CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of English subject matter that is taught to the students at all level of school. Writing helps the students to improve their general language skills in English like speaking, listening and reading, because writing helps them to think in English and to build their vocabularies, then pouring their idea in written language form. Someone can write well whether regarding active in listening and active in reading. Therefore, they can develop language that they have over writing, in other words by writing they can also develop their skill in speaking or pronunciation.

As one of the four language skill, writing is often considered as a difficult skill to be master, because writing is not only the action of jotting down the word or sentences into a written language, but also arranging them into well organized product in order to make it understandable. Students should mastered some components in writing such as content, organization, vocabulary, language use, and mechanics.

Among many kinds of genres, one is being taught at class VIII of Junior High School level on second semester is recount text, recount text is the text to retell past event or to retell that something happened. In other word, the purpose of recount text is to list and describe past experiences by retelling them in chronological order. Moreover a recount text consists of

generic structure and lexicogrammatical features. Generic structures of recount text are orientation (background information about who, where, and when), sequences of events (tell what happened in the past) and re-orientation (it is optional-closure of events).

Based on the preliminary research at Junior High School 5 Pariaman at class VIII, the researcher found that Junior High School students were difficult to master writing skill, especially in recount text. Some causal factors of students' difficulties in writing are: *First*, the students had lack of vocabulary. *Second*, the students had difficulties in generating their idea into written text. The students know what they want to write but they do not know how to start to write and how to put their idea into paper.

Based on the results of the observation, it was found that most of the students got low scores in their writing as pointed on the table below:

Table 1.1

Students' Writing Score at Class VIII.4 Academic Year 2017/2018

Total students	Mean score of writing components					Total score
	Content	Organization	Vocabulary	Language Use	Mechanic	
25	19	14,08	10,91	12,86	3.52	60,37
Ideal scores	30	20	20	25	5	100

Source: English teacher of Junior High School 5 Pariaman

The table above was assessed by using Jacob's writing criteria (1981: 90). It shows that from 25 students', the students' score in writing is low, the students' average score is less than 75.

Here is the sample of students' writing:

B. Inggris
MIS

Date. Nama : Aditia Saputra
Page. KLS = VIII. u

My Holidy

Last Holidy I Went to Bukittinggi with my fammyly. we spent our holidy there we went to Bukittinggi by car.

Inthe fammyly day we went to ~~Bukittinggi~~ the zoo. the Lion collection there were very komplete.

after that I went to ~~Bukittinggi~~ the car. studio after because we had to go home

My holidy in Bukittinggi, we are very happy.

22   15   10   12   3

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Based on the problem mentioned above, the researcher wants to know the expansion of students' writing ability through the Group Investigation technique. Group Investigation Technique does not only encourage students to write but also improve students' motivation because this technique is part of cooperative learning that involve all of students active.

Group Investigation 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. Furthermore, by using Group Investigation the students will

work in groups, they will learn more through a process of constructing, creating and sharing knowledge with other members in group.

The effectiveness of Group Investigation Technique has been tested by Framesti Yuliana (2015) resulted that Group Investigation to stimulate the students to write. In Group Investigation students work in team to finish their task. So, they fell comfortable and confident to write. The use of Group Investigation Technique to improve the students ability in writing on analytical exposition text. Since Yuliana (2015) has successful in doing her research, the writer tries to investigate the effectiveness of using Group Investigation Technique in different genre that is recount text.

Based on the background of the problem above, the writer was interested to conduct the research entitled: "The Effect of Group Investigation Technique towards Students' Writing Ability at Class VIII of Junior High School 5 Pariaman".

B. Identification of the problem

Writing is not an easy skill to master. There are some skills should be considered in writing; content, organization, vocabulary, language use and mechanics (Jacobs, 1981: 90). Because of that, the teacher should be able to motivate the students in teaching learning process.

Dealing with background above, the writer identify some problems in writing process. *First*, the students had lack of vocabulary. *Second*, the

students had difficulties in generating their idea into written text. The students know what they want to write but they do not know how to start to write and how to put their idea into paper.

C. **Limitation of the Problem**

Based on the identification problem above, the problem of this research was limited to the effect of group investigation technique towards students' writing ability at class VIII of Junior High School 5 Pariaman.

D. **Formulation of the Problem**

Related to the limitation above, researchers formulate the problem as follow: "Does group investigation technique gives significant effect towards students' writing ability at class VIII of Junior High School 5 Pariaman?"

E. **The Purpose of the Research**

The main purpose of this research is to find out whether or not Group Investigation technique gives significant effect towards students' writing ability at class VIII of Junior High School 5 Pariaman.

F. **The Significances of the Research**

This result of this study is expected to contribute to the following participants:

1. The students : The research is expected the result of the research will help them to write better. By implementing Group Investigation technique, the students are able to write according

the steps suggested. As a result, their writing will be much better. It means that this technique will improve the students' writing ability.

2. The English teacher   : This research can provide contribution for the English teachers to apply another technique dealing with the teaching learning process especially in teaching writing. And it will help English teachers not to use monotonous technique in teaching and learning process.

G. Definition of Key Terms

Effect   : Effect is a change of the results when something is done or happens: an event, condition, or state of affairs that is produced by a cause.

Writing Ability   : Writing is the way to express thought, ideas, and information into written text. (Harmer, 1998: 79)

Group Investigation   : Group Investigation is a cooperative learning strategy in which students work in small groups to "investigate" a learning topic. (Kagan, 2009: 448)

Recount Text   : Recount Text is the text to retell past event or to retell that something happened.