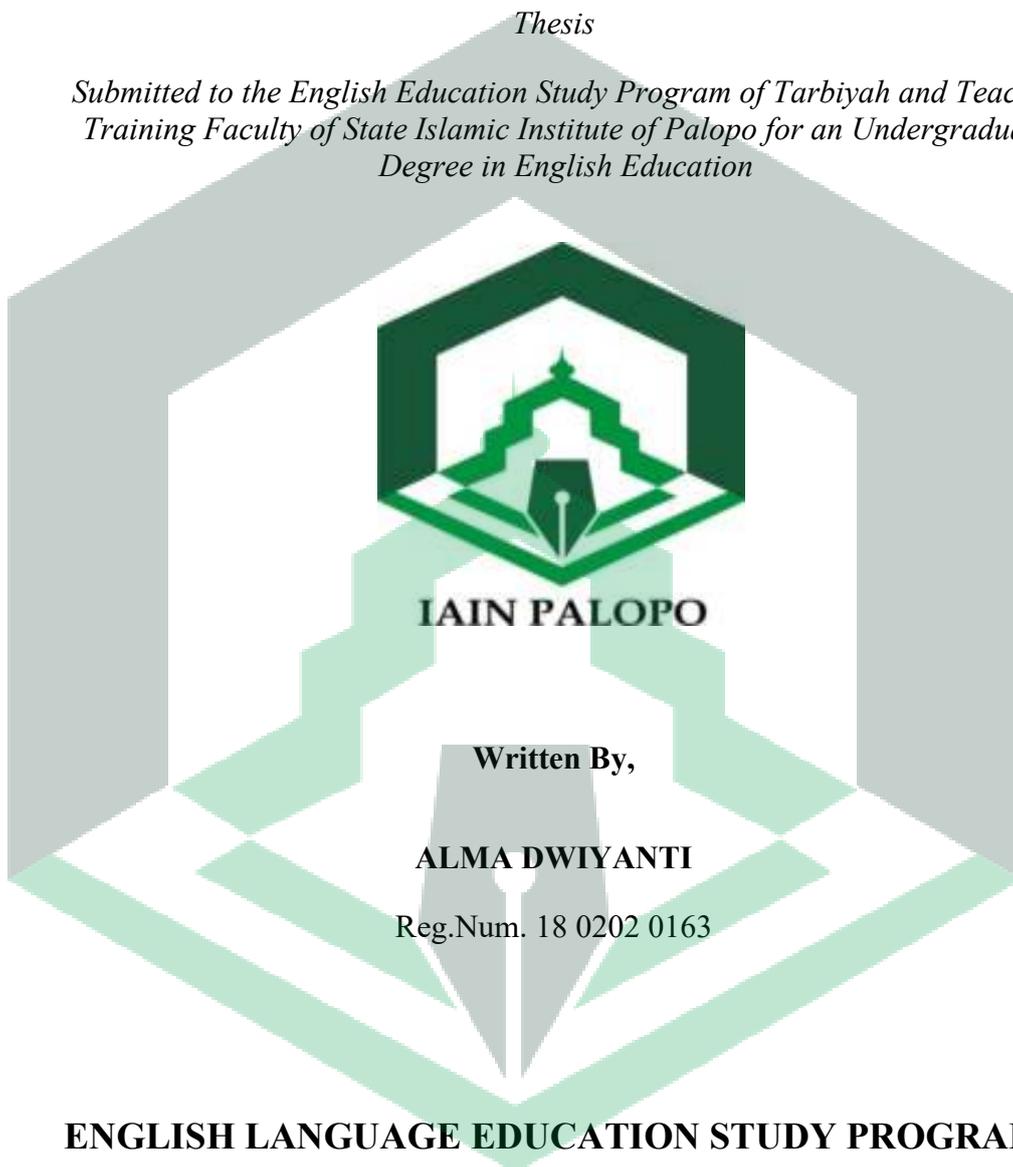


**THE EFFECT OF USING GROUP INVESTIGATION  
METHOD TO IMPROVE STUDENTS' WRITING SKILL At  
MTS N. 3 LUWU**

*Thesis*

*Submitted to the English Education Study Program of Tarbiyah and Teacher  
Training Faculty of State Islamic Institute of Palopo for an Undergraduate  
Degree in English Education*



**IAIN PALOPO**

**Written By,**

**ALMA DWIYANTI**

Reg.Num. 18 0202 0163

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2022**

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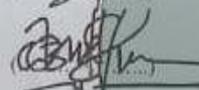
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## THESIS APPROVAL

This thesis entitled "*The Effect Of Using Group Investigation Method to Improve Students' Writing Skill at MTS N. 3 Luwu*" written by *Alma Dwiyanthi*, reg. number *18 0202 0163*, students of English Study Program of Tarbiyah and Teacher Training Faculty at Sate Islamic Institute of Palopo (IAIN Palopo), has been examined of *24<sup>th</sup> November 2022* coincided with *Thursday, 29 Rabiul Aakhir 1444 H* has been corrected according to the defects and requests of the Examination Team, and is accepted as a condition of obtaining a *Bachelor of Education degree (S.Pd)*.

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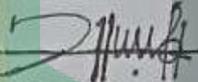
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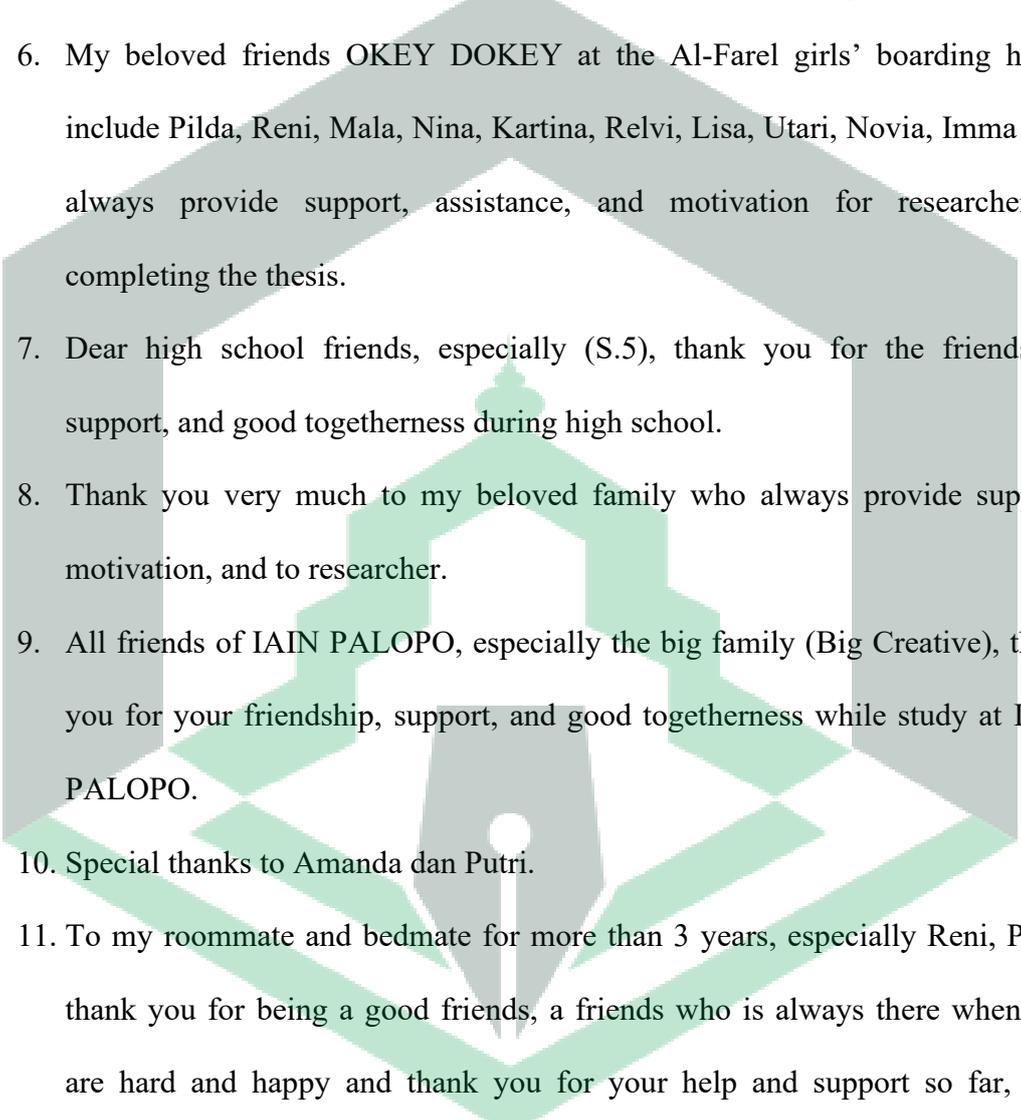
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- 
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Finally, the researcher pray to God, may Allah SWT give reward to all people who have helped, the researcher hopes this thesis can use and can give positive contribution for readers, religion, and state, Aamiin

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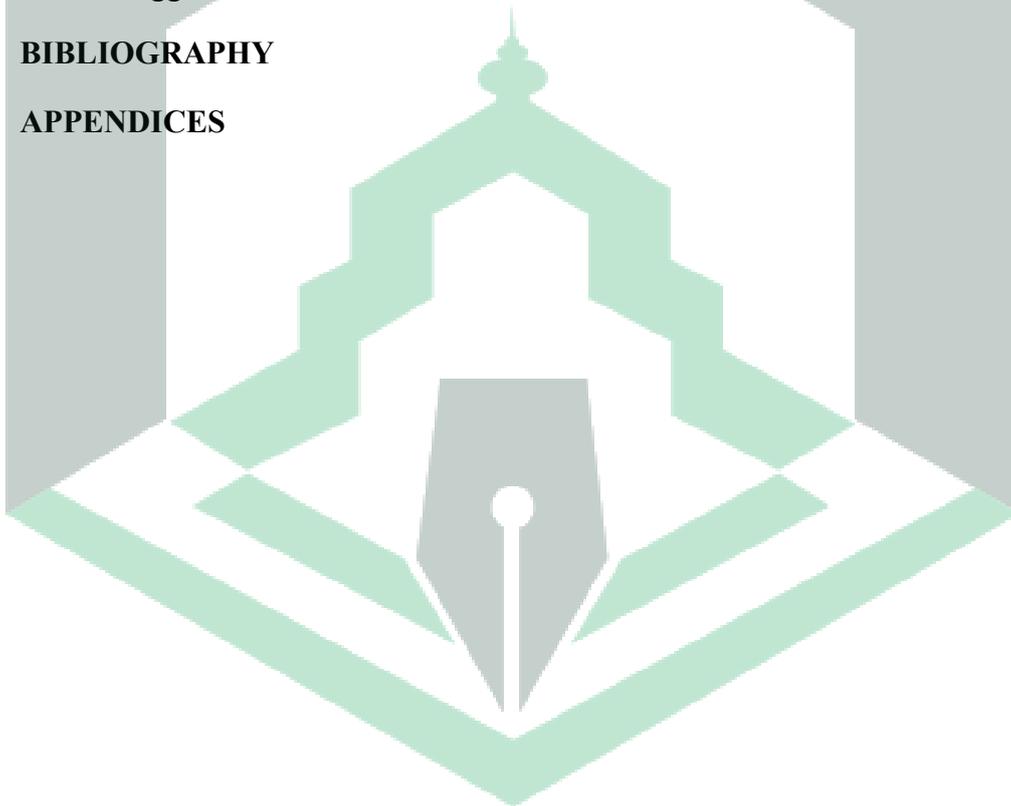
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## ABSTRACT

