DEVELOPING WRITING SKILL OF GRADE TEN STUDENTS 
THROUGH GROUP INVESTIGATION

Ni Komang Novita Anggeriyati¹, Ferry Rita², Abdul Waris³

ABSTRACT
The objective of this research is to prove that the use of group investigation can develop students’ skill in writing descriptive text of the tenth grade at SMA Negeri 1 Poso Pesisir Utara. This research applied a quasi-experimental design. The research sample is 31 students of XA, and 30 students of XB. XA is the experimental group, while XB is the control group. The experimental group was given treatment by applying group investigation in teaching writing descriptive text, while the control group was taught with general way as the teacher uses. The technique of data collection is test. In analyzing the data, the researcher used 0.05 level of significance and 59 degree of freedom (df). The t-counted was 7.83 and t-table was 1.658. The t-counted was greater than t-table, it means that the hypothesis is accepted. In other words the use of group investigation is effective in developing students’ writing skill of the tenth grade at SMA Negeri 1 Poso Pesisir Utara, especially in writing descriptive text.

Key words: Group Investigation, Writing Skill, Descriptive Text


Kata Kunci: Kelompok Investigasi, Menulis, Keterampilan, Teks Deskriptif

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INTRODUCTION

Writing is a skill of representing language in a visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals. Here, the researcher focuses on writing, because it is the important language skill to be developed. Writing has an important role in human life, because writing activities make life easier, so people can get newest information from media, such as newspaper, magazines, and so on. Writing is very important for people, because through writing people can convey or write their ideas, imagination, experiences into a paragraph and it can be explored to become histories. Through writing people can improves communication skills. It is underlined by Harmer (2004) who states that writing is one of the four skills that should be mastered by students and has always formed part of the syllabus in the teaching of English. So, writing is an important skill for students and they should master it.

There are several genres of text in writing which has main purpose. According to curriculum 2013, the students of SMA/MA/SMK are required to be able to write different genres of text such as descriptive, procedure, narrative, recount, report, and spoof. Descriptive text is a kind of paragraph that describes or gives illustrations to a person, a place, an animal, or a thing in detail.

In the preliminary observation, the researcher found that the students of the tenth grade of SMA Negeri 1 Poso Pesisir Utara had some problems in writing. The teacher said that, first the students still had some difficulties in writing activity, not understanding the written text and lazy to write. Students were lazy to write because they did not have any ideas. It was hard for them to get ideas, therefore they could not write well as they didn’t know the meaning of English word and sentences. They also have problem in using appropriate words. Second, the students did not know how to use correct grammar in sentences. Many students could not make a good writing because the did not know correct grammatical sentences. They did not master the construction of grammatical sentences. As consequence, they produce text with grammar errors and meaningless sentences. Third, it is related to the technique used by the teacher in teaching and learning process. The students sometimes think that writing is a boring activity and it is not interesting for them. So, the teacher must use a technique that makes the students interested in writing.

Based on the problems above, the researcher used group investigation. Group investigation is one of effective ways to improve students’ writing skill. It allows a class to work actively and cooperatively in small groups and enables students to take an active role
in determining their own learning goals and processes. Group investigation is expected to help students think critically by elaborating their ideas, opinions, and arguments to solve certain issues or problems. These activities are very essential in developing students’ writing skill.

To sum up, writing is one of the language skills that is given the most emphasis in the teaching of English from junior to the senior high school and even in university level especially for those as the students of English study program. Unfortunately, the students’ writing skill is still low, and one of the reason is the students are lacked of ideas, so they cannot write well. Therefore, to improve the students’ skill in writing, we can use the group investigation. Writing through group investigation can help both the teachers and students in learning process.

Based on the description of the study above, the researcher formulates the problem in a question form: can the use of Group Investigation develop the students’ skill in writing descriptive text of the tenth grade at SMA Negeri 1 Poso Pesisir Utara?. The objective of this research is to prove that the use of Group Investigation is effective in developing students’ skill in writing descriptive text of the tenth grade at SMA Negeri 1 Poso Pesisir Utara. This study is focused on two elements of writing: vocabulary and grammar that are used in writing descriptive text, especially in describing a person and a place.

