IMPROVING THE SEVENTH GRADE STUDENTS' NARRATIVE TEXT WRITING ABILITYTHROUGH GROUP INVESTIGATIONAT ISLAMIC GARDEN SCHOOL MUMBULSARIIN THE 2015/2016 ACADEMIC YEAR

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ABSTRACT

Writing is one of the important skills in teaching English. Based on the problem above, it was important to overcome the student problems, so that the students writing ability could be improved. It is a suitable strategy in teaching writing used of group investigation.In this research, the problems are "Can Group Investigation improve the seventh grade students' writing ability at Islamic Garden School in the 2015/2016 academic year". And the purposes of this research is to know the use of group investigation can improve the VII year students' writing narrative text ability at Islamic Garden School in the 2015/2016 academic year.

Working in small cooperative group, students investigate a specific topic.It is supported by Slavin (1995) that group investigation is successful and extensively researched cooperative learning strategy that involves task specialization. There are six stage in the implementation of Group Investigation; (1)Identifying the topic, (2)Planning the investigation in groups, (3)Carrying out the investigation, (4)Preparing a final report, (5)Presenting the final report, (6) Evaluation.

The design of this research is classroom action research. The research subject is VII class consisting of36 students. Test andobservationare used to obtain the data. In order to calculate the students' writing score, Alpha formula is used to analyze the data.

The result of writing test data in cycle 1 was showed that from 18 students, who have scored $\geq$ 70 was 57.57%. It means the result did not achieved the target score. The researcher needs to revise plan or technique in cycle 2. All activities done with the partner both defining difficult word and discussion. In cycle 2 there were 31 students of the students who scored $\geq$ 70 was 86.11% . It means the target score in writing test achieved the target score.

In each meeting, it was conducted Group Investigation. Each group then makes to share its findings with the entire class. The allotted time to write response in turn was 20 minutes.After the time given was over to write responses, the students were given 15 minutes to discuss or share their all responses and re-write on a paper with best answer before the task was submitted.

There improvement of writing ability in cycle 2 because Group Investigation method given more chances to the students in developing their involvement in the writing process. Thus, It can be concluded thatgroup investigationcould improve the students' writing ability at Islamic Garden School in the 2015/2016 academic year.

Key Words: Writing Ability, Narrative Text, Group Investigation

ABSTRAK

Menulis adalah salah satu keterampilan penting dalam mengajar bahasa Inggris. Berdasarkan permasalahan di atas, itu penting untuk mengatasi masalah siswa, sehingga siswa kemampuan menulis dapat ditingkatkan. Ini adalah strategi yang cocok dalam pengajaran menulis digunakan investigasi kelompok. Dalam penelitian ini, masalah yang "Bisa Group Investigation meningkatkan kemampuan menulis ketujuh siswa kelas di Islamic Taman Sekolah di 2015/2016 tahun akademik". Dan tujuan dari penelitian ini adalah untuk mengetahui penggunaan investigasi kelompok dapat meningkatkan VII tahun kemampuan teks tulisan narasi siswa di Islamic Taman Sekolah di 2015/2016 tahun akademik.

Bekerja dalam kelompok koperasi kecil, siswa menyelidiki topik tertentu. Hal ini didukung oleh Slavin (1995) bahwa penyelidikan kelompok berhasil dan ekstensif diteliti strategi pembelajaran kooperatif yang melibatkan tugas spesialisasi. Ada enam tahap dalam pelaksanaan Group Investigation; (1) Mengidentifikasi topik, (2) Perencanaan penyelidikan dalam kelompok, (3) Melaksanakan investigasi, (4) Menyiapkan laporan akhir, (5) Menyajikan laporan akhir, (6) Evaluasi.

Desain penelitian ini adalah penelitian tindakan kelas. Subyek penelitian adalah kelas VII yang terdiri dari 36 siswa. Tes dan observasi digunakan untuk memperoleh data. Untuk menghitung skor menulis siswa, rumus Alpha digunakan untuk menganalisis data.