**Alma Dwiyanti, 2022, “The Effect of Using Group Investigation Method to Improve Students’ Writing Skill at MTs Negeri 3 Luwu”. A thesis by the English Department Tarbiyah and the Faculty of Teacher Training of the Islamic Institute State College (IAIN) Palopo. Under the Guidance of (I) Madehang, S.Ag., M.Pd, and (II) Husnaini, S.Pd.I., M.Pd.**

This study attempts to determine the efficacy of the group method using picture in teaching writing to ninth grade. This study use a pre-experimental method. The participants were students at MTS N. 3 LUWU. The subject used in this study is a purposive sampling technique to select students who are active in English. The research instrument is observation and test. The research collected written student scores in five aspects: content, organization, vocabulary, grammar, and mechanics. The result were analyzed by means, standart deviation, and significance of the test. After analyzing the results, it was found that teaching with the grouping method using picture improved students’ writing skill at MTS N. 3 LUWU. There is a significant difference between the results of the pre-test and post-test, where the average value is 31.8 for the pre-test and 41.73 for he post-test. This means that the method by using picture is effective in developing the writing skill of students. This is evidenced by the result of the paired sample test obtained t count 2.253 higher than t table 2.271.

**Key Word:** Group method, Teaching Writing, Student Writing Improvement

# CHAPTER 1

## INTRODUCTION

### A. Background

Writing skill is a specialized ability that enables writers to put their ideas into words in a meaningful way and to comprehend the message. Excellent writing requires a large vocabulary, proper grammar and spelling, and impeccable punctuation. This arrangement makes reading an enjoyable experience. The writing must also be coherent. It is coherent if it makes sense. To make sense to the reader, it should be logically connected and the events should flow properly. Writing talents are the abilities to put thoughts on paper. Writing skills are familiarity with the thoughts, views, and emotions of others as expressed in written language. The precision of the language, vocabulary, grammar, and spelling must correspond with the precision of the concepts. Saleh Abbas (2006:125).<sup>1</sup>

Writing is highly significant to a great number of people since it enables them to comprehend several paragraphs written in English and acquire knowledge for scientific or recreational purposes. Through writing, children can broaden their perspectives on their environment and knowledge. They can also talk or compose a paragraph containing their ideas, imagination, and experiences, which can be investigated and developed into a history. In addition, it is an essential language ability to master, particularly in the classroom. Even while oral and written skills

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<sup>1</sup> Abbas, Saleh. (2006). *Effective Indonesian Language Learning in Elementary School*. Jakarta : Ministry of Education.

are mixed in the classroom and one benefits from the other, written language has become more complex and has acquired particular characteristics qualities that make it difficult for students, especially young learners, to form cohesive groups.

Writing challenges are influenced by a variety of elements, including vocabulary mastery, organization of structure, and grammar. To teach English, the teacher typically employs a certain method. The teachers hope this will make English more engaging than previously. Students' apprehension and lack of excitement in writing class is natural, given the difficulty of the subject. Commonly, people fear making errors and are concerned about their abilities to select and organize words to form sentences. These emotions appear to diminish students' confidence in writing class. A lack of confidence can make individuals unwilling to attempt or even despise writing.

Teachers of English must provide an engaging and suitable writing environment and coach students with care. The instructor should employ productive ways to encourage pupils to enjoy writing in the writing class.<sup>2</sup>

Before entering higher school, students should be provided with a solid basis for their writing skills.

Group investigation is an organizational style that enables a class to work peacefully and productively in small groups and encourages students to take an

---

<sup>2</sup> Amelia, W.P. (2015). The Effect of Guiding Questions Technique on Students Achievement in Writing Descriptive text. *A GENRE Journal of Applied Linguistics of FBS unimed Bonner*, M. 1994. *Step Into Writing*, New York :Addison-Wesley Publishing Company., 1-II.

active role in determining their own learning objectives and methods. The group investigation technique requires students to form small interest groups, design and perform their own study, then synthesize their group members' findings, then present their findings to the full class.<sup>3</sup>

The research is a study conducted by Tri Hartono, a history teacher at SMA Negeri 1 Punggur, a research published in the journal HISTORIA Volume 4, Number 2, which was made in 2016 entitled the group investigation (gi) type cooperative learning model to improve activity and learning outcomes. The history of the research objective is to determine the effect of the group investigation learning model on improving student learning outcomes.

The research conducted by Ika Yulitha entitled The Influence of the Group Investigation (gi) Learning Model on Social Studies Learning Motivation for Class VII Students of SMP Negeri I Pulupanggung Regency 2015/2016 Academic Year. This research was carried out by Ika Yulithika first relaxing or providing material about the material that will be announced at the ongoing meeting, but after that Ika Yulitha divided the groups and required completion of the group investigation learning model after making the difference between post test and pretest between group investigation model learning and other learning models that use learning models can make students' test results better.

The research was carried out by Matroji, a Social Studies Teacher at SMAN 1 Tambun Utara, Bekasi Regency, which was published by an educational

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<sup>3</sup> Adera, N. M. (2014). *Group Investigation in Teaching Elementary Science*. IJHMS 2(3) : 146-147.

science journal entitled Application of the group investigation model to improve student learning outcomes in learning history.

This strategy is considered a solution to the aforementioned difficulty. Adopting this strategy, the instructor is expected to manage the teaching-learning process efficiently, particularly when it comes to writing instruction. They will explain the offered materials in groups. Consequently, when the instructor groups the pupils, they must guarantee that children with varying levels are placed together. In addition, the group research exercise is engaging, allowing kids to experience a new ambiance in the classroom and develop an interest in writing.

The researcher's thoughts include the educator's instructional approach. In this instance, the researcher seeks to suggest a technique to pique the students' interest in writing study. Method of group investigation that places greater emphasis on student participation. The preceding text explains that cooperation is strongly encouraged in all positive endeavors, such as learning English. Let's contextualize this term within the framework of language acquisition by linking it to cooperative learning. In cooperative learning, students attain teaching and learning objectives through a reciprocal interaction.<sup>4</sup>

After doing study, it was determined that the state of students' English writing at MTS N. 3 LUWU was quite poor. Therefore, the researcher taught

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<sup>4</sup> Andri Pitoyo, Herman J. Waluyo, Sarwiji Suwand, Andayani. 2014. *The Effect of Group Investigation Learning Model, Accelerated Learning Team and Role Playing on Elementary School Students' Writing Skills Viewed From Cognitive Style Journal of Education and Practice Journal of Sebelas Maret university Surakarta*. Vol. 5, No.1.

using the group investigation method, and the outcomes effectively increased the writing skills of the pupils.

Based on the observations, the researchers found that the third-grade students at MTS N. 3 LUWU still find difficulties in writing. Researchers found that there were obstacles for students to develop ideas and they found it difficult to make paragraphs because they were still confused in composing sentences. In addition, they have no ideas and do not employ any approach to improve their writing during the learning process. Finally, the third-grade students took longer to start writing.

Based on the above study, the researcher chose to raise the title "The Effect of Using Group Investigation Method to Improve Students' Writing Skill at MTS N. 3 LUWU".

### **B. Problem Statement**

This research formulates the following problem formulation based on the background "Can the group investigation method improve students' writing skills at MTS N. 3 LUWU?"

### **C. The objective of the research**

The researcher stated based on the question that the basic purpose of this analysis was to find out whether the grouping technique using pictures was effective in teaching writing to groups of students at MTS N. 3 LUWU.

### **D. Significances of the Research**

This research is expected to have significant effects not only theoretically but also practically:

## 1. Theoretically

The This research is designed to contribute to English language education theory, specifically writing instruction.

- a) The professional upgrading abilities of instructors, process development, student learning outcomes, and congenial climate education in schools indicate a good contribution to the school's progress.
- b) To give ideas to the Education and Culture Ministry for action research to develop teacher capability.
- c) Education in general: It is possible that the findings of this study will strengthen the skills of instructors in general.

## 2. Practically

### a) For researcher

By completing this research, the researcher will gain a wealth of relevant experiences and insights in her field of study.

### b) For teacher

By conducting this study, the author intends to contribute to the advancement of English language instruction, particularly in the area of teaching descriptive writing. And the author believes that teachers would utilize group investigation as an alternative way for teaching the writing process.

### c) For the students

The author expects that by conducting this research, the students would find the English class enjoyable. They will easily comprehend the lesson

and find it memorable, so enhancing their comprehension of the descriptive text's organization.

### **E. Scope of the Research Descriptive Text**

The scope of a researcher's study should be constrained so that the problem is not overly broad and unmanageable research more effective. The following factors should limit the findings of the research:

- a) Using group investigations to improve students' writing skills of descriptive text by using the picture at the eighth grade of MTS N. 3 LUWU.
- b) The aspect of writing: Content, Organization, vocabulary, Grammar, and Mechanics.
- c) The kinds of text analyzed in this research were descriptive texts.