**METHOD**

In this research, the researcher used a quasi-experimental research, where the sample of the research spread into two groups. They were the experimental and control group. Both groups got the pre-test and post-test. However, the experimental group was given the treatment by applying the group investigation in teaching writing descriptive text, while the control group is taught with the general way as the teacher uses. The design of this research proposed by Ary, Jacob, Sorensen, and Razavienth, (2010:316) are stated in the following:

<table>
<thead>
<tr>
<th>Group</th>
<th>Pretest</th>
<th>Independent Variable</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>$Y_1$</td>
<td>X</td>
<td>$Y_2$</td>
</tr>
<tr>
<td>C</td>
<td>$Y_1$</td>
<td>-</td>
<td>$Y_2$</td>
</tr>
</tbody>
</table>

Where:
- $E$ = Experimental Group
- $C$ = Control Group
- $Y_1$ = Pretest
- $X$ = Treatment
- - = No treatment
- $Y_2$ = Posttest
The population of the research is the tenth grade students of SMA Negeri I Poso Pesisir Utara. The population was 159 spread into five classes. The distribution is in the following table:

Table 1: Distribution of Population

<table>
<thead>
<tr>
<th>No</th>
<th>Classes</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>X A</td>
<td>31 students</td>
</tr>
<tr>
<td>2.</td>
<td>X B</td>
<td>30 students</td>
</tr>
<tr>
<td>3.</td>
<td>X C</td>
<td>33 students</td>
</tr>
<tr>
<td>4.</td>
<td>X D</td>
<td>33 students</td>
</tr>
<tr>
<td>5.</td>
<td>X E</td>
<td>32 students</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>159 Students</td>
</tr>
</tbody>
</table>

(Source: SMA Negeri I Poso pesisir Utara)

The researcher decided to use purposive sampling and spread the students into two groups, control and experimental group. The students in XA were the experimental group, while students in XB were the control group. The researcher chose both classes with the reasons: the first reason was those classes had some problems in learning English especially in writing; the second reason was that both of the classes had lower writing skill than the other classes; the third reason was that the English teacher who teaches those classes suggested to the researcher to choose them as the sample of this research because both of the classes had the same ability to learn English and needed more attention especially in writing skill.

There are two variables in this research; there are the dependent and independent variable. The dependent and independent variables are manipulate in this research. The dependent variable is the skill of the tenth grade students at SMA Negeri I Poso Pesisir Utara in writing, while independent variable is the use of group investigation. The researcher used test as a research instrument. There were two kinds of test, they were pretest and posttest. The pretest was conducted before the treatment and the posttest was given after treatment. The researcher got the data after conducting the test.

The researcher used test as data collection technique. Test was used to measure the knowledge of students. The researcher used test to get the objective scores. There are two kind of test that is used in this research, there are pretest and posttest. Pretest was conducted before treatment. It was used to measure the prior knowledge of the students. The researcher used essay test, the distributions are following:
Table 2: Distribution of the Test

<table>
<thead>
<tr>
<th>No.</th>
<th>Test</th>
<th>Number of Items</th>
<th>Maximum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paragraph writing</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

Paragraph writing test consisted of 1 item. The maximum score is 8 for paragraph writing test. The scoring rubric of paragraph writing test is present below:

Table 3: Scoring Rubric of Paragraph Writing Test

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspect</th>
<th>Score</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Grammar</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Very few grammatical or agreement inaccuracies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Few grammatical or agreement inaccuracies but not affect the meaning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Numerous grammatical or agreement inaccuracies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>Frequent grammatical or agreement inaccuracies.</td>
</tr>
<tr>
<td>2.</td>
<td>Vocabulary</td>
<td>4</td>
<td>Effective choice of words and word forms.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Few misuse of vocabularies, word forms but not change the meaning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Limited range confusing words and word form.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>Very poor knowledge of words, word forms, and not understandable.</td>
</tr>
</tbody>
</table>

(Adapted from Brown: 2007)
The researcher conducted the pretest for the control and experimental group. She compared the result between them. After conducting pretest, the researcher conducted treatment for experimental group. After treatment, the researcher administered posttest. The kind and difficulty level of the posttest is the same as those of the pretest. The posttest was used to show the improvement after the treatment. It is to measure whether or not the use of group investigation is effective in developing the skill of the tenth grade students at SMA Negeri 1 Poso Pesisir Utara in writing descriptive text.

