CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter focused on the review of related theories underlying the research. It consisted of a theoretical review relevant to the title of the research and review of previous studies.

A. Writing

Writing is an activity to convey knowledge or about something that is understood in the form of ideas, ideas, and thoughts in written form. Writing is proof of the fact that the author can understand something that is accepted. It means that each person can convey an idea, idea, or thought indicates that they are understood what is written. In language learning, one of the four skills in language that is of concern is writing. There are quite a few people who have difficulty mastering this ability. The researcher discusses writing-related topics in this chapter, such as the concept of writing, writing processes, writing aims, and issues problems in writing instruction and learning

1. Definition of Writing

Writing is one of the most important English skills, especially for academic (Panjaitan & Sihotang, 2021). Writing is a means of indirect communication with others without changing the meaning or message of the text (Asrul et al., 2021). Writing is a concept of thought, an attempt to write or express everything with writing "Writing helps us reap what we know." This means that when we write a thought, opinion in an article, it means that

in article other than we can write, the writing must also be understood by the author and the reader (PENGA, 2021). According to (Aulia, n.d.) Writing as a productive language skill improves language and improves language acquisition as learners experiment with countless words, sentences, and texts to communicate ideas effectively and improve grammar and vocabulary. That is writing is not only a communication tool where students can gain views and thoughts, but is a prerequisite for mastering other language skills.

According to Wagiyo, (2021) Writing is the ability to put pen and paper to express thoughts through symbols. Writers are not only required to transmit a message but also to grow and cook a message. Writing is a complex process by which writers explore and visualize ideas and ideas (Aulia, n.d.). In this case that writing is not a skill that humans can acquire naturally. Learning writing skills in English takes time. Because having good writing requires a process. This statement agrees with Lenneberg (in Brown, n.d.), state that human beings universally learn to walk and talk, but that swimming or writing are culturally specific, learned behaviors. In the definition described earlier that writing is conveying an idea, thought, opinion, and knowledge understanding through writing.

2. **The Process of Writing**

According to Martendi, (2019) there are some processes of writing, such as:

1. Planning

   The writer plans what he will write. Before starting to write or type, they think about what they want to convey. For some writers, it may be necessary to write detailed notes. When creating a plan, the author thinks about three main issues. First of all, it is important to note that the purpose of writing is important information, because it affects not only the type of writing, but also the language used and the information conveyed is necessary information.

2. Drafting

   The first version of the writing can be called a draft. The writing of process editing in the final versions, it several drafts may be made as a process for the final version.

3. Editing (reflecting and revising)

   Once writers have produced a draft, writers usually re-read what they wrote to see if they have achieved their goal or not. The way it is written can be ambiguous, eventually making the message conveyed confusing. They can then move paragraphs or write a new introduction. They may use different tenses for certain sentences which make it easier for the message to be conveyed when the reader is reading it.

4. Final Version

   The writer edits the draft, changes it as needed, and then creates the final version.

Based on this explanation, the researcher concludes that writing is an activity structured. Because in good writing and in order to produce good writing, you have to take several steps, because in good writing there are several processes is called the writing process. The writing process is an activity to produce a set a written language that requires several steps or processes. Thus, students who want to have good writing must follow the rules of the writing process such as starting with planning, drafting, editing and final version.

3. **The Purpose of Writing**

According to Harmer in (Karimah, 2016), Effective writers usually have a goal in mind and write their own sentences to achieve that goal. Effective writers usually have a goal in mind and build their writing with a view to achieving that goal. Writing is not just an activity to write, but writing is an activity to process and connect phrases, words, and sentences. So, writing is a form of activity to express opinions in good written form with the aim of making it easy to understand. On the other hand, writing is an important skill in academics, life, and career. Based on this fact, writing is very important that he has an advantage in writing. Because in all fields it can be the emergence of someone's trust from the work we write.