### **F. Operational Definition**

The following definitions used in this study are given to prevent confusion and establish a common perception for readers. Therefore, it is important to clarify the following terms:

- 1) Group investigation is a discovery-based cooperative learning method where each group consists of 4-6 students with heterogeneous group composition.
- 2) Writing proficiency involves communicating ideas, thoughts, and emotions through written language. The precision of thoughts must be reinforced by the precision of language, vocabulary, grammar, and spelling.
- 3) Descriptive text is a non-fiction text that contains and explains information or knowledge based on actual facts. A piece of information or knowledge in the exposition text is conveyed briefly, clearly, densely, and accurately.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Study

Writing is one of the most significant language skills in the language teaching and learning process, which has prompted numerous scholars to investigate and demonstrate the usage of various teaching and learning tactics for writing. In her study on the capacity to readily write a narrative using story pictures, Kartini (1995) found that six-semester students have a moderate ability to easily compose a narrative using story pictures. She remarked that the pupils lacked an understanding of order and location.

Jafar (1998) investigated kids' capacity to construct paragraphs. He discovered that children are unable to make new topic sentences apparent for the reader, expand the idea into longer paragraphs, and draw connections between phrases. They have not yet mastered the transitional evacuees needed to join sentences and paragraphs. As a result, their paragraph lacks consistency, shifting from specific to broad, and they are unable to end their statement.

In this study, Suci Marselina (2018) studied students' writing skills in class XI MAN I Kota Sungai Penuh, especially in scientific papers<sup>5</sup>. The level of student's skills in writing scientific papers is due to the use of inappropriate learning strategies. Group Investigation type cooperative learning strategy is

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<sup>5</sup>Marselina, S. (2018). Peningkatan Keterampilan Menulis Karya Ilmiah Melalui Strategi Belajar Kooperatif tipe Group Investigation Siswa Kelas XI MAN 1 Kota Sungai Penuh. *Pentas : Pendidikan Bahasa dan Sastra Indonesia* 4(1), 14-21.

expected to solve the problems found by students and teachers to improve student's skills in writing scientific papers.

Irfan, Efendi (2020), the data in this study are in the form of tasks that have been done by students, namely writing narratives. The population in this study is 47 students in class VII at MTs Hidayatullah Mataram, while the sample in this study was class VII B students, as many as 24 students. The data collection method used is the observation method, task method, and documentation method. Data analysis shows that the relay writing method is very suitable for writing narratives for class VII students, with a score of 95.83%<sup>6</sup>.

Based on the explanation above, the researcher can conclude that group investigation is an alternative method in the teaching and learning process to help teachers convey their ideas or knowledge so that students can easily understand writing in English. The previous research community focuses on creating topics and developing broader topic ideas to link one sentence paragraph to another. In contrast, the researcher will focus on teaching students writing skills by using pictures to teach writing descriptive texts.

## **B. The Concept of Writing**

### **1. Definition of Writing**

Writing implies generating or reproducing oral messages into the written form. It entails an active process of organizing, formulating, and developing ideas on the papers so that the readers may follow the writers orally. According to the

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<sup>6</sup>Irfan, Efendi (2020) *Pengaruh Metode Estafet Writing Terhadap Keterampilan Menulis Narasi Siswa Kelas VII MTS Hidayatullah Mataram Tahun Pelajaran 2019/2020*. Undergraduate Thesis, Universitas Muhammadiyah Mataram.

Cambridge International Dictionary (1995), to write in English is to generate marks indicating letters, words, or numbers on a surface, such as paper or a computer screen, using a pen, pencil, or keyboard, or to use this method to record an idea, fact, or message.<sup>7</sup>

According to Pincas (1982:4), writing enables people to communicate and express their emotions and thoughts.<sup>8</sup> Writing is a communication and self-expression tool. Writing is one of the most essential tools for civilizing society. Without it, the world as we know it would not exist. It indicates that the evolution of writing was one of the greatest writings produced by humans. Children learn to speak before they learn to write, and millions of people worldwide speak languages without a written form. Many individuals find it difficult to conceive of language without spoken word, as it appears closely linked to the written word. Communicating with others via paper or a computer screen is writing. Writing requires both talent and technique. It improves with practice. The purpose of writing is to transmit a particular message through providing information, expressing thoughts, feelings, ideas, and experiences through writing, etc. The purpose of writing is to impart knowledge.

The researcher concludes, based on the above description, that writing is an activity in which both the writer and the reader communicate significant ideas, emotions, and thoughts in written form.

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<sup>7</sup>Harmer, Jeremy, *How to Teach Writing*, (England: Pearson Education Limited, 2001)

<sup>8</sup> Mirawati, *The Efficacy of Clustering Teaching Using Picture in Teaching Writing for Teenager Group*, 2021

### C. Components of Writing

Jacobs et al. (1981) highlight five important writing components: content, structure, vocabulary, language use/grammar, and mechanics.

1. Readers should be able to comprehend the content's messages and derive information from it. To have quality content, the writing must be coherent and comprehensive. This word is commonly known as coherence and is a feature of effective writing.

a) Cohesion The text is considered to have high cohesion if it contains some mental concepts and sentences that develop those concepts. The theme sentences explain the core idea, and each supporting sentence builds and refers to it.

b) Completeness A piece of writing is considered complete if the main idea has been completely explained and developed.

2. The organization of a piece of literature refers to how the author arranges and organizes the ideas or message. There are numerous methods writers employ to collect and organize their writing. The organization is primarily associated with order.

a) Narration and exposition often follow a chronological format. In storytelling, events are presented in the chronological sequence in which they occurred. The show focuses on the outlined procedure from beginning to end.

b) This type is a way for grouping supporting details by importance based on their insignificance.

c) General to a certain order. This is a frequent structure for expository writing. This is typically referred to as deductive order.

d) Also called as deductive order, this sort of order is specific to general order.

e) General –to- specific –to- general, this pattern begins with a generalization and is followed by two specifics supports the generalization with a specific assertion. The core concept will be reintroduced in the topic sentences of the concluding sentences, albeit with somewhat different terms.

f) Query-to-answer order, this sort of structure will consist of the question and its answer. The response will contain sufficient information and order specifics to be acceptable.

3. Vocabulary, one cannot write if they have no words to convey themselves. They should explain their thoughts using vocabulary words. Words are the fundamental element of writing. Words have meanings; incorrect words cannot convey the author's message. Frequently, a single English word has multiple meanings. This suggests that context is essential. In other words, a word's meaning relies on its context.

A lack of vocabulary makes it difficult for a person to produce their speech because they have difficulty selecting the suitable terminology. This will facilitate the writing process and facilitate reader comprehension.

4. Language Use is the ability to construct correct and appropriate statements. In descriptive writing and other styles of writing, proper usage and grammar or structure are required. Grammar is one of the most important aspects of

writing, as it determines the correctness and organization of our speech. A lack of grammar might result in awkward writing.

5. Writing mechanics include capitalization, spelling, and punctuation. There are two primary uses for capital letters in English writing. First, they may differentiate between specific and generic categories of people, places, and objects. There are some instances in which capitalization is required, such as the initial word of a quotation, formal statements, and proper adjectives. The capacity to accurately spell can be developed via diligent practice.

#### **D. The Writing Process**

Planning, drafting, rewriting, and editing are the four primary steps of the writing process as a personal activity. These are the indicated writing steps for writers. Krashen, as cited in Alimuddin (2004:4), discovered in his research that a considerable quantity of planning and rewriting to reformulate the writing, as well as a substantial amount of recycling to earlier stages, may disrupt the writing of a draft by a number of skilled authors. Process writing is a classroom exercise that includes the four core writing phases as well as three additional stages enforced by the teacher: reacting (sharing), evaluating, and post-writing. In this instance, the highly regulated nature of process writing may lead to variations in the teaching of responsive tasks. Teachers frequently design classroom exercises that facilitate the development of certain writing abilities at each developmental stage. (Seow, 1984).<sup>9</sup>

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<sup>9</sup> Fatima A. Putri, Bery Salatar, Susanto SUSANTO, *Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan*. Universitas Bandar Lampung Indonesia.

## **E. The General Concept Group Investigation**

### **1. Definition of group investigation method**

Robert E. Salvin's (1995) group research is a form of cooperative learning that traces back to John Dewey but has been updated and examined in Israel by Shlomo and Yael Sharan and Rachel Herts-Lazarowitz in recent years.

The cooperative learning method of group investigation emphasizes student participation and action. The instructor who employs this strategy will first divide the class into small, diverse groups. This group of four to five individuals may emerge because to friendships or a shared interest in a specific issue. Students select study themes, and then each group determines the subtopics to be studied and the objectives of their study before preparing and presenting a report to the class.

This type requires communication or group skills from students. The Group Investigation Model challenges students' cognitive abilities. The students, as the followers, will actively demonstrate from the beginning to the end of the learning process.

Group investigation is a form of Cooperative Learning in which students collaborate to define study subjects and conduct their own investigations. In the group investigation technique, students form heterogeneous groups of four or five people. The grou<sup>10</sup>p may create friendships based on the students' shared interests

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<sup>10</sup> Pinasti, Dita Ningtyas (2013) *Meningkatkan Kemampuan Menulis Siswa Menggunakan Group Investigation (Penelitian Tindakan Kelas Pada Siswa Kelas I SMAN 1 Universitas Sebelas Maret*.

or friendships; students are likely to feel more comfortable in their groups and may share comparable working habits.

The Group investigation engages students in the planning of their study topics and research strategies. Students select a topic based on the teacher-assigned topic, discuss it in groups to create a draft, and then arrange it as a composition text.<sup>11</sup>

## **2. The advantages of the group investigation method**

The benefits of the group research approach In group investigation, students collaborate to plan both the research topics and the investigation strategy.

There are several benefits to group investigation:

- a) Supplying students with a shared set of cognitive information.
- b) Motivating students to master the subject matter.
- c) Ensuring that pupils build their own knowledge.
- d) Developing the social and group skills necessary for success beyond the classroom, and
- e) Facilitating healthy interactions between people of diverse socioeconomic and cultural groups.

## **F. Descriptive Text**

Text that seeks to explain, describe, or depict something is descriptive text.

This entity can take the shape of anything, including animals, objects, and

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<sup>11</sup> Jannatunnisfah, Indah, *The ability of writing Recount text of the 10 grade students of SMA Muhammadiyah Kudus in the academic year 2008/2009 taught by using group investigation approach. Education faculty of Muria Kudus University, 2009.*

locations. Typically, descriptive language is defined by the use of simple tense and focuses on a single object that is subsequently addressed in further detail.

