

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Today English became a global language for many countries. English was used in every situation such as in a politic, trade, and professional field. In Indonesia, English was studied for six years in elementary school, three years in junior high school, three years in senior high school, and for some years in university.

Learning English have to mastery in four skills, namely : listening, speaking, reading, and writing. Here, the writer focuses on writing, because writing is the important language skill to be develop, especially in classroom. Writing is the ability to express all the thoughts of a writer. Writing skills must be possessed by students because they have many benefits, including students being able to have good interaction skills, improve language skills well, as a medium to entertain themselves, strengthen memory, and as a good learning medium. From oxford dictionary writing is an activity to produce a piece of writing that aims to provide information to readers so that readers can read the wriitng and perform use it. For the statement we know that writing is important for social relation because from the social relation we sharing ideas, we know something, and more.

The importance of writing make the writer aware that still students in Indonesia no mastery in writing. There are many reasons that make them find it difficult to write. Byrne said there are three categoriez for writing, they are linguistic, cognitive, and content problems<sup>1</sup>. According to him, linguistic relate to structure and grammar so we have to mastery them

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<sup>1</sup> Byrne. 1988. *Teaching Writing Skill*. London : Longman Group Limited. P. 4-5

one by one so that the sentences we write can be accepted by readers. The second problem is cognitive. Cognitive related to mastery us on the forms of language, structure, and grammar. Harmer termed it the organization of writing is more difficult than organization of speaking<sup>2</sup>. The third problem is ideas. This relates to anything that can be put in writing. Many people lose their ideas in the middle when they write.

Students' writing ability is not good due to several factors including lack of knowledge of vocabularies, structure, and grammar. So students give up before they write. So that students' writing skill improving the teachers must have many ideas. One of them is using group investigation. Study in group is more fun and interesting. Cooperative style learning like group investigation developed by Sholo Sharan and Yaen Sharan at Tel Aviv University of Israel<sup>3</sup>.

Exposition text serves as a fundamental genre within written discourse, dedicated to exploring and discussing issues or problems in depth. It encompasses two primary types: analytical and hortatory texts, each with distinct purposes and approaches. Analytical exposition, specifically, delves deeply into presenting the author's nuanced thoughts and opinions regarding a specific issue. This type of text is categorized within argumentative discourse due to its inherent aim of advocating a particular viewpoint or perspective on a contentious topic. The social function of analytical exposition is twofold: firstly, it aims to persuade and convince readers or listeners of the relevance and importance of the discussed issue. Secondly, it seeks to provide a comprehensive analysis

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<sup>2</sup> Harmer. 2001. *How to Teach writing. England* : Pearson Education. P. 31

<sup>3</sup> Rusman. 2012. *Model-Model Pembelajaran*. Depok : PT. RajaGrafindo Persada. P.

and justification of the author's stance through logical reasoning and coherent argumentation.

Anderson, as cited in Fitriana (2022, p. 33), defines analytical exposition as a written discourse that systematically discusses and presents a single perspective on a chosen issue.<sup>4</sup> This definition underscores the structured and purposeful nature of analytical exposition, highlighting its role in shaping and influencing reader perspectives through clear, well-supported arguments. Moreover, analytical exposition is highly recommended for inclusion in the curriculum of Senior High Schools, as it not only enhances students' critical thinking skills but also sharpens their ability to construct coherent and persuasive arguments. Analytical exposition which is a type of text containing the author's detailed thoughts about an actual issue around.<sup>5</sup>

Group investigation is an instructional strategy that lets students actively participate in choosing their own learning objectives and procedures while also facilitating active, cooperative small-group work in the classroom. Students actively participate in organizing what and how they will study during group investigations. They organize into cooperative groups based on a shared interest in a subject. Every group member contributes to the planning of their topic's research. After that, they split up the work, with each group member contributing their own portion of the investigation. The group presents these results to the class after synthesizing and summarizing its work.