B. **Teaching Writing**

Writing skill is a critical part of communication for the students all through their academic life since it permits them to arrange their sentiments and thoughts obviously and additionally to pass on significance through well

– developed content (Department of English, University of Al Imam Al Mahdi, Sudan & Al Mubarak, 2017). Regarding this, Gautam (2019) writes, "Because writing is a way of learning, you can actually achieve deeper insights into any subject by writing out your thoughts." Speaking and writing, though being related skills, the proficiency level maintained in one cannot be expected to obviously translate into another on the part of any individual (Gautam, 2019). According to Gautam, (2019) note that people who have no difficulty in talking often freeze when they have to write and vice-versa. In this case, writing is a complex skill that must be mastered while studying. Writing is not a skill in paying attention to a result, but writing requires more process.

One of the roles of writing skill is giving tremendous contributions in education because writings will become permanent documents that can be accessed now or in the future. According to Amali A et al., (2021) assert that teaching writing can support to reinforce grammar, reading, and vocabulary to use for communicative purposes. For this reason, learning writing skills requires the right companion. Between students and teachers must be balanced and active in the role of learning. Based on Permendiknas no 103 (2014) in Saifudin et al., (2020), this curriculum expects learners to be active and creative. Teachers do not become the giver knowledge or the controller, even the authority. As educators, teachers must ensure that their students learn something useful, beneficial and lasting for their future. Three roles of the teacher in the teaching and learning process of writing are

as a motivator, a resource (giving clarification and facilitation), and a feedback provider (Indrilla & Ciptaningrum, 2018). Teacher is only a companion, facilitator, and encouragement in learning. When students feel difficulties the teacher will help them to perfect their learning problems. Moreover, the teachers should know and pay attention to rhetorical patterns in writing English as a foreign language to help facilitate the teaching writing process to students in the classroom (Amalia et al., 2021).

According to Amalia et al. (2021) noted that writing in education is a way how students communicate with peers and instructors professionally and engage in learning activities. In accordance with the statements above Saifudin et al., (2020), says that the importance of writing in teaching and learning is as follows: Writing helps the students. How? First, writing reinforces the grammatical structure, idioms, and vocabulary that we have been teaching our students. Second, when the students write, they also have a chance to adventurous with the language to go beyond what they have learned to say, to take risk. Third, when they write, they necessarily become very involved with the new language and to express ideas and the constant use of Eye, hand, and brain is unique way to reinforce learning. Having ability to write well is really important because it is not only for expressing someone's feeling but can also be used to increase their opportunities for career.

Teaching writing, especially in descriptive text, in junior high school has a difference from senior high school. The basic competencies in junior

high schools based on Permendikbud of 2017 (Kemendikbud, 2017), states as follows:

Table 2.1 Basic Competencies

KOMPETENSI DASAR	KOMPETENSI DASAR
3.7 Membandingkan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks deskriptif lisan dan tulis dengan member dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana,sesuai dengan penggunaan konteksnya	*teks deskriptif* *menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dansederhana,* *terkait orang, benda, dan binatang* *menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan ungsi sosial, struktur teks, san unsure kebahasaan, secara benar dan sesuaikonteks*

In junior high school students, one of the basic competencies that must be achieved is to be able to compose descriptive texts. This type of descriptive text provides information about the author's past experiences. While the basic competencies aimed at junior high school students emphasize mastery of descriptive texts related to describe things.

C. Descriptive Text

There are various types of texts that students learn at school, including procedure texts, report texts, narrative texts, recount text, and descriptive texts. In this part, researchers focus on the definition of descriptive text and the generic structure of descriptive text.

1. Definition of Descriptive Text

Descriptive text is a text that contains a detailed description of the characteristics, origins about the subject (places, persons, animals, events, etc.). According to Karimah, (2016.) "Descriptive text refers to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. Related to ideas above, descriptive text has generic structures and language features, based on (Jayanti, 2019) there are some indicators of English descriptive text. First, generic structure (identification is to identify phenomenon be described, and description is to describe parts, qualities, and characteristics of subject). And secondly, the grammatical features (focus on language features (simple present tense, action verb, adjective), vocabulary and mechanics).