Also, descriptive text can mean:

1. Text that is descriptive provides information about how something or someone seems, and this text uses language to describe how something or someone is.
2. The descriptive text also includes information regarding how Indonesian is utilized in accordance with the guidelines and how this language should be used.

The objective of descriptive language is to describe, convey, and describe features, whether they pertain to objects, creatures, or locations. Descriptive text is also created without extensive study, so the author need simply compose a narrative based on what he saw and heard.

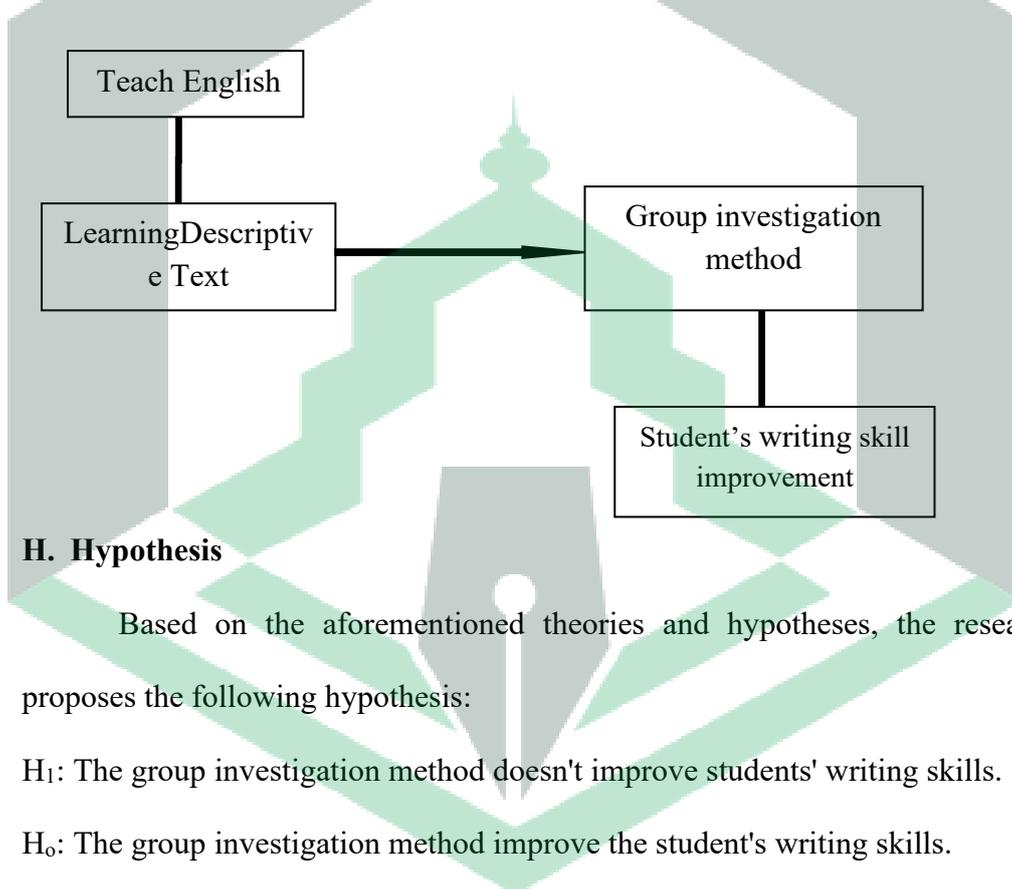
### **G. Conceptual Framework**

English Writing is one of four English talents that contribute to students' future professional jobs and mastery of the English language. In order to assist students in enhancing their writing skills, it is necessary to emphasize the objectives of the teaching and learning approach.

The study subsequently determined that the procedure was one of the most effective methods for resolving students' issues. This method was selected as one of the strategies used to help students overcome their writing difficulties since it offers numerous advantages for the writing instruction learning process. Learning employs a variety of strategies. However, if the researcher employs the investigative group approach as a strategy for teaching writing, particularly

descriptive writings, the results will be much different. Group exploration is one of the pre-writing activities that can help students generate additional ideas before they begin writing. This strategy aids students who enjoy thinking and allows new groups to think more imaginatively and commence without a defined plan.

A researcher utilizes an image to help students pay attention during the learning process, thereby making language learning fun for the pupils. The following chart illustrates this research:



### H. Hypothesis

Based on the aforementioned theories and hypotheses, the researcher proposes the following hypothesis:

H<sub>1</sub>: The group investigation method doesn't improve students' writing skills.

H<sub>0</sub>: The group investigation method improve the student's writing skills.

## CHAPTER III

### METHODOLOGY

#### A. Research Design

##### 1. Method

This research used a pre-experimental method, namely a pre-test, and one-group design test, to determine the effect of using group investigations with research methods in teach into to improve students' writing skills at MTS N. 3 LUWU.

##### 2. Design

The research will involved one group of student with a pretest and posttest design. The design of this research was described as follows:

$O_1 X O_2$

Where:

$O_1$  = Pre-test

$X$  = Treatment

$O_2$  = Post-test

#### B. Population and Sample

##### 1. Population

The population in this research is the third-grade students at MTS N. 3 LUWU in the 2021/2022 academic year. With the total number of students is 15<sup>12</sup>.

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<sup>12</sup>Sugiyono, 2006. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D* Bandung: Alfabeta.

## 2. Sample

This research used all total sampling techniques. The researcher sampled the whole population consisting of 15 students in one class. Therefore, the researcher determined that the sample would be taken with the specific judgment that the students are still low in writing. However, the researcher only used one class because of my experience teaching at MTS N. 3 LUWU, where students have weaknesses in writing skills<sup>13</sup>.

### C. The Instrument of The Research

According to Suharsimi Arikunto (2006:1630), a research method is the way in which researchers collect data for research, whereas A research instrument is a device or facility used by researchers to collect data efficiently. The resulting data superior in the sense that it is more thorough, exhaustive, and systematic, and therefore more easily processed. The study's instrument is the equipment or facility utilized by the researcher to collect data in to achieve more accurate results, and it can occur completely and methodically. To obtain reliable or accurate data, the researcher must utilize appropriate research tools.

To ensure the success of this study, the researcher employs the following data collection tools:

#### 1. Observation

In the observation phase, the instructor assists the researcher in witnessing what transpired in the classroom from the beginning to the end of the lesson. In

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<sup>13</sup>Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006)

addition, the researcher monitors the classroom environment and how her instruction enhances students' descriptive writing skills. In this investigation, the following elements were observed: Concern of students over the instructor's explanation. Students' participation in the group is evidenced by their initiative in presenting the content. Concerns exist for other group presentations. The student's initiative in posing a query. The student's participation in responding group questions is a criterion.

## 2. Test

Text is a series of questions, exercises, or other apparatus used to evaluate an individual or group's skill, knowledge, intelligence, ability, or aptitude.

According to the Oxford Advantage Learners dictionary, the examination is a brief test of knowledge or skill. The researcher employs a test as the second data collection strategy for this investigation. The test collects the student's writing samples, which must be analyzed to determine the student's proficiency in composing descriptive language.

Based on the aforementioned comments, the researcher conducted an achievement exam as part of his research. This exam served as a gauge of student achievement. The test administered before the treatments is known as a pretest. It was used to determine the initial state of students prior to treatment. There are two types of writing examinations, called subjective and objective.

The type of text used is descriptive text and the time given when doing the pre-test and post-test is 30 minutes.

In order to demonstrate the reliability of the research's findings, a standard method must be employed to measure the test. The writer evaluated the writing test using the analysis method. There are five primary items or categories on J.B. Heaton's analytical scoring test for written work. These include grammar, vocabulary, fluency, significance, and mechanics.

After identifying the test items, the writer assigns a score to each item based on the content's organization, with the score's organization being more important than any other aspect of writing.

**Table 3.1 Analytic Scoring of Writing<sup>14</sup>**

Aspect	Score	Criteria
Content	27-30	Excellent: expert and substantive
	22-26	Good: some subject expertise and appropriate breadth
	17-21	Fair: little topic understanding and little substance
	13-16	Poor: Does not demonstrate subject expertise; lacks substance
Organization	18-20	Excellent: the layout and organization of the generic structure are evident.
	14-17	The basic framework is loosely arranged, yet the central notion stands out clearly.
	10-13	

<sup>14</sup> Alderson, J. Charles and Bachman, Lyle F., *Analytic Scoring*, (Cambridge University Press, 2002)

	1-9	Fair: the contents and arrangement of the generic structure are disorganized or unconnected.  Poor: lack of organization and arrangement of content; generic structure does not communicate
Vocabulary	18-20 14-17 10-13 7-9	Excellent: Effective use of language and mastery of word formation  Good: occasional word and usage errors that do not hinder the meaning  Fair: numerous errors and usage  Inadequate: primarily translation and English vocabulary.

**Explanation :**

Relevance : The content of writing, the stated ideas

Communication : style and format constitute the

Vocabulary : is the selection of idioms, words, and lexical objects to offer a certain one or to writing.

Grammar : Utilization of grammatical and syntactic forms

Mechanic : The graphic conventions of the language, including punctuation and spelling.<sup>15</sup>

<sup>15</sup> J.B Heaton, *Writing English Text* (New York: Longman, 1998).p.146

After calculating the overall mean score, the author classifies it according to the following criteria:

**Table 3.2 Level of Achievement**

<b>The percentage of Correct Answers</b>	<b>Grade</b>	<b>Level</b>
86%-100%	A = Excellent	Outstanding
71%-85%	B = Good	Above average
56%-70%	C = Fair	Satisfactory
41%-55%	D = Less	Below average
26%-40%	E = Poor	Insufficient

#### **D. The procedure for Collecting Data**

##### **1. Pretest**

Researchers circulated a written test before giving treatment to determine students' abilities. The researcher writes a descriptive paragraph about the location for the pretest. Before therapy, a pre-test was administered. Prior to administering treatment, the pretest is designed to evaluate the pupils' descriptive-writing skills.