Hasil penulisan data uji pada siklus 1 yang menunjukkan bahwa dari 18 siswa, yang telah mencetak ≥ 70 adalah 57,57%. Ini berarti hasilnya tidak mencapai target skor. Peneliti perlu merevisi rencana atau teknik dalam siklus 2. Semua kegiatan dilakukan dengan mitra baik mendefinisikan kata yang sulit dan diskusi. Dalam siklus 2 ada 31 siswa dari siswa yang mencetak ≥ 70 adalah 86,11%. Ini berarti target skor dalam ujian tertulis mencapai target skor.

Dalam setiap pertemuan, hal itu dilakukan Group Investigation. Setiap kelompok kemudian membuat berbagi temuannya dengan seluruh kelas. Waktu yang dialokasikan untuk menulis respon pada gilirannya adalah 20 menit. Setelah waktu yang diberikan adalah lebih untuk menulis tanggapan, siswa diberi 15 menit untuk berdiskusi atau berbagi mereka semua tanggapan dan re-menulis di kertas dengan jawaban terbaik sebelum tugas itu diserahkan.

Ada peningkatan kemampuan menulis pada siklus 2 karena metode Group Investigation diberikan lebih banyak kesempatan kepada siswa dalam mengembangkan keterlibatan mereka dalam proses penulisan. Dengan demikian, penelitian ini dapat disimpulkan bahwa penyelidikan kelompok dapat meningkatkan kemampuan menulis siswa di Islamic Taman Sekolah di 2015/2016 tahun akademik.

Kata kunci: Kemampuan Menulis, Narasi Teks, Group Investigation

INTRODUCTION

As a means of communication, English has been adopted as one of the most important foreign language that must be learned by the student at the school. The intructional aim of the English teaching in junior high school is to help the students in mastering that language skill such as listening, speaking, reading, and writing respectively School Based Curriculum / KTSP, curriculum 2006.

English has four basic language skills: listening, speaking, reading, and writing. They must be mastered by students. Writing is considered as a difficult and complicated skill. This is supported by Richards (1990:100) who says that "learning to write well is a difficult and lengthy process, one that induces anxiety and frustration in many learners". Dealing with the difficulty of writing, Byrne (1984) divides the problems or difficulties in writing into three groups, namely psychological problems, linguistics problems, and cognitive problems. Psychological problems are some problems which are mostly caused by the lack of interaction and feedback between the writer and the readers. In this case, the writer cannot receive the readers' response directly. Linguistic problems are some problems which are related to the use of structure of the utterance produced. This means that in writing the sentences produced should use correct words and structures so that the readers may understand the content of the writing easily. The last problem is the cognitive problem relating to the learning process of writing. This means that writing is learned through an instructional process. A writer should consider some aspects, such as grammar, mechanics, vocabulary and organization when they write by Faye (1985). Besides those considerations of aspects, the writer should think about the ideas that will be written. This is supported by Richards (1990:101) who says that "the process of moving from conceptual, thoughts, and ideas to written text is complex".

Based on the result of preliminary studyin Islamic Garden School Mumbulsari it is that known there are many students still have difficulties in writing. most of the seventh grade students had difficulties in writing. The information was gained by interviewing the seventh grade English teacher. The result of interview was that most of the seventh grade students experienced difficulties in writing a narrative text, using their vocabulary appropriately and mastering tenses. In developing and organizing, the students faced difficulties in expressing their ideas into written form. Therefore, they had barrriers to start writing. They had problems to begin and to develop their ideas. In terms of vocabulary problems, the students actually had enough store of vocabulary but they were sometimes not able to place the right vocabulary. They sometimes chose inappropriate words, and this made their sentences did not make sense. Dealing with the problem of tenses mastery, the students were often unable to make sentences by using appropriate tenses. When the students were required to write a narrative text to describe a particular person, place or thing, they did not apply past tense consistently. According to the seventh grade English teacher their average score of writing ability test of narrative text was 64.78 while the standard score is 70. There was only around 50% of the students got score above 70 in the writing ability test held by the English teacher.

