CHAPTER I

INTRODUCTION

A. Background of the Study

Language is used as a mean of communication in society. It is an important role in our life. Language is a mean of communication that enables human being to communicate, cooperate, and get along with each other. People use language to convey messages to the other.Language is a mean to communicate ideas, opinions, and feelings.

English is the language of the world and the knowledge of the language makes a person, a citizen of the world. Pandit Nehru has said "English is a big key on the modern world." It'is important as international language can be denied by none. International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language.[1]

In language learning, there are four language skills must be learned by students. it contains listening, speaking, reading, and writing skills. Those skills are related to each other.

[1] M. E. Patel, Praveen M. Jain, *English Language Teaching*(Jaipur : sunrise, 2008), 6.

Writing is a means of communication to express and transfer ideas onto a blank sheet of papers or other media.[2]Writing is the most difficult skill of others because writing has many important components to analyze such as content, use of language, organization, vocabulary, spelling, punctuation and mechanics.[3]Therefore writing skill is not easy and complicated.

Now, students tend dislike in English learning. More precisely in writing skill.Based on the researcher experiences when the researcher do the observations, Many Students still have difficulties in writing certain type of text, especially descriptive text. Students with little vocabulary mastery often make mistake in selecting the appropriate words to describe the characteristics of the subject. The students cannot think of anything significant enough to write.They spend much time at the planning stage yet they still confuse how to start their writing. Especially with male students who are seen in their learning behavior.

Male students are often found to pay less attention to teachers In English learning activities. Unlike with female students who tend to more concentrate when the learning activities occurring. Male students were found to pay less attention to the explanation given by the teacher in the

[2]Kheryadi, "Improving Students' Writing Narrative Through Writing Games for Acceleration Class", *Loquen English Studies Journal*, Vol. 2, August 2017, 2.

[3]Nada Raudhotul Muthoharoh and Anita, "Using Feedback in Teaching Writing Descriptive Text"*Loquen English Studies Journal*, 2018, 41.

class. Evidenced by the discovery of most students who chat with their peers when the learning activities occurring. In the field of language, female students are superior to male students. Denga stated that no evidence is clear as to whether differences exist between males and females in academic achievement. He however stated that girls tend to do better than boys in language arts like English language and music while the boys tend to out perform the girls in mathematics and science.[4]Acccording to Colley, females are better than males on language learning tasks connecting with remembering verbal information, faces, names, object locations, and landmarks a long a route, they have better episodic memory than males but males do better with the travel directions tasks.[5]This needs to be proven whether there are differences in achievement in the field of language between male and female students. Remember the importance of teaching English in education. Therefore, it is felt necessary to conduct research related the differences above and how the influences of the achievement in students learning.

There are many methods to teach English. The researcher chooses one of the technique in Cooperative learning methods; it is group investigation technique. According to Olsen and Kagan quoted by Richard,

[4]S. C. Namamu and O. A. Ogibe, *Gender and Academic Achievement of Secondary School Students in Social Studies in Abakailiki Urban of Eboni State* , (British Journal of Education, Vol. 4, No. 8, (August, 2016),72-83.

[5]Anna Tatarinceva. *Influence of The Geneder Factor on A Students Language Style and Achievement in Language Learning* (Transport and Telecommunication Institute), 67.

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange information between learners in groups and in which each learner is held accountable for his or her own learning and it's motivated to increase the learning of others.[6]

The researcher uses group investigation technique, because the technique can make students easier when learning writing. The students have friend who can help them to teach them when they confused about the task, because sometimes students feel afraid to ask the teacher, and the technique make students interactive in their class because they have positive interdependence and individual responsibility. They also must good interactions with their friends because they have to work in groups. They must collaborate on their skills to discuss the topics with their groups.

Based on the background above, the researcher would like to take a research of "**The Influence of Group Investigation Techniqueand Gender Toward Students Achievement in Writing Descriptive Text".** It is an Experimental research that will be conducted at the First Grade of SMKN 10 Pandeglang."