Furthermore, to determine the individual score the researcher applied the formula proposed by Arikunto (2006:240). The scoring system goes from 1 up to 4. The researcher used statistic to analyze the data. It was used to analyze the result of the test instrument (pretest and post-test). The researcher used the formula proposed by Arikunto (2006) in calculating the individual score of the students, the mean score of pretest and posttest of the experimental and control group, the sum of square deviation of both experimental group and control group, and the t-counted value. First, the researcher calculated the individual score of each student. Second, after getting the students’ individual score, the researcher counted the mean score of both experimental group and control group. Third, the researcher counted the sum of square deviation of the groups. Afterward, the researcher calculated the value of t-counted to see the significant difference between the mean achievements of two groups.

If the t-counted is higher than t-table, it means the hypothesis is accepted or the use of group investigation is effective in developing students writing skill, especially descriptive text. Otherwise, if the t-counted is lower than the t-table, it means the hypothesis is rejected.

**FINDINGS**

In presenting the data, the researcher analyzed the data taken from pre-test and post-test. The researcher had given pre-test and post-test to both experimental group and control groups. Pre-test was conducted in order to know the student’s prior writing skill before they got the treatment. After the pre-test, the researcher conducted the treatment by using group investigation in six meetings to the experimental group, while the control group was not. After finishing six meetings, both experimental group and control group were given a post-test. The post-test was conducted in order to find out the progress of students’ writing skill after the treatment. Furthermore, the purpose of the post-test was to compare the result of the students’ achievement in writing skill between the experimental group and the control one. The result of the pre-test of experimental and control group is presented on table 4.

Table 4: Result of the Pre Test of the Experimental and Control group
<table>
<thead>
<tr>
<th>No.</th>
<th>Initials of Experimental group</th>
<th>Scores</th>
<th>Initials of control group</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AD</td>
<td>50</td>
<td>AA</td>
<td>37.5</td>
</tr>
<tr>
<td>2</td>
<td>AMA</td>
<td>50</td>
<td>APA</td>
<td>87.5</td>
</tr>
<tr>
<td>3</td>
<td>AKY</td>
<td>50</td>
<td>BARS</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>BT</td>
<td>50</td>
<td>BN</td>
<td>62.5</td>
</tr>
<tr>
<td>5</td>
<td>DK</td>
<td>50</td>
<td>BRA</td>
<td>37.5</td>
</tr>
<tr>
<td>6</td>
<td>DV</td>
<td>25</td>
<td>ETI</td>
<td>62.5</td>
</tr>
<tr>
<td>7</td>
<td>FB</td>
<td>25</td>
<td>IDAA</td>
<td>37.5</td>
</tr>
<tr>
<td>8</td>
<td>H</td>
<td>62.5</td>
<td>IKS</td>
<td>50</td>
</tr>
<tr>
<td>9</td>
<td>HM</td>
<td>50</td>
<td>IMH</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td>IMRA</td>
<td>62.5</td>
<td>INYAP</td>
<td>50</td>
</tr>
<tr>
<td>11</td>
<td>IG</td>
<td>25</td>
<td>IWAP</td>
<td>37.5</td>
</tr>
<tr>
<td>12</td>
<td>IKAPM</td>
<td>62.5</td>
<td>IWDS</td>
<td>75</td>
</tr>
<tr>
<td>13</td>
<td>IPYP</td>
<td>62.5</td>
<td>JAN</td>
<td>62.5</td>
</tr>
<tr>
<td>14</td>
<td>IKDP</td>
<td>50</td>
<td>KRN</td>
<td>37.5</td>
</tr>
<tr>
<td>15</td>
<td>IWHCA</td>
<td>62.5</td>
<td>MIB</td>
<td>37.5</td>
</tr>
<tr>
<td>16</td>
<td>JNA</td>
<td>75</td>
<td>MWN</td>
<td>62.5</td>
</tr>
<tr>
<td>17</td>
<td>K</td>
<td>75</td>
<td>NAPT</td>
<td>62.5</td>
</tr>
<tr>
<td>18</td>
<td>MFFS</td>
<td>25</td>
<td>NLA</td>
<td>62.5</td>
</tr>
<tr>
<td>19</td>
<td>MYN</td>
<td>25</td>
<td>NGSA</td>
<td>62.5</td>
</tr>
<tr>
<td>20</td>
<td>MZ</td>
<td>50</td>
<td>NLMYT</td>
<td>50</td>
</tr>
<tr>
<td>21</td>
<td>N</td>
<td>62.5</td>
<td>NPGA</td>
<td>50</td>
</tr>
<tr>
<td>22</td>
<td>NKLAA</td>
<td>50</td>
<td>NSJ</td>
<td>62.5</td>
</tr>
<tr>
<td>23</td>
<td>NMDS</td>
<td>62.5</td>
<td>NHL</td>
<td>50</td>
</tr>
<tr>
<td>24</td>
<td>NNA</td>
<td>62.5</td>
<td>NY</td>
<td>50</td>
</tr>
<tr>
<td>25</td>
<td>NWRS</td>
<td>62.5</td>
<td>SCU</td>
<td>50</td>
</tr>
<tr>
<td>26</td>
<td>PNF</td>
<td>25</td>
<td>SHR</td>
<td>37.5</td>
</tr>
<tr>
<td>27</td>
<td>R</td>
<td>50</td>
<td>S</td>
<td>50</td>
</tr>
<tr>
<td>28</td>
<td>S</td>
<td>37.5</td>
<td>ST</td>
<td>37.5</td>
</tr>
<tr>
<td>29</td>
<td>S</td>
<td>50</td>
<td>VLL</td>
<td>62.5</td>
</tr>
<tr>
<td>30</td>
<td>VZL</td>
<td>50</td>
<td>ZN</td>
<td>50</td>
</tr>
<tr>
<td>31</td>
<td>WJL</td>
<td>75</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total | 1575 | 1600 |

