting and suitable towards the skill and topic of the study.

**Keywords:** classroom action research (car), group investigation (gi), method, teaching learning process, writing, instruction text

## I. Background of the Research

Writing is one of the most important skills in learning language besides listening, speaking, and reading.

Nunan (2003: 89) states, "Writing was used to show that students had mastered a particular grammatical rule, rather than had a good idea about the subject matter. In fact, correct spelling, grammar, and overall organization were the most important evidence of second language proficiency."

It means that the most important evidence of the students was success in learning second language is where they can write in the correct spelling, know its grammar rule, had a good idea, and know the organization of the writing types.

In addition, communication can be created in written language. Nunan (2003:88) states, "Its purpose is both to *express* and *impress*." In writing, a writer tries to express what actually inside his/her mind and feeling. While writing, the writer often thinks about what the reader will assume. Will the reader understand what is being written in the paper? What the readers' reaction is after read the written text? Those questions often haunt every writer in order to build up the communication. Concerning this case, it is important to improve the students' ability in writing.

Problem in writing that mostly faced by the students are in grammar and content. They often were being frustrated in dealing toward which tenses are correct for their writing. The choice of words and expression is the other problem that students found. The crucial problem is in content of the paragraph which is being the main element in writing that need to be fully considered.

To solve those problems, the researcher was interested in using Group Investigation (GI). This study was concerned on applying GI in improving students' skill in writing instructions text. Killen in Mabrurroh (2011: 8) notifies that students in GI 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. In line with the statement above, Slavin (2005: 216) states that the important point for GI is students' cooperative planning of their inquiry. Group members determine what they want to investigate in order to solve their problem; which resources they require; who will do what; and how they will present their completed project to the class.

The researcher believes GI can enhance a significance result in students' writing performance because GI covers four components that assist the writing process of the students: investigation, interaction, interpretation and intrinsic motivation (Zingaro: 2008: 1).

In investigation the students are forced to investigate a chosen topic, for interaction the students will learn cooperatively, they explore and share their ideas in group of students, for interpretation the students can synthesizes and elaborates on their findings of each member to enhance understanding and clarity of ideas, and intrinsic motivation of the students in writing will arise through group activity.

The researcher extremely convinces, GI success to enhance the writing performance of the students with focus on aspects of how the students are able to develops their idea in writng instruction text and write it in correct structures by follwing the steps in GI: topic selection, cooperative planning, implementation, analysis and synthesis, presentation of final project, and evaluation.

The research question that need to describe and find out are:

1. How can GI method enhance the writing performance of the eleventh year students of SMKN 2 Kediri in the academic year 2014/2015?
2. What is the enhancement of students' writing performance after being taught by using GI method in the eleventh year students of SMKN 2 Kediri in the academic year 2014/2015?

## II. Theoritical Framework

Writing is one of four language skills which has important role in conveying thoughts, ideas or opinions in written form, (Lubis). In line with Lubis, Panggabean (2013: 4) states that writing is the mental work of inventing ideas, thinking about how to express and organize them into paragraphs that will be clear to the reader. The ideas and thoughts are informed into paragraphs and have a meaning, so the readers can understand the meaning of the content. In conclusion, writing is a process to put some thoughts into words in a meaningful form that used to express the ideas.

Further, writing is one of the four langugae skills in vocational high school which the students are expected to create simple instructions as written distinctly in the book of Standard Content for SMK and or MAK (Ministry of Education Regulation No. 22 year 2006). In this research, the meaning of the writing is the mental work of inventing ideas, thoughts, or opinions to create a simple instruction and organize them into paragraphs that will be clear to the reader.

There are some types of writing performance that exist in educational field. Four categories of written performance that capture the range of written production as proposed by Brown (2004:220) are *imitative*, *intensive*, *responsive*, and *extensive*.



In addition, there are some steps in writing to be followed by the writer to get a better writing result as proposed by Grenville (2001: 11-167):

- a. *Getting ideas*: It can be done by making a list, making a cluster diagram, researching or independent investigation, free writing.
- b. *Choosing*: In this step, they start to discriminate between the ideas that definitely cannot use, and ones that have some potential.
- c. *Outlining*: It is a list of all the ideas that the writers going to write.
- d. *Drafting*: Drafting is a step where the writers trying to make their paragraph interesting for the readers by add up the great idea in the paragraph.
- e. *Revising*: Revising means 're-seeing'. It is about fixing the bigger, structural problems and 're-seeing' the whole shape of the piece.
- f. *Editing*: Editing means making the sentences flow in a clear and easy to read.

Geok at all in Zingaro (2008: 1) stated that in GI, students form interest groups within which to plan and implement an investigation, and synthesize the findings into a group presentation for the class. Killen in Maburroh (2011: 8) notifies that 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. In line with the statement above, Slavin (2005: 216) states that the important point for group investigation is students' cooperative planning of their inquiry. Group members determine what they want to investigate in order to solve their problem; which resources they require; who will do what; and how they will present their completed project to the class.

From all the definition above, it can be synthesize that GI is form of interest groups which work actively and collaboratively to determining their own learning goals and processes through the implementation of investigation, and synthesize the findings then present a report in front of class.

Killen in Maburroh (2011: 9) mentioned the steps of GI can be seen as follows:

- a. *Topic selection*: Group of students choose specific subtopics within a general problem given by the teacher.
- b. *Cooperative planning*: Teacher and students plan the learning procedures, tasks and goals connected with the subtopics they have selected.
- c. *Implementation*: Each group obtain any information from many sources then they gather it, reviewing the subtopic, analyzing and find the conclusion.
- d. *Analysis and Synthesis*: The students analyze and evaluate the information they have get.
- e. *Presentation of final project*: Each group in the class present their topics studied.