[6]Alfida Alfiani Mahmuda, *The Use of Group Investigation (GI) Method to Improve Students' Reading Ability in Descriptive Tex,* (Skripsi, State Institute For Islamic Studies (IAIN) Salatiga), 2.

B. Identification of the Problems

Based on the background above, the researcher identifies some problems which covered in it, they are :

1. The students are still confused to use vocabulary in their writing
2. The students still have difficulties in learning writing
3. There are differences in male and female students abilities in the field of language.

C. Limitation of the Problem

1. Students achievement in learning writing at the first grade of SMKN 10 Pandeglang.
2. The researcher uses descriptive text as material.
3. The Application of using Group Investigation Technique of students writing.

D. Statement of the Problem

Based on the background above, the researcher will formulate theproblem:

1. How is the influence of group investigation technique toward students achievement in writing descriptive text?
2. How is the influence of gender toward students achievement in writing descriptive text?
3. How is the influence of group investigation technique and gender toward students achievement in writing descriptive text?

E. The Aim of the Research

Based on the formulation of the Problem, the aim of the research are :

1. To know the influence of group investigation technique toward students achievement in writing descriptive text?
2. To know the influence of gendertoward students achievement in writing descriptive text?
3. To know the influence of group investigation technique and gender toward students achievement in writing descriptive text?

F. Significance of the Study

The result of this study is expected to be useful for:

1. The Teachers

   The teacher, especially the English teacher will get information and description about the influence of group investigation technique and gender toward students' achievement in writing descriptive text.

2. The Students
   a. To improve students writing skill
   b. To increase the students motivation in learning English
   c. To make students more understand about descriptive text
3. The Writer

a. To know the influence of Group investigation technique toward students in writing descriptive text

b. To know the Influence of gender toward students in writing descriptive text.

G. The Previous of Study

The researcher found some previous studies related with the influences of group investigation technique toward students' achievement in writing descriptive text. Those previous studies have different area from skill or method. Those previous studies are :

1. Gender in Students Achievement in English Essay Writing Using Collaborative Instructional Strategy[7]

This study investigated the effects of gender using collaborative instructional strategy on students' achievement in English essay writing. The design is a quasi experimental study of pretest post test non equivalent control group design. The sample of the study was 191 SS 2 students in four co-educational secondary schools in Abakaliki urban schools with population of 1,797 students. The instrument used was EEAT achievement test. Two groups of students were taught using collaborative instructional strategy for experimental group and the conventional method was used for

[7]Okonkwo Adaobi Fidelia, *Gender in Students Achievement in English Essay Writing Using Collaborative Intructional Strategy*. (International journal of English Language Education, vol. 3, (August, 2014), 1.

control group. Mean and standard deviation were used to analyse the research question while ANCOVA analysis of covariance was used to test the hypothesis at an alpha of 0.05 level of significant. Results obtained indicated that males performed better than females in the experimental group but females performed better than males in the control group. Test of significance showed no significance. Hence, the hypothesis was accepted. The educational implications were that sex is not a barrier to attainment of a students' desire in education. Instructional strategy that is gender sensitive but yields effective result for both sexes should be used with caution so that it will benefit both sexes.

2. Nopriyani. The Influence of Using Group Investigation (GI) Method Towards Students' Procedure Text Writing Ability (At The First Semester ofthe Tenth Grade Of SMAN 1 Bulok Tanggamus In 2016/2017Academic Year) Writing is one of English skills that must be mastered by the students. Based on preliminary research in the SMAN1 Bulok Tanggamus, most of the students, 77 students (62.60%), got lower than 70. Criteria of minimum mastery (KKM) in SMAN1 Bulok Tanggamus is 70. The objective of this research is to find out whether the significant influence of using Group Investigation (GI) method towards students'procedure text writing ability at the first semester of the tenth grade of SMAN 1 Bulok Tanggamus in 2016/2017 academic year.In this research the writer used quasi experimental design. The

population of this research was the students of SMAN1 Bulok Tanggamus at the tenth grade. The writer chose the sample randomly by using cluster random sampling technique. The writer used Group Investigation (GI) method in experimental class as a treatment and lecture method in control class. In collecting the data, the writer used instrument in written form. The instrument was used for pre-test and post-test. Before analyzing the data, the writer did test for normality and homogeneity to know whether the data had normal distribution and the variance of the data was homogenous or not. The result was the data had normal distribution and the variance of the data was homogenous. Therefore, to analyze the data, the writer used independent sample t-test.