##### **2. Treatment**

After giving the pretest, the researcher offers treatment to the students as follows:

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a. First Meeting

- 1) Provide material and explain the descriptive text.
- 2) Provide an example of descriptive text with the theme of "place" and analyze further identification and description.
- 3) Explain the material and the application of technique using pictures in writing descriptive text.
- 4) Provide an example of design with the theme "place" and present an example of a technique using an image in teaching writing descriptive text.
- 5) Provide opportunities for students to ask questions about complexity using pictures in the learning process.
- 6) Ask students to make descriptive text paragraphs with the theme "Bedroom" in the workgroup discussion.
- 7) Form groups of five people per group and distribute worksheets in each group
- 8) After that discuss to explain the theme that has been given on the worksheet.

b. Second Meeting

- 1) Provide material and explain the descriptive text
- 2) Provide an example of descriptive text with the theme of "animal" and analyze further identification and description.
- 3) Explain the material and the application of technique using pictures in writing descriptive text.

- 4) Provide an example of design with the theme "animal" and present an example of a technique using the image in teaching writing descriptive text.
- 5) Provide opportunities for students to ask questions about complexity using pictures in the learning process.
- 6) Ask students to make descriptive text paragraphs with the theme "Cat" in the workgroup discussion.
- 7) Form groups of five people per group and distribute worksheets in each group
- 8) After that discuss to explain the theme that has been given on the worksheet.

c. Third Meeting

- 1) Provide material and explain the descriptive text
- 2) Provide an example of descriptive text with the theme of "noun" and analyze further identification and description.
- 3) Explain the material and the application of technique using pictures in writing descriptive text.
- 4) Provide an example of design with the theme "noun" and present an example of a technique using an image in teaching writing descriptive text.
- 5) Provide opportunities for students to ask questions about complexity using pictures in the learning process.
- 6) Ask students to make descriptive text paragraphs with the theme "Doll" in the workgroup discussion.

- 7) Form groups of five people per group and distribute worksheets in each group
- 8) After that discuss to explain the theme that has been given on the worksheet.

d. Fourth Meeting

- 1) Provide material and explain the descriptive text
- 2) Provide an example of descriptive text with the theme of "person" and analyze further identification and description.
- 3) Explain the material and the application of technique using pictures in writing descriptive text.
- 4) Provide an example of design with the theme "person" and present an example of a technique using an image in teaching writing descriptive text.
- 5) Provide opportunities for students to ask questions about complexity using pictures in the learning process.
- 6) Ask students to make descriptive text paragraphs with the theme "Friend" in the workgroup discussion.
- 7) Form groups of five people per group and distribute worksheets in each group
- 8) After that discuss to explain the theme that has been given on the worksheet.

3. Post-test

The researcher administers a posttest to measure the pupils' writing abilities following treatment. Posttest form is identical to pretest form.

## E. The technique of Data Analysis

The author conducted a quantitative analysis of the data. The test provides quantitative data, and the author utilized statistical analysis to determine whether or not the student's descriptive writing ability has improved. In examining the outcome of students' writing skills, the author utilized the procedures he or she took.

Since the substance of students' writing encompassed a generic structure, the researcher utilized assessment criteria. Content, organization, grammar, vocabulary, and mechanics are elements of writing. After the class has flown the test items, the researcher will assign each item a score. To determine whether or if the improvement in students' writing skills after applying the group investigation method is significant, the author employed a students' achievement score.

The researcher analyzed the data using the following steps:

- a. The pupils' pre- and post-test scores reflect their right responses.

$$\text{Score} = \frac{\text{student's correct answer}}{\text{total number}} \times 100$$

- b. The following criteria categorize the student's score:

In which	Percentage
a. Poor	0%-35%
b. Fair	40%-59%
c. Average	60%-74%
d. Good	75%-84%

e. Excellent 85%-100%<sup>16</sup>.

c. Calculating the student score rating percentage:

$$P = \frac{F}{N} \times 100\%$$

Where :

P = Percentage

F = The cumulative frequency of subjects

N = Total number of subjects

d. When determining the mean score, standard deviation, significance test, and standard significance. The researchers used SPSS 22 for calculations and a table distribution to select the calculated value (t).

In addition, the researcher employed the criterion of hypothesis acceptability to assess if the pre- and post-tests differed significantly and to determine the acceptability of the hypothesis, i.e. whether it was plausible.:

If:  $t_o \geq t_t$  = Reject the null hypothesis

If:  $t_o < t_t$  = Received null hypothesis<sup>17</sup>.

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<sup>16</sup>L.R Gay, *Educational Research* (USA, 1981), p.225.

<sup>17</sup>Anas Sudijono, *Pengantar Statistic Pendidikan* (Jakarta: Raja Grafindo, 2002), p.328.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### **A. Findings**

This research is a classroom action study designed to enhance students' descriptive writing skills through group investigation. The purpose of this group inquiry is to determine whether or not students' descriptive writing abilities have improved, and to identify improvements in students' writing skills, in particular in class IX students of MTS N. 3 LUWU in the 2022/2023 academic year. This chapter describes the result of this study.

In this research, there were two tests, and before the test, The researcher administered a preliminary pretest and posttest (the researcher got the raw score of students' writing skills). They were combined with each test after being taught by the group investigation method. Method.

Prior to carrying out this action research, a pretest was administered. The objective of the pretest is to determine the student's ability to write descriptive text sentence clusters. The pretest Thursday, August 20, 2022, was the date of the examination. There were fifteen students who took the exam.

During this meeting, the instructor facilitates the teaching and learning process of writing. Many students, however, do not pay attention to the teacher..

They frequently make noise in class by conversing with other students and engaging in other activities unrelated to learning. Few students actively ask the teacher for assistance. They must compose paragraphs of descriptive language about "Rabbit." The length of the paragraph is 15 sentences. The allocated time is

thirty minutes. The outcomes of the pre- and post-tests will be compared to determine whether or not students' descriptive text writing skills have improved.

Students' descriptive writing lacks coherence and unity. They created rabbit-descriptive paragraphs with inadequate concept development. They construct a section that does not adequately support the ideas. In addition to bad grammar, some students disregard punctuation marks such as capital letters, periods, and commas.

According to the preceding argument, the average pre-test scores of pupils are bad. Teachers opted to utilize alternative strategies to pique students' interest in the learning process in order to enhance student engagement student's abilities in writing descriptive text. The steps are as follows:

1. Research observe the teaching and learning process sequentially to find out the effect of using the group to investigate writing skill on students' description.
2. The researcher watched the actions of the pupils in preparation for their investigation.
3. The researcher writes down the successes and problems during the ongoing processes that are insufficient to achieve the objectives.

a. Students' writing skill scores on pre-test

**Table 4.1 Students scores Content, Organization, Grammar and Mechanics pre-test**

No	Respondent	The Aspect of Writing					Score of Test
		C	V	O	G	M	
1	R1	5	5	5	5	2	22
2	R2	7	8	10	10	3	38
3	R3	8	7	9	7	2	33
4	R4	8	8	9	7	2	34
5	R5	10	9	15	9	2	45
6	R6	5	5	6	5	2	23
7	R7	7	6	8	6	2	29
8	R8	6	9	10	7	2	34
9	R9	10	10	10	6	4	40
10	R10	7	8	7	7	2	31
11	R11	5	6	5	7	2	25
12	R12	10	9	10	5	2	35
13	R13	7	6	9	7	2	31
14	R14	7	6	7	7	2	29
15	R15	7	7	6	6	2	28
		109	109	126	101	33	477
	Total			Mean Score			31.8%

Beginning with topic, organization, vocabulary, grammar, and then mechanics, the researcher describes the average scores of students' writing skills in this section:

b. Content

**Table 4.2 The Criteria and percentage of students content in pre-test**

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Excellent	27-30	0	0
Good	56-70	5	33.33%
Fair	41-55	6	40%
Poor	26-40	4	26.66%
Total			100%

The criterion and percentage of students with very good, good, and moderate content are displayed in the table above. Five students (33.33%) are rated as good, six students (40%) are rated as satisfactory, and four students (26.66%) are rated as extremely poor.

3. Organization

**Table 4.3 The percentage level of students organization score on pre-test**

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Excellent	18-20	0	0
Good	14-17	3	20%
Fair	10-13	4	26.66%
Poor	1-9	8	53.33%
Total			100%

The proportion and criteria for student organization on the pretest indicate that pupils are neither excellent nor satisfactory. Three students (20%) received an excellent grade, four students (26.66%) received an average grade, and eight students (53.33%) received an extremely poor grade.

#### 4. Vocabulary

**Table 4.4 The Criteria and percentage of students' vocabulary scores on pre-test**

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Excellent	18-20	0	0
Good	14-17	0	0
Fair	10-13	2	13.33%
Poor	7-9	13	86.66%
Total			100%

The criterion and percentage of vocabulary on the pretest demonstrate that none of the pupils are very good, good, or moderate. Two students (13.33%) were rated as good, while thirteen (86.66%) were rated as extremely poor.

#### 5. Grammar

**Table 4.5 The criteria and percentage of students' grammar score on pre-test**

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Excellent	22-25	0	0
Good	18-21	0	0
Fair	11-17	0	0
Poor	5-10	15	100%
Total			100%

The criteria and percentage of pupils demonstrating very good, good, or moderate grammar on the pretest are not present in the table above. Fifteen students (100%) are poor.

## 6. Mechanic

**Table 4.6 The criteria and students mechanics score percentage on pre-test**

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Excellent	5	0	0
Good	4	0	0
Fair	3	10	66.66%
Poor	2	5	33.33%
Total			100%

The preceding table displays the criteria and proportion of students whose mechanical skills on the pretest were excellent, good, and poor. Ten students (66.66%) are average, while five (33.33%) are below average.

## 7. The Students' writing skill scores in the posttest

**Table 4.7 The Students scores on Content, Organization, Vocabulary, Grammar, and mechanics on post-test**

No	Respondent	The Aspect of Writing					Score of Test
		C	V	O	G	M	
1	R1	6	7	7	8	3	31
2	R2	14	20	14	18	4	70
3	R3	5	6	6	7	2	26
4	R4	7	7	5	7	2	28
5	R5	15	20	15	20	5	75
6	R6	7	8	8	6	2	31
7	R7	6	7	7	8	2	30
8	R8	8	6	6	7	3	30
9	R9	15	20	20	20	5	80
10	R10	7	7	8	6	2	30

11	R11	7	8	7	9	2	33	
12	R12	13	20	18	20	5	76	
13	R13	5	5	6	7	2	25	
14	R14	6	8	6	9	2	31	
15	R15	7	8	7	6	2	30	
		128	157	140	158	43	626	
Total		Mean Score						41.73%

In This section describes the average scores of adolescents' writing abilities, beginning with content, organization, vocabulary, and grammar and continuing with mechanics:

#### 8. Content

**Table 4.8** The criteria and percentage of students content scores on post-test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Excellent	27-30	0	0
Good	22-26	4	26.66%
Fair	17-21	6	40%
Poor	13-16	5	33.33%
Total			100%

According to the criterion and proportion of students who passed the post-test, there are no exceptionally good or exceptionally poor students. Four pupils (26.66%) are rated as excellent, six students (40%) as satisfactory, and five students (33.33%) as unsatisfactory.