- f. *Evaluation*: Students and the teacher evaluate each group's work.

### III. Research Methods

The research design that used by the researcher is Classroom Action Research (CAR). CAR is the most applied for those who concerned in an educational setting and it is practical design. Action researchers explore a practical problem with an aim toward developing a solution to a problem. In this research, the researcher used CAR design because the researcher wanted to resolve the problem appear in Banking 1 class. The problem is they had low performance in writing task and resolved by conducting teaching writing procedures using GI to enhance the students' writing performance.

The setting of the study is SMK Negeri 2 Kediri which is located at Jl. Veteran, 5 Kediri. The subjects of the study are students of XI Banking 1 that consists of 35 students. The main reason for choosing XI Banking 1 class is they have a bit different characteristic compared to other classes. That is slower in achieving the target, especially in writing. Almost 50% students still got marks under KKM in writing. There are many errors in organization of text, vocabulary, mechanics, content, grammar, and process of writing. Another problem is the students have low motivation and are not interested in doing the task since the writing activities are not interesting.

This CAR used 2 cycles, each cycle has 4 steps; planning, acting, observing and reflecting. The instruments of collecting data were quantitative (writing test) and qualitative data (observation sheet, and field notes). The quantitative data was used to know the attainment of the goal by count into percent the total of pass students with the total of the students. Questionnaire and interview being used by the researcher to know deeply the problem faced by the students then she analyzed them to find the appropriate method.

### IV. Findings and Discussion

After deeply and carefully studying and analyzing the data recorded along and after the learning process that applied writing process approach on writing instruction text, there are some items that can be drawn by the researcher assisted by the collaborator.

The good point from the teaching learning process in cycle 1 noted by the collaborator are first, most of the students are active to answer the researcher as teacher's question in brainstorming section. Second, most of the students wrote the material they got from her in their book. On the contrary, there was unsatisfied noted from the collaborator and she wrote that some students were confused about what they had to do in their group work and sadly



they did not know the process of writing, as consequent they could not manage their time in write the text well and they were run out of the time.

Another finding was based on the students' post writing test that had been checked and scored by the researcher and her collaborator. The description of the writing post-test result which followed by 35 students is: 32 students had got scores  $\geq 75$  or in another word 91% of the students had passed the minimum passing score. On the contrary, 3 students got score  $< 75$  or in another word 9% of the students did not passed the minimum passing standard score. The work of those three students were weak on the developing of the idea.

After deeply analyzed and planed the teaching and learning writing for the next cycle, the researcher got the data from the observation in cycle 2 done by the collaborator which can be concluded that the teaching learning process was good learning. Students had excellent behavior to teacher's explanation. They are paid attention towards her instruction and respond it. The writing process of the students are getting better than previous study. The group works are better since she gave them pictures to help them in building the idea.

Another finding was based on the students' post writing test that had been checked and scored by the researcher and her collaborator. The description of the writing post-test result which followed by 35 students is: 35 students had got scores  $\geq 75$  or in another word 100% of the students had passed the minimum passing score. On the contrary, none of the students got score  $< 75$  or in another word 0% of the students did not passed the minimum passing standard score. It means all the students in Banking 1 class succesfully passed the test.

Furthermore, the researcher point out her point of view in seeing the gap between the theories and several evidences she had found in the field. She found that the students' writing skill was not good since they could not applied the writing process step by step from getting ideas, choosing, outlining, drafting, revising, and editing as proposed by Grenville (2001: 11-167). It can be seen from the result of observation check list in cycle 1, focus on outlining where the students skill to plan what should they write down (beginning, content, ending) and thinking about the correct sentence was not implemented in good way. They also had poor skill in drafting and revising the text in the process of writing. Related to the implementation of GI method, the group work did not run well as the researcher's expected. Some of the students are active and some are passive. This is differing from the Slavin's believes that the important point in GI is students' cooperative planning of their inquiry. On the contrary, the students who active are became more active and the passive students still followed the active students' work. Then she prepared pictures in cycle 2 as the media to be discussed about for the group work.

It can be conclude that GI could enhance the students' writing achievement because the step of teaching writing using GI method similar toward the process of writing itself. The researcher could make the group work alive in the process of teaching and learning by using pictures as the stimulation to be discuss about in their group. The teaching and learning process was success when the teacher could make the lessons interesting, draw out the quiet ones and control the more talkative ones.

## **V. Conclusion**

Refer to the research findings and the discussion of the research, the researcher could draw a conclusion that by implementing the teaching and learning process of writing using GI method, this study was successfully enhance the ability of the eleventh grade students of SMKN 2 Kediri in writing instruction text. In doing this research, she used GI method which was also supported by using pictures.

The goal of this research was attained by having all the students in XI Banking 1 got score  $\geq 75$  in their writing products. Another goal that was attained in this research was the students could follow the step of writing process by implement the steps of GI which can make their writing products are better and got the minimum passing score that had been standardized.

In the process of writing, the students of XI Banking 1 (1) break into heterogenous group which consist of four to six member to choose specific subtopics (topic selection), (2) the students in each group plan the learning procedures, tasks and goals connected with the subtopics they have selected (cooperative planning), (3) each group obtain any information from many sources then they gather it, reviewing the subtopic, analyzing and find the conclusion (implementation), (4) analyze and evaluate the information they have get and prepare the summary (analysis and synthesis), (5) each group in the class present their topics studied (presentation of final project), (6) students and the teacher evaluate each group's work (evaluation).

From all the evidence that the researcher found in first cycle and second cycle it showed that the implementation of GI method in order to enhance the writing ability of the eleventh grade was succesfully enhance which supported by using pictures and it was getting better from first cycle to second cycle.

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