3. Gender Differences in Reading and Writing Achievement : Avidence From the National Assessmenet of Educational Progress (NAEP)[8]

   Gender differences in reading and witing achievement were found across all levels of the ability spectum. Girls outperformed boys in mean reading and writing achievement, and contrary to our hypothesis these gender differences do not appear to be declining over the time period analyzed. Furthemore, there were pronounced differences in gender rations for poor readers/writers, with boys greathly

[8]DavidReilly, David L. Neumann and Glenda Andrews, *Gender Differences in reading and Writing Achievement : Avidence from the National Assessment of Educational Progress (NAEP)*, American Psycological Association, 0003-066X/18/$12.00, (September, 2018), 12.

overrepresented. This pattern was reversed for those students attaining an advanced proviciency standard, with significantly more girls than boys. Our study also examined gender differences in younger students than those reported by Hedges and Nowell, finding a developmental effect toward larges gaps as students progress through their schooling. These finding hold educational implications for students academic success during primary and high school, as well as academic readiness to embark on further college studies. A challenge for researcher is to identify the precise nature of gender differences in reading and writing so that educators can designe targeted interventions to improve children's reading and writing skills.

From the thesis above, there are similarities and differences in themes, they are:

Table 1.1.

The similarities and differences in the previous of study

No	The name of the researcher and the title of the form (theses or thesis or journal, etc), publishers and years of research	Similarities	Difference
1.	Okonkwo Adaobi Fidelia, Gender in Students Achievement in English Essay Writing Using Collaborative	1. In the variable Y that is achievement in	1. The research done by 2014 2. Variable X using

	Intructional Strategy. (International journal of English Language Education, vol. 3, (August, 2014)	writing 2. Explain about gender	collaborative instructional strategy 3. Place of the research 4. The total number population and sample
2.	Nopriyani. The Influence of Using Group Investigation (GI) Method Towards Students' Procedure Text Writing Ability (At The First Semester ofthe Tenth Grade Of SMAN 1 Bulok Tanggamus In 2016/2017Academic Year)	1. Using quantitative approach 2. In the variabe X using group investigation technique 3. In the variable Y that is writing ability	1. The research done by 2016/2017 2. Using procedure text 3. Place of the research 4. The total number population and sample
3.	DavidReilly, David L. Neumann and Glenda Andrews, Gender Differences in reading and Writing Achievement	1. Explain about gender 2. Variable Y	1. The research done by 2017 2. variable X that

	: Avidence from the National Assessment of Educational Progress (NAEP), American Psycological Association, 0003-066X/18/$12.00, (September, 2018)	about achievement	is gender difference 3. Place of the research 4. The total number population and sample

4. The Oranization of Writing

In this study, the researcher organizes this paper as follows:

Chapter I is introduction which consist of the Background of the Study, Identification of the Problem, Limitation of the Problem, Statement of the Problem, The Aim of the Research, Significance of the Study, The Previous of Study and organization of writing.

Chapter II is literature review which consist writing (definition of writing, writing process, and types of writing performance), group investigation technique (definition of group investigation technique, steps of group investigation technique and the advantages and disadvantages of group investigation), gender (definition of gender, influence gender in learning achievement), achievement (definition of student achievement, factor that affect learning achievement, and the function of learning

achievement) descriptive text (definition of descriptive text, generic structure of descriptive text, the purpose of descriptive text, the language feature, and the example of descriptive text).

Chapter III is method of the research which consist are method of the research, place of the research, population and sample, analytical framework, variable of the research, indicator of group investigation technique, indicator of gender, research instrument, the technique of data collecting, and the technique of analyzing the data.

Chapter IV is result of the research which consist are description of the data, analyzing of he data (normaity test, homogenity test, hypothesis test) and interpretation data.

Chapter V is closing which consist are conclusions and suggestion.