

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing skills are familiar with the thoughts, views, and emotion of the other as expressed in written language. The precision of the language, vocabulary, grammar, and spelling must correspond with the precision of the concepts, Shaleh Abbas (2006:125) Writing is a skill that must be mastered by students'. According to Abbas, cited in Alif (2019) writing is a productive skill everybody can use to exchange ideas for written works and to communicate. Writing activities help student become familiar with critical thinking and easily analyze difficult problem. Writing is the best way to develop students' creativity and ideas. Suastra cited in Ningrum (2022) mentions that writing abilities support the student's grammatical structure, increase the student's vocabulary, form the scientific structure of human life both verbally and in writing, and support other language skills such as listening, speaking and writing. English writing abilities play an important role in helping EFL learners acquire many English language learning skills, such as analysis, discussion, and critical thinking skills. To practice students' writing abilities, students' need proper English writing skills. Each students has different learning abilities

In fact based on the researcher's observation started on 6 August 2023 at the second grade of SMP N 30 Padang, there were many problems related to

learning English in writing abilities. Many students cannot write English well, there are many factors influence this. First, the problem related to the teaching and learning process. Teaching and learning process deals with classroom activities, interaction, language practice and the others. In English subject, students' have limited vocabulary and expression. This limitation can lead to repetitive language use and lack of depth in their writing.

Second factors were related the student writing abilities. They lack proficiency with grammar and punctuation. These two areas may greatly affect how clearly and rationally students' can write; if they don't grasp these principles, they may find it difficult to communicate their ideas. It is because they believe learning English to be an extremely difficult task. Students' had difficult time learning and comprehending the material. Students' also believe that writing is a tough topic to master and that writing is uninteresting, which is why they lacked drive to write.

Third factors in writing abilities are created in the class, they have ineffective use of evidence and support, including evidence and support from credible sources is essential for persuasive and informative writing. However, students may struggle to integrate evidence seamlessly into their arguments or fail to provide sufficient support for their claims. Last factors, students' believe they are from Indonesia and have no desire to write in English in their books. Students feel bored, for example giving a text to students and then write text on

book. Thus, the researcher motivate to use group investigation for improve writing abilities students.

Based on Curriculum Merdeka for Junior High School, English learning is currently focused on strengthening English in six language achievements: speaking, reading, viewing, writing and presenting. Writing skills are crucial for students because they serve as a gateway to academic achievement and future success. Proficient writing enables students to effectively communicate their thoughts, ideas, and understanding of various subjects. Fosters critical thinking by requiring students to analyze information, synthesize concepts, and construct coherent arguments. Moreover, strong writing skills are indispensable in the professional world, where clear and persuasive communication is highly valued. Whether students are crafting essays, reports, emails, or presentations, the ability to express them articulately and persuasively can open doors to opportunities and advancements.

Additionally, writing empowers students to articulate students' perspective, advocate for causes students believe in, and contribute meaningfully to societal discourse. Investigation group typically refers to a collective of individuals who come together to conduct research, explore a particular topic or address a specific problem. These groups can take various forms depending on the context, such as students', first, the problem related to the teaching and learning process, teaching and learning course deals with classroom activities, interaction and the others. Second factors were related the student writing

abilities. They have weak grammar and punctuation skills, grammar and punctuation errors can significantly impact the clarity and reason of students' writing abilities, without a strong understanding of these fundamentals, students may struggle to convey their intended meaning. Third factors in writing abilities are created in the class, they have ineffective use of evidence and support, including evidence and support from credible sources is essential for persuasive and informative writing. Last factors students thought live in Indonesia, and students felt no interest to write English in students' book, students felt bored, for example giving a text to students and then write text on book.

B. Identification of Problem

Based on the problems in the background, researcher found that several problems faced by students. First, the problem related to the teaching and learning process. Teaching and learning process deals with classroom activities, interaction, language practice and the others. In English subject, students' have limited vocabulary and expression. This limitation can lead to repetitive language use and lack of depth in their writing. Second factors were related the student writing abilities. They lack proficiency with grammar and punctuation. These two areas may greatly affect how clearly and rationally students' can write; if they don't grasp these principles, they may find it difficult to communicate their ideas. Third factors in writing abilities are created in the class, they have ineffective use of evidence and support, including evidence and support from credible sources is essential for persuasive and informative writing.

Last factors, students' believe they are from Indonesia and have no desire to write in English in their books.

C. Limitation of the Problem

Based on the many problems in writing process which have been identified above, the researcher limits the problem of this research on the using Group Investigation to improve writing abilities at the second grade of SMP N 30 Padang. The researcher assumes that using Group Investigation can help student to improve writing abilities and more excited to learn English especially in writing.

D. Research Question

Based on the problems above, the researcher will give formulate the problem of the research as follow:

1. How does Group Investigation improve students writing abilities at the second grade of SMP N 30 Padang?
2. Does group investigation have an effect on improving students' writing abilities at the second grade of SMP N 30 Padang?

E. Purpose of the Research

1. To find out the improvement on students writing abilities after using Group Investigation at the second grade of SMP N 30 Padang.
2. To find out the effects of Group Investigation in improving students writing abilities at the second grade of SMP N 30 Padang.

F. Significant of the research

The research is expected to be useful in the following areas:

1. Teacher

The result of the study will be useful to teachers as they will support the teaching and learning process to improve students writing abilities.

2. Students

The research can improve the writing abilities of the student at second grade of SMP N 30 Padang. Also as a tool to help English student learn English correctly and more effectively.

3. Researcher

The finding of this study can be used as a reference to support other writers who are interested in conducting a study with the similar theme or purposed.

G. Definition of Key Terms

1. Group Investigation

Group investigation is an organizational approach that allows a class to work actively and collaboratively in small groups and enables students to take an active role in determining their own learning goals and processes.

2. Writing Ability

Writing ability in this process/cognitive-oriented approach is, therefore, defined as the ability to initiate and evolve ideas and then use

certain revising and editing practices to develop them to maturity in a given context.

3. Teaching Method

Teaching method is a systematic approach to instruction that a teacher uses to facilitate learning. It encompasses the principles, strategies, and techniques employed to help students understand and retain knowledge. Teaching methods can vary widely and are often adapted to suit the subject matter, the students' learning styles, and the educational goals. Common teaching methods include lectures, discussions, hands-on activities, collaborative projects, and technology-enhanced learning, among others. Each method aims to engage students, foster critical thinking, and promote the effective transfer of knowledge and skills.