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<sup>4</sup> Fitriana, D. 2022. *The Effectiveness of Using Dyadic Essay Technique towards Students' Writing Ability in Analytical*. IOSR Journal of Research & Method in Education (IOSR-JRME), 12(2), 33. doi:DOI: 10.9790/7388-1202053236

<sup>5</sup> Tim Pengembang Modul Pembelajaran PKB Guru Madrasah Aliyah. *Modul Pembelajaran Bahasa Inggris : ANALYTICAL EXPOSITION TEXT*. 2020.. Jakarta : Kementerian Agama Republic Indonesia. Direktorat Jendral Pendidikan Islam. Direktorat guru dan Tenaga kependidikan Madrasah

The reason the author is interested in group investigation is that it is ideal for today's teenagers who enjoy

In this research, the writer will research of students at MAN 2 Cilegon. The writer researched that most of the 11th grade students in this school have problems in writing ability. Many students feel they are not confident in writing. They feel their vocabulary is too small, lack of practice time for writing, grammar problems, and low student interest and motivation to write are various problems that MAN 2 Cilegon students have in developing writing skills.

The above problem is thought to be solved by employing the group investigation method. By using this approach, teachers should be able to manage the teaching and learning process efficiently, particularly when it comes to teaching writing. Students in MAN 2 Cilegon can improve their writing abilities. Additionally, the group investigation activity is engaging enough to make the students feel at ease in the classroom and motivated to learn how to write.

Based on the explanation above, the writer interested to conduct this research entitle **“Improving Students’ Ability in Writing Skill on Analytical Exposition by Using of Group Investigation”**. This study will be focuses on how the students writing on analytical exposition by using group investigation. Based on Curriculum 2013, analytical text is one of the texts which are taught in Senior High School.

## **B. Statement of the Problem**

Based on the problem in the background above, the writer formultes the problem of this reaserch as follow :

1. How is the implementation of group investigation to improve students' writing ability of analytical exposition ?

2. To what extent is the improvement of students writing ability of analytical exposition text after using group investigation ?

### **C. Objectives of the Research**

Based on the limitation of the problem and the statement of the study above, the objectives in this research as follow :

1. To describe the implementation of group investigation to improve students writing ability on analytical exposition.
2. To identify students ability to write analytical exposition text after using group investigation.

### **D. Significance of the Research**

The result of this study is expected useful for English Learning. It is hoped that the result of the research will provide benefits for the teachers, students, other researchers and the writer itself.

1. For the Teachers

Teachers can using this method to use a cooperative style learning for English. the class atmosphere will be funny, so students feel comfort. Teachers do not need to explain too deeply about the study material but the learning objectives can be conveyed well.

2. For the Students

By using group investigation in learning style it is hoped that students will pay more to writing. It can improved their writing skill on an analytical exposition. Students can express all their thoughts regarding something in writing. This cooperative learning style helps students share fresh ideas with each other so that their writing skills improve.

### 3. For other Writers

This study can be used as a comparison or guide for the other researchers who want to reviewing the similiar topic of writing skill on analytical exposition.

### 4. For the Writer

This research will be one of the great experiences in her life while studying at the Department of English Language Education and will be useful as a potential source.

## **E. Organizations of Writing**

This paper consists of 5 Chapters, they are Introduction, Theoretical Framework, Methodology of Research, Result and Discussion, and Conclusion and Suggestion. In Chapter I (Introduction) contains the background of study, statement of problem, objective of study, previous study, and the organizing of writing. In Chapter II (Theoretical Framework) consists of theories of experts related to this research, such as theory on writing, group investigation, and analytical exposition text. Chapter III (Methodology of Research), contains the research method used such as the place and time of research, participations, and data collection techniques. Chapter IV (Result and Discussion) contains explanation of the results of the data obtained by the researcher and its analysis based on the research methods explained in the previous chapter. Chapter V (Conclusion and Suggestion) contains closing chapter a brief description or details which are the consequences of the discussion in the previous chapters.

