

# CHAPTER I

## INTRODUCTION

### 1.1 Background Of Study

Language is the most important thing for people as a means of communication. It is basically a means of both oral and written communication. People language to express their ideas and wishes to others people such as when they need others help so that close relation among members of the group can be carried. It is important to learn english because it is an international language which is used in many countries over the world and widely used in many sectors such as information, trade, education.

According to Nunan, (2010:91), as the foreign language, English is an important language in the world. English has become a tool for international communication in transportation, commerce, banking, tourism, process of technology, diplomacy, and scientific research. It is formally thought student of elementary school, junior high school and senior high school, and even to university.English is just learnt in the school with limit of time. So, an English teacher has to know about strategies in order to get better result in learning. Besides, she or he has to know about strategy or model which must be used to guide the student. The teacher who has particle role must guide the students to

have creativity in classroom. If strategy is not suitable with situation of the class, the teaching and learning will not be successful.

The basic of teaching and learning English is to make students able to master four language skills those are: listening, speaking, writing and reading, writing and reading. Writing is an important English skill that has to be learned besides the other language skill. Writing is a communicative act : it is a way of sharing information, thoughts, experiences, or ideas, between ourselves and others (Nunan, 2009:16). Among other language skills, writing is considered the most difficult skill since it involves several component including contents, vocabularies, rhetorics, grammatical structures, and mechanics, such as punctuation and capitalization.

In junior high school students are young learner. According to Harmer (2011:13), the students in this agess have several characteristics which are different from adults in learning a language. In this case, they have to learn some text such as narrative, descriptive, recount, report and procedure text. Unfortunately, many students of junior high schools are not good enough at writing. The students consider that writing is one of the most difficult language skills because they are demanded to express their ideas in written English appropriately. It means that in teaching junior high school students, teachers need to be creative in correlating the main topic to the real situation and students can learn the linguistics features automatically.

English teaching in Indonesia becomes more important. It really needs creative efforts from the English teacher conduct teaching and learning process. To be more interesting, then the researchs have to create many ways to explain the subject so that it can be understood by the students.

In this study, the researcher will focus on teaching writing in Junior high school considering that in learning language writing is the skill that students acquire in first to write something. Writing so important to support learning English especially in enriching vocabulary and gaining a large portion of their education. Therefore considers that writing can be taught at junior high schools.

Due to the importance of writing explained above, the teachers have to develop students' writing ability to write well, the teachers develop their students' ability to become more independent learners, as the students will be able to reproduce language accurately and refine their understanding of grammar develop their own vocabulary. The better students improve their writing ability, the better they reach the achievement in writing . Teachers, therefore should explore a new productive strategy in brightening writing classes in order to encourage students in learning writing ability. They should create interesting and entertaining materials to motivate the students' active response in doing writing exercise. After the teaching and learning process and all the materials are given to the students, there is an expectation that students will make a progress in their study, it is useful for teacher to conduct a test or an examination at the end of a

program. So, the students will be motivated to learn and master the materials which have been taught by the teacher.

There are many reasons for getting students to write, both in and outside class. Writing gives them more thinking time than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing, that is thinking about the language. When thinking about writing, it is helpful to make a distinction between writing for learning and writing for writing. In the case of the former, writing is used as a practice tool to help students practice and work with language they have been studying. When we give the example, ask a class to write five sentences using by using a given structure, or using five of the new words they have been learning. Writing activity like this are designed to give reinforcement to the students. This is particularly need a mix of visual and kinesthetic activity.

The kinds of writing we ask the students to do will depend on their age, level learning styles and interest. We will not get beginners to try to put together a complex narrative composition in English. Therefore to help students write successfully in different styles, we must give explanation and instruction about the method clearly so that the students understand and succeed in writing.

In helping the students to write, we do not need to consider with the gender. A genre is a type of writing which members of a discourse community

would instantly recognize for what it was. Thus we recognize a small add in newspaper the moment we see it because, being members of a particular group, or community, we have seen many such texts before and familiar with the way they are constructed.

Based on the result of interview between the writer and the English teacher at MTs Muhammadiyah 3 Yanggong Jenangan Ponorogo showed that the teaching English in MTs Muhammadiyah 3 Yanggong Jenangan Ponorogo follow the books and the teacher gives apperception and motivation about material before the lesson is started. The teacher always combines listening, reading, speaking, and writing on each meeting. And the last lesson the students make a paragraph in story to try their ability. The weaknesses of students in writing are spelling, punctuation, vocabulary, grammar, idea, and structuring paragraph. The students need brainstorming before starting the lesson to express their ideas in writing easily. So, the students aren't confused about what should they write and how is the story.

Slavin (2005:24) explains that group Investigation is planning of common class setting where the students work in small group using cooperative question, group discussion, and planning and project cooperative

By using Group Investigation (GI) model is Based on the explanation above it, the writer interested to conduct the research at MTs Muhammadiyah 3

Yanggong Jenangan Ponorogo with the title “ Improving Students’ Writing Ability by Using Group Investigation (GI) at the eight grade student of MTs Muhammadiyah 3 Yanggong Jenangan Ponorogo In The Academic Year Of 2015/2016” .

### **1.1 Statement of Problem**

Based on the background of study, the statement of problem the research is: “ Does group investigation (GI) improve the student ability writing text at the grade of VIII MTs Muhammadiyah 3 Yanggong in academic year of 2015/2016?”.

### **1.2 Purpose of Study**

According to the statement of the problem, the purpose of the study is improve the student’ writing ability by using group investigation (GI) at the VIII grade student of MTs Muhammadiyah 3 Yanggong Jenangan Ponorogo in the academic year 2015/2016.

### **1.3 Significance of Study**

The result of this research are expected to be useful for :

#### 1) The Students

This study is expected to the students, particularly at the eight grade of MTs Muhammadiyah 3 Yanggong Jenangan Ponorogo in academic year

2015/2016, give variety learning model especially writing and this model is able to make the students enjoy and they do not feel bored during learning process.

2) English Teacher

The result of the study can be used as guidance in teaching writing and the teacher can help the students easier in learning writing.

3) Other Researchers

The result of this study can be used as reference for the other researchers to improve their abilities.

4) School

The result of the research can be used as an input for MTs Muhammadiyah 3 Yanggong Jenangan Ponorogo in developing English competence especially in efforts to improve the students' writing ability and make the school choose the best way in developing students' writing ability.

#### **1.4 Scope and Limitation**

The scope of this research is teaching English to improve students' writing ability in descriptive text. The writer focuses on improving students' writing ability in improving english by using group investigation (GI) method .The writer uses class VIII as the subject of the research.

## 1.5 Definition of Key Terms

To avoid miss understanding, the writer defines the key terms used in this research. The key terms are as follow:

*Group Investigation (GI)*: Is a flexible set of guidelines that organized the process of study. The GI method developed promoted self-reliance among students. The primary goal of GI was to create conditions that allow students, in collaboration with their classmates, to participate in the steps of scientific method. The basic features of GI are investigation, interaction, interpretation, and intrinsic motivation Sharan (1992:8).

*Writing Ability*: Student will have the ability to respond flexibly to the swiftly changing modern environment. In this study, the ability to write will be mastered. Writing is language skill that used to communicative in directly, not facedly with other people (Henry, 1982:3).