# CHAPTER I

# INTRODUCTION

On this chapter, the researcher elaborate Several important points covering (1) Background of the Study, (2) The Statement of the Problem, (3) Objective of the Study, (4) Significance of Study, (5) Scope and Limitation of the Study, and (6) Definition of Key Terms.

## 1.1 Background of the Study

In learning English, writing is one of the language skills which need to be mastered in process of teaching and learning by the students. It is underlined by Harmer (2004) who states that writing is one of the four skills that should be mastered by students and has always formed part of the syllabus in the teaching of English. Mastering writing skill is very essential as it is used especially after students graduate and are involved in their process of teaching and learning.

The teaching and learning activity of writing is one of the matters that needs to be underlined since it is often conducted uninterestingly so that the students feel in doubt and do not have motivation to learn the materials. The teaching and learning process of writing is also often conducted conventionally in which the teacher provides a certain topic verbally that often makes students difficult to construct their ideas. This also happens in SMAN 2 Bangkalan as the context of the study, in which the teachers require on the result of the students’ essay. Concerning the basic competencies that the students have to achieve, many students of SMAN 2 Bangkalan still find it difficult to write.

From the preliminary study, the researcher got the data of students’ English essays in which the average score is still low. Here, the researcher tried to find out how to avoid and solve the student's difficulty and bored in writing by Group investigation.

In this research, the researcher use a Group investigation Technique. Group investigation Isjoni (2009) explain is an organizational approach that allows a class to work actively and cooperatively in small groups and enables students to take an active role in determining their own learning goals and processes. By using a learning model like Group Investigation, students can learn knowledge and involve themselves in solving a problem. The Group Investigation can also train students to work actively and cooperatively in solving a problem by thinking critically. In addition, the learning model by using this Group Investigation to guide and encourage students in learning engagement.  This method requires students to have a good ability in communicating and writing skills so as to obtain the contribution of ideas from each member and group learning such as this more hone the intellectual ability of students than individual learning.

In this case, the researcher explain that Group Investigation is good to implement on students’ writing ability in teaching and learning process because Group Investigation is expected to help every students think critically by elaborating their ideas, opinion, and arguments. According to (Slavin, 2005) The students are expect to have experiences in identifying the topic, planning the investigation, carrying out investigation, preparing a final report, presenting it, and evaluating achievement. These activities are very essential in developing students’ writing skill, especially the writing of analytical exposition.

Based on the theory adopted from Harmer (2004) and previous study conducted by (Untoro, 2016) about Group Investigation could give a strong effect on the students’ writing ability, and Group Investigation is very good to implementation in wrtitig ability. Therefore, the researcher would like to investigate the students taught by Group Investigation have better writing ability than those taught by non-Group Investigation at the Second Grade of SMAN 02 Bangkalan.

Based on the statements above, the researcher would like to conduct this research by the title “The Influence of Group Investigation Technique in Students’ Writing Ability of Analytical Exposition Text at the Second Grade of SMAN 02 Bangkalan.

## 1.2 The Statement of the Problem

Based on the background of the study, the researcher formulate the statement of the problem is “do the students taught by Group investigation had better in writing ability than those who are not taught by using teaching group investigation at the Second Grade of SMAN 2 Bangkalan 2017-2018?”

## 1.3 Objective of the Study

In line with the statement of the problem, the objective of the study is to investigate the influence of Group Investigation technique in students’ writing ability in Analytical Exposition at the Second Grade of SMAN 2 Bangkalan.

## 1.4 Significance of The Study

The researcher expects that the result of the study will be useful for :

1. Students

It is expected this technique will help them increase their writing of analytical exposition text. The students are able to increase their writing ability to work actively and cooperatively in solving a problem, learn to respect the opinions of others.

1. Teacher

It is expected that the result of this research give them reference in their teaching so they can apply this technique in increasing the student’s writing of analytical exposition text.

1. Other Resercher

It is used to increase their knowladge and practice, especially in writing analytical exposition text.

## 1.5 Scope and Limitation of The Study

This research is focus on students of Second Grade and this research was conducted at SMAN 2 Bangkalan.

The limitation in this research is teaching writing of using group investigation in Analytical exposition.

## 1.6 Definition of the Key terms

To avoid misunderstanding, the definition of the keyterms as follows:

* + 1. Writing is the mental work of inventing ideas, thinking about how to express and recognizing them into statements and paragraphs that will be clear to the reader. One of the reasons for many people needs to learn writing English for the occupational and academic purpose. Nunan (2003: 88)
    2. Group investigation, according to Isjoni (2009) is an organizational approach that allows a class to work actively and cooperatively in small groups and enables students to take an active role in determining their own learning goals and processes
    3. Analytical exposition is a type of spoken or written a text that belongs to argumentation Text type that is intended to persuade the listeners or readers that something is the case (Anderson and Anderson, 1997: 2 –3)