## **F. Previous Study**

There are some previous study related to the topic improving students writing skill on analytical exposition, they are:

1. The first is "The Use Of Group Investigation To Improve Students Ability In Writing Skill On Analytical Exposition Text" Rina Mayasaris thesis in Walisongo state institute for islamic studies.<sup>6</sup>

This study covers a number of writing skills related to analytical exposition. The purpose of this study is to outline how learner group investigations are used to enhance students' writing organization of analytical exposition. Text. The authors of this study used CAR, and the subjects were 11th graders enrolled in the 2010–2011 academic year at MA Manahijul Huda Ngegel Dukuh Seti Pati. Tests and observations were the instruments used in this investigation. Pre-cycle, cycle 1, and cycle 2 were used by the author. The pre-cycle result fell short of the KKM (Kriteria Ketuntasan Minimal) criterion, which was 70. the average achievement in Pre-cycle was 59,71. In cycle 1, students can improving their average achievement, it was 67,71. And score for the cycle 2 was 75. Whic is quite good. In conclusion that by using group investigation method for improving writing skill could be advanced.

2. The second is "Improving Students Ability In Writing Skill On Analytical Exposition Text Through Group Investigation At The Eight Grade Of Mts Negeri Balang-Balang" Misra Astuti thesis.<sup>7</sup> The objectives of this study is to describe how the implementation of group investigation method improve students's skill writing analytical Exposition. The subjects are eight students

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<sup>6</sup> Mayasari, R. 2012. *The Use Of Group Investigation To Improve Students Ability In Writing Skill On Analytical Exposition Text* Pati : Library IAIN Walisongo.

<sup>7</sup> Astuti, Misra. 2017. *Improving Students Ability In Writing Skill On Analytical Exposition Text Through Group Investigation At The Eight Grade Of Mts Negeri Balang-Balang*. Makassar : Alauddin State Islamic University of Makassar.

at MTs negeri Balang-Balang in academic year of 2015/2016. This study used quantitative data with observation and test (pretest and post test).

The observational results from the first cycle show that the teaching and learning process was sufficient, as evidenced by the low pre-test average for the students. Even though some of them made noise with their friends during the teacher's explanation, the students did not cooperate in their group, participate in delivering the material, show interest in the presentation, make noise during learning activities, ask questions, or provide answers. The second cycle suggests that the majority of students enthusiastically enrolled in the course. It was better than the result of cycle 1. The results of the study show a significant improvement in the students' ability to write analytical exposition texts.

3. Third is "The Effect Of Group Investigation And Learning Style On Students' Writing Of Analytical Exposition" Bambang Untoro. This study was a quasi experimental study employing a pre test and post test. This study has an independent variable with two dimensions : Group Investigation and Conventional learning model. The population was the second grade of SMA Al Azhar BSD in academic of year 2015/2016. The instrument used by questionnaire and the writing test. According to The significance value for the Group Investigation model in the first data analysis result was 0.000. The second data analysis result showed that the learning style had a 0.000 significance value. It suggests that there were notable differences between the analytical expositions written by visual and auditory learners.

According to the third analysis, the learning style and group investigation model had a significance value of 0.019. It means that there was a significant difference between visual students taught by Group Investigation model and those taught conventionally on their writing of analytical exposition

4. Fourth is “Improving Students’ Writing Ability Of Analytical Exposition Text Through Project Based Learning (A Classroom Action Research at Tenth Grade Students of SMK Al Wahyu in Academic Year 2023/2024).” by Tita Alfiah. 2024. This classroom action research investigates the effectiveness of using Project-Based Learning (PjBL) to improve the writing abilities of tenth-grade students in analytical exposition texts at SMK Al-Wahyu. The study aims to address challenges faced by students in writing, such as low motivation, limited writing skills, lack of vocabulary, and difficulties in structuring texts and developing arguments. The study observed significant improvements in students' scores. The average scores increased from the pretest to posttest in cycles I and II. Initially, only 2 students (7%) met the Minimum Competency Criteria (KKM) standard with an average score of 54.79. However, in posttest I, the average score increased to 68.76 with 40% of students passing the KKM. Another cycle was conducted to ensure that 80% of students met the KKM standard. In cycle II, students' performance continued to improve with the average posttest II score reaching 81.25, and 80% of students successfully meeting the KKM.

Based on the four earlier studies mentioned above, novelty in that it uses media posters, short films, and social phenomena that are occurring in society as subjects of analytical exposition texts as a learning medium for investigative groups as a cooperative learning

style in the classroom. The researcher will give students the chance to voice their opinions in investigative groups and concentrate more on their fresh concepts in relation to analytical exposition.