## 9. Organization

**Table 4.9 The percentage level of students' organization scores on the posttest**

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Excellent	18-20	0	0
Good	14-17	9	60%
Fair	10-13	6	40%
Poor	1-9	0	0
Total			100%

The criteria and percentage of students' post-test organization shown in the table above indicate that no very good, poor, or impoverished students (60%) were good, and six students (40%) were fair.

## 10. Vocabulary

**Table 4.10 The Criteria and percentage of students' vocabulary scores on the posttest**

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Excellent	18-20	4	26.66%
Good	14-17	6	40%
Fair	10-13	5	33.33%
Poor	7-9	0	0
Total			100%

The criterion and percentage of vocabulary proficiency on the posttest indicate that four students (26.66%) are excellent, six students (40%) are good, and five students (33.33%) are fair.

## 11. Grammar

**Table 4.11 The criteria and percentage of students' grammar scores on the posttest**

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Excellent	22-25	0	0
Good	18-21	5	33.33%
Fair	11-17	4	26.66%
Poor	5-10	6	40%
Total			100%

The criteria and percentage of students who met them on the post-test indicate that the pupils' grammatical skills are neither exceptional nor deficient. Five pupils (33.33%) were good. Four kids (26.66%) are fair, and six (40%) are poor.

## 12. Mechanic

**Table 4.12 The criteria and students' mechanics score percentage on the posttest**

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Excellent	5	0	0
Good	4	10	66.66%
Fair	3	5	33.33%
Poor	2	0	0
Total			100%

According to the posttest criteria and percentages displayed in the table above, there are no students whose mechanics are very good, poor, or very poor, ten students (66.66%) are good, and five students (33.33%) are fair.

13. The percentage of students level and frequency in the pretest

From the table, the researcher determined their score, classification, frequency, and percentage. The table is formatted as follows:

**Table 4.13** The frequency and percentage of students' scores on the pretest

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	-	-
2	Good	71-85	-	-
3	Fair	56-70	-	-
4	Less	41-55	8	53.33%
5	Poor	26-40	7	46.66%
Total				100%

The table above shows that of the fifteen students who took the test, there were not one student (0) who were classified as 'very good,' excellent, 'good,' enough and 'enough.' Eight students, or 53.33% of the sample, are classified as 'less,' and seven students, or 46.66% are classified as 'less.'

14. The percentage of students level and frequency in posttest

The researcher derived their scoring, classification, frequency, and percentage from table 12. The following was a tabular table:

**Table 4.14**The frequency and percentage of students' scores on the posttest

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	-	-
2	Good	71-85	4	26.66%
3	Fair	56-70	6	40%
4	Less	41-55	5	33.33%
5	Poor	26-40	-	-
Total				100%

The table above shows that from the 15 students, there were no students (0%) who were limited to being very good, very good, poor, and very poor. 4 students, or 26.66% of the 6 kids, or 40% of the sample, were rated as 'pretty good,' while 5 students, or 33.33 % of the sample, were rated as 'good.' as 'less.'

#### 15. Comparing student scores in Pretest and Post-Test

To determine whether the pre- and post-tests differ substantially, the researcher compares them in the table below:

**Table 4.15**Comparison of Frequency and Percentage of Student Scores on Pretest and Posttest

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	Excellent	96-100	-	-	-	-
2	Good	86-95	-	-	4	26.66%
3	Fair	76-85	-	-	6	40%
4	Less	66-75	8	53.33%	5	33.33%
5	Poor	56-65	7	46.66%	-	-
Total			15	100%	15	100%

From the The researcher discovered in the table above that prior to receiving treatment, there were eight students (53.33%) with less and seven students (46.66%) with poor samples, and after being given treatment, there was an increase in students' writing ability. Prove that there are four students (26.66%) good, six students (40%) fair, and five students (33.33%) less.

#### 16. Mean Value and Standard Deviation of Pretest and Post-Test

Using SPSS 22, computed the mean and standard deviation It can be observed in the following statistical table for paired samples:

**Table 4.16 Mean Score and Standard Deviation of Pretest and Post-Test**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	31.8000	15	6.28149	1.62187
	Post test	41.7333	15	21.09999	5.44799

Table 4.15 of paired sample data from the pre- and post-test demonstrates that students' writing skills have not improved. The researcher utilizes test analysis and SPSS 22 to compute whether or not the pre- and post-tests differ significantly and to evaluate whether or not the hypothesis is accepted. The outcomes are listed in the table below:

**Table 4.17 The Paired Samples Correlation of Pre-Test and Post-Test**

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	pretest & posttest	15	.729	.002

**Table 4.18 The Paired Sample Test of Pre-Test and Post-Test**

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-9.93333	17.07323	4.40829	-19.38817	-4.78493	-2.253	14	.041

The researcher observed that  $t_{count} = 2.253$  and  $df$  (degree of freedom) = 5 in table 4.18. While the  $t$ -value is 2.571, the degree of freedom ( $df$ ) is 14, and the significance level is  $0.05 = 14\%$

$$2.253 > 2.571$$

Based on the facts,  $t_{count}$  is greater than  $t_{table}$  ( $t_o > t_t$ ). It may be concluded that there is a considerable gap between students' writing scores before and after instruction utilizing the picture-based group investigation technique.

## **B. Discussion**

Based on the aforementioned research findings, the researcher concluded that the picture-based grouping strategy improved students' writing skills. The results of the data analysis indicated that the use of visuals in learning to write is significant. The pre- and post-test scores of the pupils were displayed so that the mean and standard deviation could be calculated. The average score on the posttest was higher than the average score on the pretest ( $41.73 > 31.8$ ). The pre-test standard deviation was 21.09, while the post-test standard deviation was 6.28. This indicates that using images to improve students' writing skills is successful.

After evaluating the data, it was determined that  $t_{count}$  with a value of (41.73), was greater than  $t_{table}$  with a value of (2.571), when the degree of freedom ( $df$ ) was set to 14. With a significance level of 0.14, the null hypothesis ( $H_o$ ) was rejected and the alternative hypothesis ( $H_a$ ) was supported. This

indicates that there was a significant difference between the outcomes of the pretest and posttest.

The process of writing is a more intellectually demanding endeavor than others. Writing is therefore challenging. Students must be capable of generating thoughts and organizing those ideas into meaningful prose. However, the use of group investigation to enhance students' descriptive writing skills makes it easier for students to comprehend the text material presented by the teacher. Fun learning can motivate students to actively apply the subject to the writing of descriptive texts about animals, people, objects, and locations, for example. Taking into account students' final grades after getting therapy, teaching descriptive text with the group investigation approach is superior to teaching descriptive text without the group investigation method (method).

The theory regarding the effectiveness of the group investigation method, as demonstrated in this study according to Robert E. Salvin (1995), is a form of cooperative learning developed by John Dewey and refined and studied in recent years by Shlomo and Yael Sharan and Rachel HertsLazarowitz in Israel. This research has successfully improved students' poor English writing skills.

Prior to receiving treatment based on research, the most common problems students had while learning to write were difficulty in writing itself, low desire in learning to write, and a lack of vocabulary when composing decent writing. This study demonstrates that the grouping strategy utilizing images is an effective method for teaching writing, particularly descriptive language. Consequently, this study demonstrates that the group investigation approach employing photographs

can improve all areas of students' writing, including content, organization, vocabulary, grammar, and mechanics.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This section contains conclusions and recommendations. The conclusion is based on the results and discussion presented in chapter IV. English teachers, junior high pupils, future researchers, and the same owners were sent the plan.

#### A. Conclusion

1. The pre-experimental implementation of the group investigation method to improve students' writing skills includes the improvement of learning devices and the teacher's selection of descriptive texts with interesting themes that are appropriate for junior high school in order to pique students' interest in the text.
2. This study demonstrates that the use of group investigation (G.I.) to improve students' writing skills can assist them in problem-solving. The test result revealed the variation of writing skill achievements among students. After the researcher administered the pre- and post-tests, there was a substantial increase. Some pupils had a considerable increase in their average score based on the results of calculations conducted after receiving all treatments using the group investigation approach. The mean score on the pre-test was 31.8 percent, whereas the post-test score was 41.7 percent.

#### B. Suggestions

In this study, the researcher hopes to provide recommendations for strengthening students' writing skills in order to get better results.

1. For teacher

Typically, writing is one of those hobbies that frequently boring kids. Consequently, using this strategy will constantly result in fresh and novel student conditions. It is crucial that teachers occasionally use group investigation (GI) as an alternative way for teaching writing skills. Students can collaborate with peers from a variety of academic and gender backgrounds, which will hopefully inspire them to write and pique their interest in the subject.

2. For students

It is extremely beneficial for passive pupils to enhance their communication or group skills.

3. For the next researcher

- a. Hopefully, there will be enhancements to future education.
- b. The author believes that it will serve as a resource for other researchers pursuing study in the same field. There may be a more efficient method of teaching writing skills.