Based on the table, it can be seen that the highest score of experimental group is 75 and the lowest score is 25, while the highest score of control group is 87.5 and the lowest score is 37.5. Here, there is different score between experimental and control group in pretest. After calculating the total score, the researcher computed the mean score of the experimental and control group. After calculated the data, the researcher found the mean score of pretest of experimental group is 50.80 and the control group is 53.33. The mean score of pretest of control group is higher than experimental group. After conducting the treatment, the researcher administered posttest. The result of the posttest is presented as follows:
Table 5: Result of posttest of experimental and control group

<table>
<thead>
<tr>
<th>No.</th>
<th>Initials of Experimental group</th>
<th>Scores</th>
<th>Initials of control group</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AD</td>
<td>62.5</td>
<td>AA</td>
<td>37.5</td>
</tr>
<tr>
<td>2</td>
<td>AMA</td>
<td>75</td>
<td>APA</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>AKY</td>
<td>87.5</td>
<td>BARS</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>BT</td>
<td>87.5</td>
<td>BN</td>
<td>62.5</td>
</tr>
<tr>
<td>5</td>
<td>DK</td>
<td>87.5</td>
<td>BRA</td>
<td>75</td>
</tr>
<tr>
<td>6</td>
<td>DV</td>
<td>100</td>
<td>ETI</td>
<td>62.5</td>
</tr>
<tr>
<td>7</td>
<td>FB</td>
<td>87.5</td>
<td>IDAA</td>
<td>75</td>
</tr>
<tr>
<td>8</td>
<td>H</td>
<td>87.5</td>
<td>IKS</td>
<td>50</td>
</tr>
<tr>
<td>9</td>
<td>HM</td>
<td>100</td>
<td>IMH</td>
<td>62.5</td>
</tr>
<tr>
<td>10</td>
<td>IMRA</td>
<td>87.5</td>
<td>INYAP</td>
<td>62.5</td>
</tr>
<tr>
<td>11</td>
<td>IG</td>
<td>75</td>
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<td>12</td>
<td>IKAPM</td>
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</tr>
<tr>
<td>13</td>
<td>IPYP</td>
<td>87.5</td>
<td>JAN</td>
<td>75</td>
</tr>
<tr>
<td>14</td>
<td>IKDP</td>
<td>87.5</td>
<td>KRN</td>
<td>62.5</td>
</tr>
<tr>
<td>15</td>
<td>IWHA</td>
<td>87.5</td>
<td>MIB</td>
<td>50</td>
</tr>
<tr>
<td>16</td>
<td>JNA</td>
<td>100</td>
<td>MWN</td>
<td>75</td>
</tr>
<tr>
<td>17</td>
<td>K</td>
<td>100</td>
<td>NAPT</td>
<td>62.5</td>
</tr>
<tr>
<td>18</td>
<td>MFFS</td>
<td>87.5</td>
<td>NLA</td>
<td>62.5</td>
</tr>
<tr>
<td>19</td>
<td>MYN</td>
<td>87.5</td>
<td>NGSA</td>
<td>62.5</td>
</tr>
<tr>
<td>20</td>
<td>MZ</td>
<td>87.5</td>
<td>NLMYT</td>
<td>50</td>
</tr>
<tr>
<td>21</td>
<td>N</td>
<td>87.5</td>
<td>NPGA</td>
<td>75</td>
</tr>
<tr>
<td>22</td>
<td>NKLAA</td>
<td>87.5</td>
<td>NSJ</td>
<td>75</td>
</tr>
<tr>
<td>23</td>
<td>NMDS</td>
<td>87.5</td>
<td>NH</td>
<td>62.5</td>
</tr>
<tr>
<td>24</td>
<td>NNA</td>
<td>100</td>
<td>NY</td>
<td>62.5</td>
</tr>
<tr>
<td>25</td>
<td>NWRS</td>
<td>100</td>
<td>SCU</td>
<td>50</td>
</tr>
<tr>
<td>26</td>
<td>PNF</td>
<td>87.5</td>
<td>SHR</td>
<td>62.5</td>
</tr>
<tr>
<td>27</td>
<td>R</td>
<td>87.5</td>
<td>S</td>
<td>62.5</td>
</tr>
<tr>
<td>28</td>
<td>S</td>
<td>75</td>
<td>ST</td>
<td>50</td>
</tr>
<tr>
<td>29</td>
<td>S</td>
<td>87.5</td>
<td>VLL</td>
<td>62.5</td>
</tr>
<tr>
<td>30</td>
<td>VZL</td>
<td>87.5</td>
<td>ZN</td>
<td>50</td>
</tr>
<tr>
<td>31</td>
<td>WJL</td>
<td>100</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2737.5</td>
<td>1862.5</td>
</tr>
</tbody>
</table>