In group investigation, "students take an active part in planning what they will study such as choose the interest topic" (Sharan and Sharan, 1990: 17). In this

method, students are not expected to show what they know but what they want to know. They work in group to discuss the interest topic that they have choosen related to their experience and knowledge base.

Therefore research entitle "Improving the seventh grade students narrative text writing ability through group investigation at Islamic garden school in the academic year 2015/2016" was conducted.

RESEARCH METHOD

This research is a classroom action research. So the design is that of classroom action research. This research will be conducted in two cycles in which each cycle covers four stages of activities. Kemmis and Mc Taggart in Arikunto, 2006 say that there are four stages of each cycle, they are: (1) the planning of the action, (2) the implementation of the action, (3) classroom observation and (4) reflecting of the action.

RESULT AND DISCUSSION

RESULT

The writing test of the second cycle was held on June 01, 2016. The students were asked to write a narrative text consisting of 5 to 10 sentences. That was allowed for the students who wrote more than 10 sentences but they were scored the same. Moreover, the students who wrote a narrative text consisting of more than 10 sentences were 15 students. On the other hand, the students who were 8 students wrote a narrative text consisting of less than 5 to 10 sentences and 11 students wrote 5 to 10 sentences in their writng. Analytic method was used to score the students writing and the scorer was the researcher. The results of the students writing score is presented in Table 4.4(Appendix 18).

Based on the Table 4.4 above, there were 34 of 36 students in the class. There were 2 students who were absent when the writing test was administered. The results showed that there were 25 or 72.11% of 34 students who got 70 or more. In addition, the target of the result was at least 70% of the students who got 70 0r more in the writing test. The results indicated thet the writing test in the second cycle had achieved the required target of this research.

DISCUSSION

Based on the research result in chapter IV, it can be seen from the average of students' improvement that there were improvements from result of cycle 1 and cycle 2. The average of the students who got score ≥70 were improved from pre-test up to cycle 2. From the result of cycle 1 was 57.57%, it was improved up to 83.33% in cycle 2.

The researcher explained the procedures of Group Investigation. In the first cycle, the action was carried out by teaching writing use of Group Investigation. The first meeting, the researcher explained about narrative text, the generic structures and grammatical features of narrative text. The second meeting, the researcher explained about simple past tense, the formula of verbal and nominal sentences (positive, negative and interrogative sentences). The writing test in cycle 1, the researcher asked

the students to write a simple narrative text in 5 sentences about the frightening experience. The writing test in cycle 2, the researcher asked the students to write a simple narrative text in 5 sentences about the frightening experience. In each meeting, it was conducted Group Investigation.

The Group Investigation method as described by Hertz-Lazarowitz et al. (1994:71), view the classroom as a place where cooperation can take place to deal with problem in a democratic atmosphere. It is supported by Slavin (1995) that group investigation is successful and extensively researched cooperative learning strategy that involves task specialization . Working in small cooperative group, students investigate a specific topic. They decide how to study the topic and devide the work among themselves. The information collected is then compiled into a whole and presented to the entire class (Sharan & Sharan, 1990).

In Group Investigation, students form their own six member groups. They choose subtopics from class wide unit, gather necessary information, analyze and evaluate that information. Each group then makes to share its findings with the entire class. State that Johnson (1995) in Hicyilmaz (2005), the goal of group investigation is to have students learn because they are genuinely interested in the material. It have been found to increase motivation and improve the learning English (Shachar and Sharan, 1980 in Zingaro, 2008:1).