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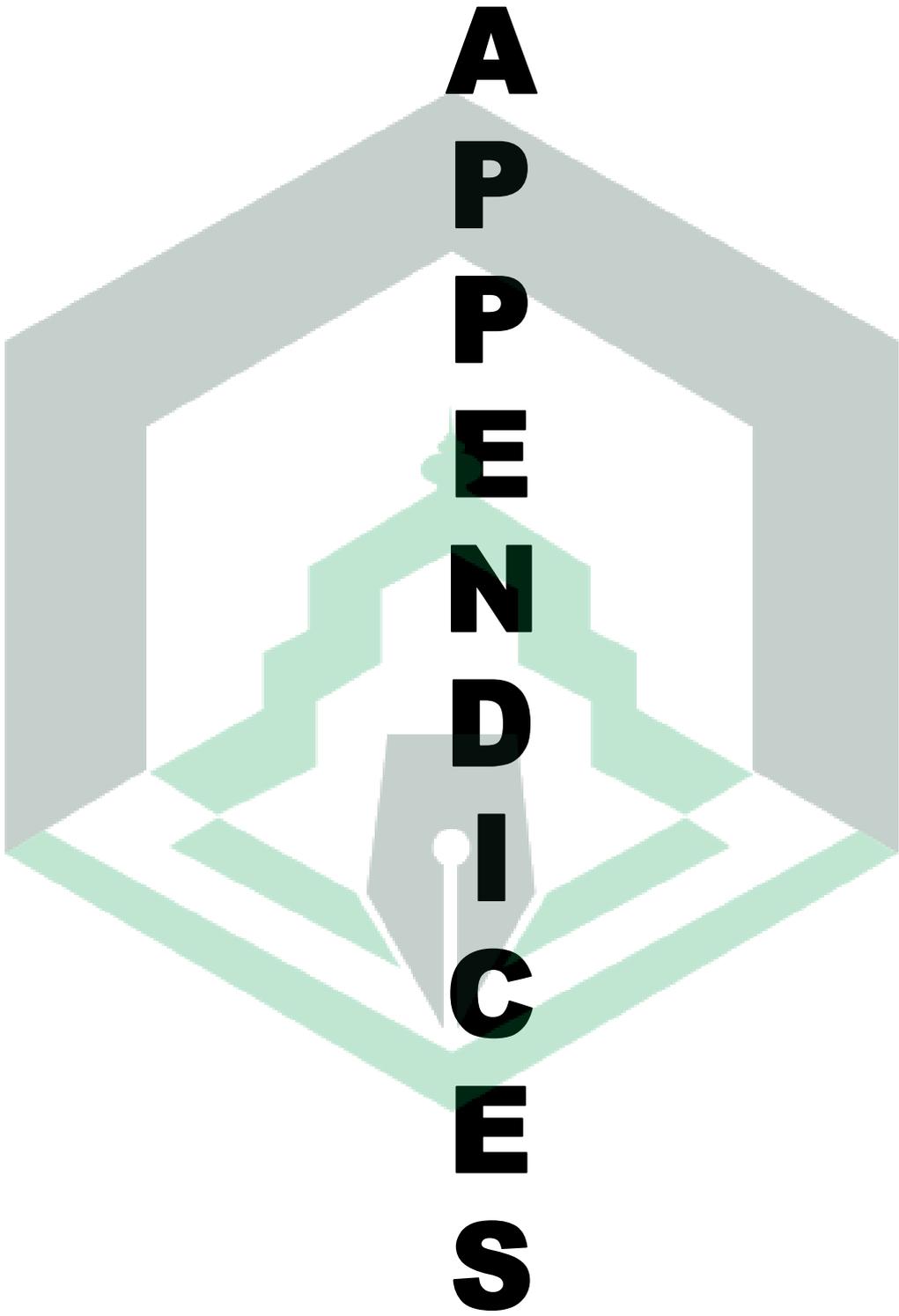
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The image features a central graphic of a fountain pen nib, rendered in a light grey color, pointing downwards. This nib is positioned within a series of concentric, stepped hexagonal frames. The outermost frame is a thick, light grey border. Inside it is a thinner, light green frame, followed by another thin, light green frame, and finally a thin, light grey frame at the very center. The word "APPENDICES" is written vertically in a bold, black, sans-serif font, centered over the pen nib and the frames. The letters are stacked from top to bottom: A, P, P, E, N, D, I, C, E, S.

**A  
P  
P  
E  
N  
D  
I  
C  
E  
S**

**Appendix 1**  
**LESSON PLAN**

**Sekolah** : MTS NEGERI 3 LUWU  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : IX / Ganjil  
**Materi Pokok** : Descriptive Text  
**Alokasi Waktu** : 4 Pertemuan

**A. Tujuan Pembelajaran**

- Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan pada teks deskriptif dengan cara menjawab pertanyaan yang telah disediakan.
- Menyusun teks deskriptif sederhana berdasarkan gambar yang disediakan secara berkelompok.
- Mempresentasikan hasil teks deskriptif guna mendapatkan masukan dari siswa dan guru.

**B. Metode Pembelajaran**

1. Pendekatan : Ilmiah
2. Model : Group Investigation (kelompok investigasi)
3. Metode : Diskusi kelompok, penugasan individu dan kelompok dan tanya jawab.

**C. Langkah-langkah Pembelajaran**

**Pertemuan ke-1**

<b>Kegiatan</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu (menit)</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"><li>▪ Guru memberikan salam</li><li>▪ Guru membuka pelajaran dengan berdoa terlebih dahulu.</li></ul>	

	<ul style="list-style-type: none"> <li>▪ Guru mengecek kehadiran peserta didik.</li> <li>▪ Guru membuka pelajaran dan menyapa siswa dengan menanyakan kabar, dan lain-lain.</li> <li>▪ Guru melakukan pemanasan belajar dengan mereview pelajaran sebelumnya.</li> </ul>	
<b>Inti</b>	<ul style="list-style-type: none"> <li>▪ Guru menjelaskan tentang materi Descriptive text</li> <li>• Guru memberikan gambar hewan (Badroom) kepada siswa kemudian siswa diminta untuk bekerja secara kelompok.</li> <li>• Siswa diminta untuk mendeskripsikan untuk menulis kosakata yang mereka pikirkan terkait dengan gambar.</li> <li>• Teacher menetapkan waktu 5 menit untuk siswa mengembangkan ide mereka.</li> <li>• Setelah 5 menit, Siswa diminta untuk membuat paragraf.</li> </ul>	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>▪ Guru mengulas kembali apa yang sudah dikerjakan dari awal hingga akhir pembelajaran.</li> <li>• Guru memuji semua siswa karena telah bekerja sangat keras.</li> <li>• Guru meminta Siswa untuk melakukan latihan dirumah sebagai pekerjaan rumah.</li> <li>▪ Guru mengucapkan "Salam" kepada Siswa..</li> </ul>	

## Pertemuan ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu (menit)
<b>Pendahuluan</b>	<ul style="list-style-type: none"><li>▪ Guru memberikan salam</li><li>▪ Guru membuka pelajaran dengan berdoa terlebih dahulu.</li><li>▪ Guru mengecek kehadiran peserta didik.</li><li>▪ Guru membuka pelajaran dan menyapa siswa dengan menanyakan kabar, dan lain-lain.</li><li>▪ Guru melakukan pemanasan belajar dengan mereview pelajaran sebelumnya.</li></ul>	
<b>Inti</b>	<ul style="list-style-type: none"><li>▪ Guru menjelaskan tentang materi Descriptive text</li><li>• Guru memberikan gambar hewan (Doll) kepada siswa kemudian siswa diminta untuk bekerja secara kelompok.</li><li>• Siswa diminta untuk mendeskripsikan untuk menulis kosakata yang mereka pikirkan terkait dengan gambar seb.</li><li>• Teacher menetapkan waktu 5 menit untuk siswa mengembangkan ide mereka.</li></ul>	

	<ul style="list-style-type: none"> <li>• Setelah 5 menit, Siswa diminta untuk membuat paragraf.</li> </ul>	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>▪ Guru mengulas kembali apa yang sudah dikerjakan dari awal hingga akhir pembelajaran.</li> <li>• Guru memuji semua siswa karena telah bekerja sangat keras.</li> <li>• Guru meminta Siswa untuk melakukan latihan dirumah sebagai pekerjaan rumah. Guru mengucapkan "Salam" kepada Siswa..</li> </ul>	

### Pertemuan ke-3

<b>Kegiatan</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu (menit)</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>▪ Guru memberikan salam</li> <li>▪ Guru membuka pelajaran dengan berdoa terlebih dahulu.</li> <li>▪ Guru mengecek kehadiran peserta didik.</li> <li>▪ Guru membuka pelajaran dan menyapa siswa dengan menanyakan kabar,dan lain-lain.</li> <li>▪ Guru melakukan pemanasan belajar dengan mereview pelajaran sebelumnya.</li> </ul>	
<b>Inti</b>	<ul style="list-style-type: none"> <li>▪ Guru menjelaskan tentang materi Descriptive text</li> </ul>	

	<ul style="list-style-type: none"> <li>• Guru memberikan gambar hewan (Cat) kepada siswa kemudian siswa diminta untuk bekerja secara kelompok.</li> <li>• Siswa diminta untuk mendeskripsikan untuk menulis kosakata yang mereka pikirkan terkait dengan gambar.</li> <li>• Teacher menetapkan waktu 5 menit untuk siswa mengembangkan ide mereka.</li> <li>• Setelah 5 menit, Siswa diminta untuk membuat paragraf.</li> </ul>	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>▪ Guru mengulas kembali apa yang sudah dikerjakan dari awal hingga akhir pembelajaran.</li> <li>• Guru memuji semua siswa karena telah bekerja sangat keras.</li> <li>• Guru meminta Siswa untuk melakukan latihan dirumah sebagai pekerjaan rumah. Guru mengucapkan "Salam" kepada Siswa.</li> </ul>	

#### Pertemuan ke-4

<b>Kegiatan</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu (menit)</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>▪ Guru memberikan salam</li> <li>▪ Guru membuka pelajaran dengan berdoa terlebih dahulu.</li> <li>▪ Guru mengecek kehadiran</li> </ul>	

	<p>peserta didik.</p> <ul style="list-style-type: none"> <li>▪ Guru membuka pelajaran dan menyapa siswa dengan menanyakan kabar, dan lain-lain.</li> <li>▪ Guru melakukan pemanasan belajar dengan mereview pelajaran sebelumnya.</li> </ul>	
<b>Inti</b>	<ul style="list-style-type: none"> <li>▪ Guru menjelaskan tentang materi Descriptive text</li> <li>• Guru memberikan gambar hewan (Friends) kepada siswa kemudian siswa diminta untuk bekerja secara kelompok.</li> <li>• Siswa diminta untuk mendeskripsikan untuk menulis kosakata yang mereka pikirkan terkait dengan gambar.</li> <li>• Teacher menetapkan waktu 5 menit untuk siswa mengembangkan ide mereka.</li> <li>• Setelah 5 menit, Siswa diminta untuk membuat paragraf.</li> </ul>	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>▪ Guru mengulas kembali apa yang sudah dikerjakan dari awal hingga akhir pembelajaran.</li> <li>• Guru memuji semua siswa karena telah bekerja sangat keras.</li> <li>• Guru meminta Siswa untuk melakukan latihan dirumah sebagai pekerjaan rumah.</li> </ul> <p>Guru mengucapkan "Salam" kepada Siswa..</p>	

#### D. Sumber Belajar/Bahan Ajar/Alat

### 1. Sumber Belajar

- buku refensi yang relevan,
- Kamus

### 2. Media/Alat:

- *Worksheet* atau lembar kerja(siswa)
- Suara Guru
- Spidol, papantulis

### E. Penilaian

Aspect	Score	Criteria
Content	27-30	Excellent: knowledgeable, substantive
	22-26	Good: some knowledge of subject, adequate range
	17-21	Fair: limited knowledge of subject, little substance
	13-16	Poor: does not show knowledge of subject, non substantive
Organization	18-20	Excellent: the organization of contents and arrangement the generic structure is clearly.
	14-17	Good: the organization of contents and arrangement the generic structure is loosely organized but main idea stand out.
	10-13	Fair: the organization of contents and arrangement the generic structure is confused or disconnected.
	1-9	Fair: the organization of contents and arrangement the generic structure is confused or disconnected.