Based on the table above, it can be seen that the highest score of experimental group is 100 and the lowest score is 62.5, while the highest score of control group is 75 and the lowest score is 37.5. After calculated the data, it can be seen that the mean score of posttest of experimental group is 88.30, and 62.08 for the control group. It means that the mean score between the experimental and control group is different. The mean score of the experimental group is higher than the control one.

After gathering all the data of experimental and control groups, the researcher counted the mean score of deviation and the sum of square of deviation from both groups.
The researcher found that the mean score of deviation of experimental group is 37.5 and the sum of square deviation of the experimental group is 6562.5. Besides, the mean score of deviation of control group is 8.75 and the sum of square deviation of the control group is 5671.875.

Next, the researcher computed the t-counted. Based on the calculation of t-counted, the researcher got 7.83 of t-counted. Testing hypothesis was done to find out whether the treatment conducted was successful or not. If t-counted is higher than t-table, it means that the hypothesis is accepted, in other words the use of group investigation is effective in developing students’ writing skill of the tenth grade at SMA Negeri 1 Poso Pesisir Utara, especially in writing descriptive text. Otherwise, if the t-counted is lower than t-table, it means the hypothesis is rejected.

The result of the data analysis showed that the t-counted was 7.83. By applying 0.05 level of significant with the degree of freedom (df) \( N_x + N_y - 2 = 59 \), the researcher found that t-counted (7.83) was higher than t-table (1.658). It means that the research hypothesis was accepted. In other words, the use of Group Investigation is effective in developing students’ writing skill of the tenth grade at SMA Negeri 1 Poso Pesisir Utara, especially in writing descriptive text.

**DISCUSSION**

In this research, the researcher applied quasi-experimental research. She provided experimental and control group. The experimental group consists of 31 students and the control group consists of 30 students. It was chosen by purposive sampling technique. X A was chosen as experimental group, while X B was chosen as control group. Both of the group got pretest and posttest. In the pretest, the researcher asked the students to write a descriptive text at least 10 sentences based on the topic given. In fact, they got confused and forgot about descriptive text that actually has been taught to them when they were in grade VII. That is why the researcher had to explain a little bit information about descriptive text. Even so, they got confused and started writing almost thirty minutes since the English class was started.

Based on the result, the students had some problems in vocabulary and grammar in writing descriptive text. First, in grammar, the students did not know how to use correct grammar in sentences, they did not master the construction of grammatical sentences. As a consequence, they produced text with grammar errors and meaningless sentences. Second,
in vocabulary, the students did not have any ideas to write. The students got difficulty in transferring their ideas into written form. It was hard for them to get ideas, therefore they could not write well as they did not know the meaning of some English word and sentences. In vocabulary, they also had problem in using appropriate words.