Based on the explanation, descriptive text is text a text that describes or tells, about a subject (places, persons, animals, events, etc.) in detail and focuses on one particular subject. Usually descriptive text use verb 1 and using of simple present tense. In addition descriptive text has two structures are identification and description.

2. Generic Structure of Descriptive Text

According Jayanti, (2019) say that there are two generic structures of descriptive text as follows:

a. Identification

Identification is necessary to avoid general descriptions. This means that the author must identify a specific item. In this case, identifying the phenomenon or topic to be described or giving an overview and introduction to an object to be discussed. An object is a person, thing, or place.

b. Description

It describes specifically parts, qualities, and characteristics of a phenomenon or a subject details that is being described.

So, generic structures of descriptive text are two, such as identification and description. Identification is an overview of the subject about what will be described. While of the description is detailed description of the characteristics, origins, uniqueness, and so on about the subject.

D. Group Investigation (GI)

Group investigation is an example of a cooperative learning model. This method is group-based learning. In other hand, group investigation is a learning method that emphasizes the active role of students in learning. There are many examples of cooperative learning such as Jigsaw, Think-Pair-Share, Numbered Heads Together, and Group Investigation. This study will explain about Group Investigation.

1. Definition of Group Investigation

According to PENGA, (2021) Group Investigation is one of effective ways to improve students writing skill. This technique was proposed Thelen (1960). Then, was developed by Sharan and Hertz-Lazarowitz (1979). And the last was designed by Sharan and Sharan (1992). According to Sharan and Sharan (1992) in (Girsang, n.d.), Group Investigation is a cooperative learning method to integrate interaction and communication in the classroom with the process of academic inquiry. In this regard, this method is very suitable to be used in teaching writing, especially in writing descriptive text especially in terms of compiling content related to descriptive text. In addition, students will be easy to use in finding ideas because of the exchange of opinions between students in groups. Group Investigation Method will motivate the students to study and several stages of Group Investigation will open their view of one case and practice critical thinking.

In this research, the researcher applies the Group Investigation method as follows: first, the researcher determines several themes in each group. Second, the researcher divides into what small groups consist of between 4 or 5 groups. Third, each group makes a descriptive text related to the theme determined by the teacher and makes a conclusion in each description. Fourth, each group conveys the results of the discussion about the description of the text.

A cooperative learning education system can be defined as a system for working or learning in structured groups. This structure contains five basic elements (Johnson, D, 1994) in (Penga, 2021), include positive interdependence, individual responsibility, person interaction, collaboration skills, and group process. Group investigation is a classroom teaching method in which students collaborate in small groups to explore, experience, and understand learning topics (Penga, 2021). According to Katemba, (2021) Group Investigation is forums organized to encourage and guide student participation in learning. Group investigation is designed to compare all aspects of student abilities and experiences related to the learning process, not just the cognitive or social domain (Andini et al., 2020a).

Based on this explanation, the Group Investigation method is a method that is applied in a small group system which has the aim of making it easier for students to solve problems through practicing critical thinking and exchanging opinions. Although applied in groups, Group Investigation method is a method that has the aim that students play an active role in learning. In this case, there are various ways to apply it in learning according to class conditions. Group Investigation is a suitable method used in teaching writing. Writing is a skill that is owned personally, for that in mastering and understanding to have a work of written content that is good and easy to understand, students must have the responsibility of learning to write personally.

2. The Advantages of Group Investigation

Based on Penga, (2021) there are some advantages of group Investigation, such as:

1. Provides a set of cognitive information shared among students. Interaction in small groups requires knowledge as a basis for group work and discussion skills as group dynamics to develop student exercises and activities.

2. Motivate students to learn the material. This technique allows students to take an active role in deciding what to learn and how to learn it.

