

## CHAPTER I

### INTRODUCTION

This chapter covers the research introduction, which includes the study's background, research question, objectives, significance, scope, and limitations, as well as definitions of key words.

#### **A. Background of Study**

Writing is a skill that must be mastered by students. According Abbas & Asy'ari, (2019) Writing is a productive skill that allows anyone to communicate and share idea of written products. In this case, the article can give anyone an idea. Writing is a necessary skill to master English (Rahman et al., 2020). Writing helps students think, express their opinions, develop ideas, and explain hopes, goals, or discourses when they cannot communicate directly. Writing is the best way to develop students' creativity and ideas. Writing activities help students become familiar with critical thinking and easily analyze difficult problems. In this case, students' are accustomed to being taught to think logically and critically. If students are able to write well, they will produce perfect writing. There are many rules that must be mastered by students to understand and master writing skills. This makes writing one of the most difficult skills in English and makes learners afraid to start writing despite the many advantages of writing something. Writing is a skill that is needed and used in various skills throughout life (Hidayati, 2018). It is seen as a useful tool for self-

expression, as well as enhancing intellectual physical expression in presenting thoughts, emotions and knowledge (Sadiku, 2015).

According Suastra & Menggo, (2020) Writing skills strengthen the student's grammatical structure, increase the student's vocabulary, form the scientific structure of human life both verbally and in writing, and support other language skills such as listening, speaking and writing. English writing skills play an important role in helping EFL learners acquire many English language learning skills, such as analysis, discussion, and critical thinking skills. To practice your students' writing skills, you need proper English writing skills. Each student has different learning abilities. Based on Arta et al., (2019) states that teacher is an important role also in the process of learning especially in writing. Teachers are the key to student success. For that, educators need to pay attention to teaching by using is the right method. In this day and age, changes occur that quite rapidly due to the influence of sophisticated technological advances, selection of methods in learning must be by the current thinking of students. Thus writing is a skill that must be mastered in learning.

Current of educational events, many students are not interested in having low motivation in learning English, especially writing because students lack understanding in basic science, lack confidence, and it may be that the teacher does not use interesting techniques in teaching writing. According Untoro (2016), students feel reluctant and have no motivation in learning the material and teachers use it conventionally in the teaching and

learning process. Finally, what is accepted by students makes the atmosphere less attractive. Based on this phenomenon that occurs in learning what is needed is to have creativity in the learning process according to current conditions. The important thing to note is that students have an active role in learning. Good writing begins with understanding.

According Pardiyono (2007:2) in (Panjaitan & Sihotang, 2021), He also stated that there are some types of writing such as procedure, descriptive, recount, narrative, analytical exposition, anecdote, news item and discussion. There are so many genres in writing, but in this research is concerned to writing descriptive text. Descriptive is one of the genres to achieve by seventh grade. Descriptive text is a type of text that provides information about a specific person, place, or object. (PENGA, 2021). The best of descriptive writing creates an impression in the reader's mind of an event, a place, a person, or a thing. The writing will be such that it will set a mood or describe something in such detail that if the reader saw it, they would recognize it. Good sentences should be concrete, impressive and meaningful (Pohma & Waeji, 2020). Writing descriptive text is not difficult and many people find it easy to write. Especially those who are imaginative and can print in the form of works.

Based on the importance of having writing skills, furthermore (Sadiku, 2015) Writing is a gem and a valuable tool to help students develop attitudes and improve their ability to write thoughts. Therefore, in learning, appropriate methods, methods, or strategies are needed such as Grammar

Translation Method (GTM), Audio Lingual Method, Collaborative Writing Technique, clustering technique, Think-Talk-Write (TTW) strategy, Roundtable technique, scaffolding Techniques and etc. In the current study, the researcher chose to use Group Investigation as a more effective teaching method in teaching writing. There are several factors why use the Group Investigation method, namely this method can be applied in various ways to adjust class conditions, this method is one method that can be used to develop students' creative thinking, so this method is suitable for teaching writing skills. The last reason is this method is a method that emphasizes that the students who play an active role in learning. Group Investigation is an example of a cooperative learning method. According to PENGA, (2021), Group investigation method is a collaborative learning strategy that integrates classroom research processes with classroom interaction and communication.

Based on the statement above the researcher described the implementation of Group Investigation by the previous researchers. Many previous studies show that Group Investigation is effective. The first according by PENGA, (2021) states of the result from his research is an effective skill in teaching writing. Results show that group investigation made it easier for students to develop ideas, write sentences, build vocabulary, and switch common structures of text, grammar, punctuation, spelling, and capitalization types. The title from this research is "A Study on The Implementation of Group Investigation Technique in Teaching Writing".