After getting the students’ problems based on the result of the pretest, the researcher gave treatments to the students of the experimental group for six meetings. Time allocation for one meeting was 2 x 45 minutes. The researcher used Group Investigation to teach writing descriptive text to them and the control group was taught by the researcher with conventional way.

In the first meeting, the researcher taught about definition, generic structure, and language features of descriptive text. She uses Group Investigation as a technique to the students. Then, she divided them into group investigation, she explains what is Group Investigation and guides the students how to write descriptive text based on the correct generic structure and language features. After that, she asks the students to identify the generic structure and language features of the text. Finally, she asks the students to write a descriptive text about describing an artist through group investigation with the ways, identifying the topic and organizing into research group; planning the investigation in groups; carrying out the investigation in groups; preparing a final report; presenting the final report; evaluating the achievement.

In the second meeting, she asks the students to return to their group investigation. Then, she explains about descriptive text and explains group investigation. After that, she asks the students to read the text and she also ask the students to fill in the blank with the words in the box and find the meaning in Indonesian language. Finally, she asks the students to make a descriptive text through group investigation with the ways, identifying the topic and organizing into research group; planning the investigation in groups; carrying out the investigation in groups; preparing a final report; presenting the final report; evaluating the achivement.

In the third meeting, she asks the students to return to their group investigation. She explains about tourism object, and teaches about simple present tense that is used in writing descriptive text. Then, she explains about group investigation. Next, she asks the students to read the text and asks them to underline the verb which is contain in the text. After that, she asks the students to make simple sentences in the form of simple present tense by using verbs that they have underlined before with their own group investigation. Finally, she asks
the students to write descriptive text through group investigation with the ways, identifying the topic and organizing into research group; planning the investigation in groups; carrying out the investigation in groups; preparing a final report; presenting the final report; evaluating the achievement.

In the fourth meeting, the researcher asks the students to return to their group investigation. She explains about descriptive text, adjective and its use in sentences. She also explains about group investigation. Then, she asked the students to read the text by heart and asks them to identify the generic structure of the text. After that, she asks the students to underline the adjective which contains in the text. The last, she asks the students to make a descriptive text with their group investigation. Finally, she asks the students to present their group works.

In the fifth meeting, the researcher asks the students to return to their group investigation. Then, she explains about generic structure and language features of descriptive text. The last, she asks the students to make a descriptive text through group investigation with the ways, identifying the topic and organizing into research group; planning the investigation in groups; carrying out the investigation in groups; preparing a final report; presenting the final report; evaluating the achievement.

In the sixth meeting, the researcher asks the students to return again with their group investigation. She combines all of the material that has been given before, asks the students to read the text and do the tasks, and make a descriptive text through group investigation with the ways, identifying the topic and organizing into research group; planning the investigation in groups; carrying out the investigation in groups; preparing a final report; presenting the final report; evaluating the achievement.

There are also several problems when the researcher applied group investigation in her research. First, it was hard for the researcher in arrange them. Fortunately, the English teacher helped the researcher in arrange the students. Second, in applying group investigation, it is better when the number of the students is even number. When the number of the students was odd, there were three students in one group that can cause one of the three students was ignored. To solve this problem, the researcher grouped two good students with one poor student, so that both of the good students can teach their friend.

After giving treatments, the researcher administered posttest for both group in order to know the students improvement in writing. The researcher found the result of the posttest is higher than the pretest. It shows that both classes had progress but the progress was different when the researcher computed the result of the posttest of both groups. The mean score of
the experimental group is 88.30 and the control group is 62.08. There is an improvement of the result of the experimental group, that is, 37.5. It rose up from 50.80 to 88.30. Based on the result, it shows that the score of students in experimental group is higher than the score of students in control group. By looking at the improvement, the researcher concludes that Group Investigation is useful in developing students’ writing skill, especially descriptive text.

CONCLUSION

After discussing and analyzing the data statistically, the researcher concludes that group investigation is proven to be effective to develop students’ skill in writing descriptive text. It is found that the mean of experimental group on posttest was 88.30 which is higher than control one (62.08). The result of the data analysis indicates that the research hypothesis is accepted. It is prove by comparing the score between the t-counted and the t-table, where the result of the t-counted (7.83) is greater than the t-table (1.658). For that reason, it concludes that the use of Group Investigation is effective in developing the students’ skill in writing descriptive text at the tenth graders of SMA Negeri 1 Poso Pesisir Utara.

REFERENCES