3. Given the students construct their self knowledge. Bringing encouragement for students to develop, focus attention to task and contrast or discuss their ideas using different perspective.

4. Providing formative feedback. This technique allows the students to ask to the teacher or their friends if they do not understand about the topic.

5. Develop the social and group skills needed to succeed outside the classroom. This is because social interaction is used by students to develop and build new knowledge gained by the group during the course of the investigation.

6. Promote active interactions among members of diverse cultural and socioeconomic groups. All students in some groups have different personalities, so positive interaction helps them solve problems together to get a good final project.

Based on the advantages of using Group Investigation, it is seen that this method is very suitable and effective to use in teaching writing descriptive text and is applied according to class conditions.

E. Inquiry Learning

Inquiry learning as a process of self - determined quests for discovering new contexts of knowledge and gaining insight which the inquiring learner lacked before (Reitinger et al., 2016). Inquiry learning is a method that involves active students in learning. Students are required to be critical, creative, courageous and individually responsible in developing their abilities. In this case the inquiry learning method is learning that starts from individual abilities and develops individually. Hence, learners should be allowed to contribute to their own learning processes by autonomously putting forward their demands, proposing hypotheses, promoting their own ideas and suggesting strategies for action (Reitinger et al., 2016).

F. Previous Study

Based on the definition and benefits of using the Group Investigation method, the researcher decided to use the Group Investigation method as an instrument. The Group Investigation method is used for the experimental group, and the Inquiry learning method is used for the control group.

Before starting this research, several similar studies related to this study were read out by the researcher. The first previous findings were by Penga (2021). The purpose of this study is to find out the implementation of the Group Technique Investigations in teaching writing, and student writing

outcomes after application Engineering Group Investigation. Results from this study shows that the implementation of the investigative group is very effective for students in Senior High School. There are several stages in its implementation such as 1) Providing topic and Setting up Group Works. 2) Making Outline. 3) Assigning Investigation. 4) Preparing the Presentation. 5) Assigning Oral Presentation. 6) Evaluating the presentation. Four researchers adopted steps from Sharan and Sharan excepted Nopriani, she use steps that elaborated by herself but still effective in teaching writing. From the several researchers in group implementation investigation using different methods but still effective in its application. From this research, it is stated that the implementation of the Investigation Group makes it easier for students develop ideas, compose sentences, improve vocabulary, adjustments to the generic structure of text types, grammar, signs reading, spelling, and capitalization.

Second, (Pohma & Waeji, 2020) The purpose of this study was to determine whether the explanations of the first graders of Raman Siriwit Middle School in Thailand were successfully improved through the group investigation method. This research is a quantitative research where data collection uses a pretest. The author applies the t-test to analyze the data. As a result of this survey, the writing ability of the first graders of Thai Junior High School Raman Siriwit improved through a survey using the group investigation method. Next research by (Faticha & Bharati, 2019) Identified from this study aimed to measuring the effectiveness of Write-Pair-Square

and Group investigation to teach writing descriptive text as two cooperative learning strategies. There are 50 students of the seventh grade students of MTs N Tegal. In this study, an experimental method with pre-test and post-test of a 2x2 factorial experiment was used. Two classes were selected for experimental groups 1 and 2, and a third class was selected for the study. Data on student engagement levels were obtained from pre-treatment observations and data on student writing performance were obtained from written tests. Results showed significant differences in student engagement in post-test results after teaching using Write-Pair-Square and Group Investigation strategies. Therefore, there is an effective interaction between strategy and engagement to improve writing achievement. Therefore, this study confirmed that group investigation has been successfully utilized as learning or collaboration methods.

This research different from the previous studies in form of research, terms of subjects who participated. The researcher will conduct this study using quasi-experimental methods and Group Investigation as method of learning as the technique for teaching how to write a descriptive text in seventh grade students at Mts *Arrahmah*, Papar, Kediri.