Further research by Pohma & Waeji, (2020) the title is Group Investigation (GI) on students descriptive writing, the aim of this research was to investigate whether Group Investigations increased in an attempt to improve in descriptive writing. The results of this study indicate that the Group Investigation can improve students' descriptive writing.

The last is Faticha & Bharati, (2019) states that this study aims to measure the effectiveness of writing-pair-squared and group surveys on teaching explanatory text writing as two cooperative learning strategies. Results show significant differences in student engagement in post-test outcomes after teaching using Write-Pair-Square and Group Investigation strategies. Next, the significance (p-value) of education strategy and participation was  $0.032 < 0.05$ . In this way, there is an effective interaction between strategy and engagement, which can improve students' writing skills. Based on the described studies, it can be concluded that this method has been successfully used in writing learning and teaching methods by applying the group survey method in various ways.

The researchers selected seventh grade at MTs *Arrahmah* as subjects because the students at this school has the potential to be easily developed. For this reason, researchers conducted research on the use of the Group Investigation method in this school with the aim of further improving students' creative writing skills. Because having the ability to write is very important, because writing is very influential in academics, daily life, and also in career. On the other hand, the method that is usually used in this

seventh grade is the grammar translation method. This study differs from previous studies in the form of the study, the terms of the participating subjects, and the type of text used. The author conducted this research through a quasi-experimental research in which the author used Group Investigation as a method of learning to educate students on how to write descriptive texts. Researchers will conduct a quasi-experimental research to determine whether the use of the Group Investigation method is effective for seventh grade students at Mts *Arrahmah*, Papar, Kediri.

### **B. Research Question**

Based on the study's background, the researcher identifies difficulties with this study were formulated as follow “Do students who are taught by using Group Investigation (GI) have better writing ability than those who are taught by inquiry learning ?”

### **C. Objective of The Study**

Based on the research problems about the research of the study is “To investigate whether students who are taught by using Group Investigation have better writing ability than those who are taught by inquiry learning”.

### **D. Research Hypothesis**

The next step in this research is to build a hypothesis. A hypothesis is an alleged question that is tested by a researcher in a study. Researchers focus on knowing the effectiveness of using the Group Investigation method. The following is the researcher's hypothesis:

1. The null hypothesis (H<sub>0</sub>)

There is no difference in writing ability between the students who are taught to write descriptive text using Group Investigation method and students who are taught inquiry learning.

2. The Alternative Hypothesis

There is significant difference in writing ability between the students who are who are taught to write descriptive text using Group Investigation method and students who are taught inquiry learning.

#### **E. Significance of Study**

The result of this study is expected to be able to give some contributions to teachers, students, and the researcher. The following are the significant contributions of the study:

1. Theoretical Benefit

The results of this study are expected to increase the skills and contributions between of students and teachers for research on writing skills are important of various fields. The results of this study are expected to improve skills and contributions between students and teachers for research on important writing skills to be carried out. Hopefully, after reading this research, the readers can be motivated about the importance of writing skills for today and in the future.

## 2. Practical Benefit

The finding of this study can be a reference for reader to develop writing skills and are motivated that writing skills are important to master and useful for the future.

## **F. SCOPE AND LIMITATION OF STUDY**

The study's scope is linked to the teachers and students who use the Group Investigation (GI) Method for the teaching writing process. The limitations of the research stress the effectiveness of using Group Investigation (GI) Method in teaching writing descriptive text in Junior High School at MTs *Arrahmah* Papar.

## **G. DEFINITION OF KEY TERMS**

In this study, it is important to present the definition of the key terms used in this study in order to avoid misunderstanding and misinterpretation. The definitions of these key terms are stated as follow:

### 1. Writing

Writing is defined as a way for people to express their thoughts in writing form (PENGA, 2021). Writing is letters or symbols written or printed on a surface to represent the sound of a language (Panjaitan & Sihotang, n.d.). In this case, when the teacher teaches writing, or students write writing in the form of a meaningful task, there is communication between the teacher and students using written language. So every single word when they are writing some kind of text, the writing must make sense the reader can understand correctly.



## 2. Teaching Writing

The process by which a teacher communicates topics and writing steps is teaching writing (Wibowo, 2013). This means, in every writing activity what is written has a relationship that is able to make students conveying and connecting the meaning of language.

## 3. Group Investigation (GI)

Group Investigation method is method in cooperative learning that helps students to be more confident, and play an active role in learning and sharing ideas in groups.

## 4. Descriptive Text

Descriptive text is a type of text that provides information about a specific person, place, or object (PENGA, 2021). The generic structure of descriptive text consists of identification and description.