The result of writing test in the first cycle showed that the percentage of students who got score ≥70 was 64.49%. It means that the result still did not achieve the criteria of success was 70, this research was not successful and it should continue to the second cycle. In the cycle 1, there were a few members in each group spent time a little bit longer to write their responses. It happened because they had to give responses in turn. Therefore, the other member in each group waited them who write response. The allotted time to write response in turn was 20 minutes. They could not use the allotted time as efficiently as possible. While the other member had to wait, they were doing nothing and talking by themselves. They also have errors in vocabulary, spelling words and the structures of simple past tense. After the time given was over to write responses, the students were given 15 minutes to discuss or share their all responses and re-write on a paper with best answer before the task was submitted. Unfortunately, when the students discussed and re-write it on a paper, they were confused to order all the responses into a good paragraph with grammatically correct.

From the above reasons, the action in the cycle 2 needed to be improved and revised by giving more practice and challenging topics and activities to the students. Then the researcher continued to the cycle 2. In cycle 2, based on the result in the cycle 1 which had not achieved the criteria of success yet, the researcher tried the best way to solve the students' problems. The challenging exercise and additional tasks were given to the each group. All of members in each group were active to write their responses in turn. They could use the allotted time as efficiently as possible. Social interaction that happened in each group was effective. The students were not talking by themselves because in cycle 2 they have challenging exercise and topics. They have more practice and opportunity to write responses related to the topic given in turn. The students had understood more to do Group Investigation. They also had

understood about narrative text. So, when the students discussed and re-write the all responses on a paper, they wrote in a good paragraph and well organized. They did a few errors in grammar, vocabulary and mechanics. The result of writing test in cycle 2 was 84,72%. It means that the requirement of students scoring had been achieved and successful. It could reach the criteria of success in this research.

The percentage of students' activeness between cycle 1 and cycle 2 was improved. The result of students' activeness was higher than students' passiveness. In the cycle 2, the students were active to answer the researcher' question. They gave responses, ideas, or answers related to the topic and discussing the task with their group.According to Shachar and Fischer (2004) the importance of group size in cooperative learning classroom. They point out that direct interaction among people is potentially most productive in relatively small groups. Group Investigation works better with small groups rather than large groups as it is easier to share knowledge and new ideas in smaller groups. The studies conducted on the incorporation of cooperative learning in learning writing, showed that cooperative learning is an effective educational approach to improve the student's achievement in writing. Found small but significant positive effect on student achievement measures assessing higher-order skills, though fewer effects on more basic skill. Sharan, Hertz-Lazarowitz and Ackerman (1980) also found positive effects on concept identification, analysis of problems, judgement, evaluation and imagination. Finally, the group discusses all possible answer on the sheet.

CONCLUSION AND SUGGESTION

CONCLUSION

There improvement of writing ability in cycle 2 because Group Investigation method given more chances to the students in developed their attention in the writing process. It was make the class more active and the students felt interested in teaching learning process. The teachers explain more and give examples to developing writing ability. In this case, the application of that form was given in order to arouse the students' prior knowledge. Then, by arousing the students' prior knowledge, it could be help easier to make up their mind to the topic before starting to write.

From the conclusion above, it could be said that the use of Group Investigation as a method in teaching learning process able to improve their writing narrative text at the seventh grade students Islamic Garden School Mumbulsari in the 2015/2016 academic year.

SUGGESTION

The results of the action in Cycles 1 and 2 showed that the aplication of Group Investigation could improve the students' narrative text in writing ability on the teaching learning prosess. By considering the results, some suggestion are given to the following people.

Encouraged to the English teacher to use teaching Group Investigation more frequently as alternative method in teaching writing to improve the students' writing ability, since it is interesting, useful and could increase the students' motivation in writing.

The students are suggested to be more active when the teacher tries to apply Group Investigation in teaching and learning process because it can improve the students' writing ability and to solve their writing problems more easily.

It is suggested the future researchers who have the similiar problem in teaching writing are encoureged to use this research result as an input to conduct further research dealing with Group Investigation method with different research design such as experimental research or qualitative research in order to cope the students' problem in writing narrative text.

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