		Poor: no organization of the contents and arrangement the generic structure is does not communicate
Vocabulary	18-20 14-17 10-13 7-9	Excellent: Effective word and usage, master words forming Good: occasional of word and usage but meaning not obscured Fair: frequent errors and usage Poor: essentially translation, knowledge of English vocabulary.
Grammar	22-25 18-21 11-17 5-10	Excellent: effective complex construction, the employing of grammatical form and the use of past tense Good: effective but simple construction the employing of grammatical form and the use of past tense Fair: major problem is simple but complex construction of grammatical forms and the use of past tense Poor: virtually no mastery of sentence construction rules of grammatical forms and the use of past tense.
Mechanic	5 4 3	Excellent: demonstrated mastery the use of capitals, paragraphing, and punctuation Good: occasional errors of the use of capital, paragraphing, and punctuational Fair: frequent errors of the use of capitals,

	2	paragraphing, and punctuational Poor: no mastery the use of capitals, paragraphing, and punctions.
--	---	--

Palopo, 2022

Researcher,

Alma Dwiyanti  
18 0202 0163



## Appendix 2 The list of students

No	Students
1	ASRIL YUSRI
2	CHELSEA
3	DENI FEBRI IRMAWAN
4	IRHAMI
5	KEYLA KHOIRUNNISA
6	MOHAMMAD SYUKUR
7	MUH. JIBRAN
8	NABIL SAPUTRA
9	NATASYA AULIA PUTRI
10	RASIKA
11	SAHARA DWI HUSMA
12	SALSABILA ASRI
13	SUCI MARISKA
14	SULISTIO
15	VERI

## Appendix 3 The list of group members

**Group 1**

1. Asril Yusri
2. Sulistio
3. Suci Mariska
4. Salsabila Asri
5. Rasika

**Group 2**

1. Natasya Aulia Putri
2. Keyla Khoirunnisa
3. Sahara Dwi Husma
4. Veri
5. Muh. Syukur

**Group 3**

1. Chelsea
2. Irhami
3. Muh. Jibrán
4. Denis
5. Nabil Saputra



Name : Haloga Aulia Putri

Class : IX A

### PRE-TEST

Theme : Animal

Kind of text : Descriptive text

Times : 30 Minutes



40  
U D A  
10  
10  
6  
6  
11-9

1. Write the descriptive text about describing animal (Rabbit)!

I rabbit to own rabbit I colored white hair  
white and nature looks beautiful and have fur color colored  
white dark red and she like play in page

Name : Satriana M

Class : 10

### PRE-TEST

Theme : Animal

Kind of text : Descriptive text

Times : 30 Minutes



C : 8  
D : 10  
V : 10  
S : 5  
M : 2

25

1. Write the descriptive text about describing animal (Rabbit):

I to own a rabbit is beautiful and I love my rabbit a like  
jump and I like eat carrot. My rabbit have color hair white  
my rabbit has long ears and have red eye. my rabbit have which along  
my rabbit a site to play and etc.

Name : CHENBIDA

Class : IV - B

### PRE-TEST

Theme : Animal

Kind of text : Descriptive text

Times : 30 Minutes



20

G : 7  
O : 60  
V : 8  
G : 10  
M : 7

1. Write the descriptive text about describing animal (Rabbit)!

MY rabbit is own cat which beautiful and lovely. Rabbit have  
eye colour and mouth which beautiful. he happy in sunset. Rabbit that's  
beautiful colour very clear. I love with happy.

Name : Kayla Khairunnisa

Class : IX.4

PRE-TEST

Theme : Animal

Kind of text : Descriptive text

Time : 30 Minutes

45



C : 10  
O : 15  
V : 9  
G : 9  
M : 2

1. Write the descriptive text about describing animal (Rabbit):

I have rabbit which color white and eye color red. I very love in rabbit. my rabbit like a jump. I often give ent carrot. I often clean the cage, so that the cage is not dirty.

Name : Keyla Khavvinnisa

Class : IX-A

### POST-TEST

1. Write the descriptive text about describing animal (Cat)

75

15/10/2023



I have cat color fur I cat grey and white. I cat hairy dense. The cat is cute. I very food him. He very play. she like eat a fish have eye beautiful. I cat very steal a fish in kitchen.

I cat vary play with I. He like plays in spacious yard. Thank you and she like run I cat have tail long. He often together friends.

Nama : Chelisa

Class : IX-A

POST-TEST

70

1. Write the descriptive text about describing animal (Cat)



MAR 2018  
COS 6 B

I have two cats who funny. they moderate play with happy. cat the juo have ~~bamoo~~ ~~who~~ fur who thick and soft. in help better than than they juo have. hair, eye, ear, nose who pretty. cat juo it like lain from and body fat, and healthy they together very funny when you eat the food.

Name : Salsabila Asri

Class : IX A

POST-TEST

76

1. Write the descriptive text about describing animal (Cat)

C : 13  
O : 18  
V : 20  
M : 5



I have the cat cute and funny. I have cat colored orange. I have cat like play rock. I have it four feet. My cat food that fish. My cat like like fur. My cat have ear long. And my cat have a the body fat and have the eye beautiful. My cat like together friends. My cat have mustache the thin. My cat like go there. and my cat like sleep. My cat that friends the best. and my cat like snack.



Name of Group II : - Mahayn ulia Putri - Vari  
- Keyia Khairunnisa  
- Sahara duri herna - Muk: Syukur  
Class : IX-4

Instruction :

1. Make a short descriptive text about person (triad) based on the poster
2. You have to write at least 15 sentence
3. If you need, you can open your dictionary.



We have 5 friends, 2 boy and 3 girl. name is Vari. He  
friend Vari have character rickety, humorous, Fussy, many  
behavior, ignorant. He also have skin sweet black.

He friend Syukur have character humorous, as a girl she  
is very clam, and as a boy he is rickety, he also have skin  
to sweet black.

She friend Sahara have character clam, and have  
she is rickety, she also have skin sweet black.

she friend notarya have character moodyan, calm, ignorant.  
she also have skin sweet white.

she friend Keyia have character had mood, calm,  
ignorant, and unfriendly, she also have skin olive.

Name of Group : Acri Yusri  
Sukisio  
Suci Manika  
Salsana Acri

Class : IX - A

Instruction :

1. Make a short descriptive text about person (Friend) based on the poster
2. You have to write at least 15 sentence
3. If you need, you can open your dictionary.



I have four friends, two girls and two boys. My friends the have skin white is Suci and Suci. White Salsana and Acri have slightly dark skin. Acri have a good attitude. He friendly, kind, funny, and intelligent. Acri like disturb friends for study in the class. And Suci have attitude sometimes absurd and sometimes kind. Suci likes sleep in the class while we study. Salsana and Suci like study in the class and reading in the class together. They there friend the kind and always together.



## DOCUMENTATION













KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KEMENTERIAN AGAMA KABUPATEN LUWU  
MADRASAH TSANAWIYAH NEGERI 3 LUWU

Alamat : Jl. Veteran No.2 Buntu Batu Kecamatan Kabiluwu  
Kabupaten Luwu Sulawesi Selatan

SURAT KETERANGAN

Nomor : B-283-MTs/21.09.07-PP.00.05/LX/2022

Yang Bertanda tanda dibawah ini :

Nama : Dra. Rahima  
NIP : 197001171998052001  
Pangkat/Gol : Pembina IV/a  
Jabatan : Kepala Madrasah  
Setoran Kerja : MTs Negeri 3 Luwu

Menerangkan dengan sesungguhnya bahwa :

Nama : Alina Dwiyanti  
Tempat, Tgl Lahir : Buntu Batu, 17 Agustus 2000  
NIM : 18 0702 0165  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Perguruan Tinggi : Institut Agama Islam Negeri Palopo

telah melaksanakan Penelitian di MTs Negeri 3 Luwu mulai 05 Agustus 2022 s.d 05 November 2022 untuk memperoleh data guna penyusunan tugas akhir Skripsi dengan judul "THE EFFECT OF USING GROUP INVESTIGATION METHOD TO IMPROVE STUDENTS WRITING SKILL AT MTs NEGERI 3 LUWU"

Demikian Surat Keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Buntu Batu, 06 September 2022

Kepala Madrasah



Dra. Rahima

NIP. 197001171998052001

## CURRICULUM VITAE



**Alma Dwiyantri** she was born on 17<sup>th</sup> Agustus 2000 in Buntu-Batu. Her father name is Muh Yasir Daeng Sirua and mother is name Rahmawati Maslam Baswa. She has three brother's and she is four sister. She started her study on Elementary School ( SDN 438 Buntu-Batu ) in 2006 and she graduate in 2012. After that, she continued her study at ( SMPN 1 Noling ). She graduate in 2015 and continued her

Study at ( SMAN 4 Luwu ), she graduate in 2018. After that in 2018 she conyinned her study at State Institute for Islamic Studies ( IAIN Palopo ) and talking English Departemen. She finished her study in 2022. In the end of her study at the State Institute for Islamic Studies ( IAIN Palopo ), wrote a thesis entitled is “ The Effect of Using Group Investigation Method to Improve Student's Writing Skill at MTs N.3 Luwu.

