



**THE EFFECT OF GROUP INVESTIGATION METHOD
ON WRITING NEWS ITEM TEXT ABILITY
AT GRADE X SMK NEGERI 1 BATANG ANGKOLA**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as
a Partial Fulfillment of the Requirement for Degree of
Islamic Educational Scholar (SPd.I) in English*

By:

ELISMA SAPUTRI
Reg. No. 07 340 0079

ENGLISH EDUCATION DEPARTEMENT
FACULTY OF TARBIYAH AND PEDAGOGY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2014



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2014**

Terms : A Thesis
a.n. **Elisma Saputri**
Appendix : 6 (six) Exemplar

Padangsidimpuan, 28 May 2014
To :
**Dean Faculty of Tarbiyah and
Pedagogy**
in _
Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to *Elisma saputri* the title "***The Effect of Group Investigation Method On Writing News Item Text Ability At Grade X SMK Negeri 1 Batang Angkola***", we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), in English Education Department, Tarbiyah and Education Faculty in IAIN Padangsidimpuan.

Therefore, we hope she could be to defend her thesis in Munaqasyah. That's all and thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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DECLARATION OF SELF THESIS COMPLETION

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Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidempuan in article 14 subsections 2.

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Padangsidempuan, 28th may 2014

Declaration Maker,



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Kind : Thesis

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LEGALIZATION

The thesis :**THE EFFECT OF GROUP INVESTIGATION METHOD ON
WRITING NEWS ITEM TEXT ABILITY AT GRADE X SMK
NEGERI 1 BATANG ANGKOLA.**

Written by :**ELISMA SAPUTRI**

Reg. No : **07.340 0079**

The thesis had been accepted as a partial fulfillment of requirement for degree of
Islamic Educational scholar (S.Pd.I) in english.



Padangsidimpuan, 20-10-2014

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Date : June, 18st2014

Time : 08.00 until finish

Result/Mark : 71.75/B

IPK : 2.89

Predicate : Good

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the nama of Allah, the benificent and the merciful

Praise to Allah the Almighty for giving me healthy, opportunity, and ability to complete this thesis with the title “The Effect of Group Investigation Method on Writing News Item text Ability At Grade X SMK NEGERI 1 Batang Angkola”. Peace and Salutation to our beloved prophet Muhammad SAW who has guided us to have good life.

In writing this thesis, I have found various difficulties. Fortunately, many people help me to finish my thesis. Maybe whithout supported, help, pray this thesis would not be as it is now.

I would like to express my thanks to:

1. The Rector of IAIN Padangsidimpuan, Dr. H. Ibrahim Siregar, M.CL, who has given chance and time so I could learn and get some knowledge from IAIN Padangsidimpuan.
2. Rayendriani Fahmei Lubis, M. Ag., the Leader of English Education Department.
3. Mrs. Hj. Zulhimma, S.Ag., M.Pd., the Dean of Faculty of Tarbiyah.
4. Rayendriani Fahmei Lubis, M.Ag.as the advisor who has given suggestions and helps in writing this thesis.
5. Sojuangon Rambe, S.S., M.Pd. as the co- advisor who has helped, supported and suggested me to finish this thesis. May God bless him

6. Headmaster, English teacher and also students of SMK NEGERI 1 Especially to the Tenth grade who helped me to complete my research.
7. My beloved parent, Zufahri Batubara and Nurliani Harahap, my brother Hasan Basri, Hasrul Sani, and then my loved sister Elly Marlina, my younger brother Hasbi Marwaji, and the last my husband Faisal Mikdad and my lovely children Aufaidil Furqon for their pray, love and support.
8. My beloved friends, Eli mahrani, Sandra putri perdana, Khotimatul mar'ah, Nursaidah, Fitri Morbeini, Heny, Rahmi and All of my friends that I can't mention one by one, for their support, and suggestion .

I realize this thesis is imperfect. Therefore, critics and suggestion are really needed to make this thesis becomes better in the future.

Padangsidempuan, 28th May 2014

The Researcher,



ELISMA SAPUTRI
Reg. No. 07. 340 0079

ABSTRACT

Name : ELISMA SAPUTRI
Registration Number : 07.340.0079
Department/Study Program : Tarbiyah/ TBI-3
The Title of Thesis : THE EFFECT OF GROUP INVESTIGATION METHOD ON WRITING NEWS ITEM TEXT ABILITY AT GRADE X SMK NEGERI 1 BATANG ANGKOLA

This research concerns with students' problem in writing news item text at grade X SMK Negeri 1 Batang Angkola. It came from the phenomenon that was found when the researcher asked one of English teacher of grade X SMK Negeri 1 Batang Angkola about what is the students' problem in writing that did not interested to study English and lack of vocabulary. So, the problems above to be solved by using group investigation method.

This research used experimental research. The population of the research was the tenth grade of SMK Negeri 1 Batang Angkola. The total of population were 3 class. Then the sample of research were 2 class. It was taken by used normality and homogeneity that were X^1 (experiment class) and X^2 (control class). The instrument for collecting the data was essay test. And to analysis the data the researcher used formulation of t-test.

Based on the analysis of t-test showed the score of the students' in experiment class significantly than control class, its showed from the mean score of eksperimental class was 74.63 and control class was 72.06. And the analysis of t-test was gotten t-observation 2.36 and t-table 1.67 its mean (2.36 > 1.67). Based on the analysis t-test, alternative hyphotesis (H_a) was accepted and zero hyphotesis(H_o) was rejected. It means there is was a significant effect of group investigation method on writing news item text ability at grade X SMK Negeri 1 Batang Angkola

CURRICULUM VITAE

A. Identity

Name : **ELISMA SAPUTRI**
Nim : 07.340 0079
Place and Birtday : Muaratais II, 14 Desember 1988
Sex : Perempuan
Religion : Islam
Address : Kel. Bintuju, Kec.BatangAngkola

B. Parents

1. Father's name : Zufahri Batubara
2. Mother's name : Nurliani Harahap

C. Educational Background

1. Graduated from elementary school in SD N 147538 Muaratais II from 1995-2001
2. Graduated From Junior High School in SMP N 1 Batang Angkola from 2001-2004
3. Gradated From Senior High School in SMA N 3 Padang Sidimpuan from 2004-2007
4. Be University Student in IAIN Padangsidimpuan

Appendix V

The Normality and Homogeneity at grade X SMK NEGERI 1 BatangAngkola

No	Xi	Fi	F Kum	Zi	F(Zi)	S(Zi)	(Fzi)-(Szi)
1	46.93	1	1	0.13	0.5517	0.33	0.2217
2	42.83	1	2	-0.28	0.1897	0.66	-0.4703
3	47.1	1	3	0.15	0.5596	1	-0.4404

To find Z score by using this formula

$$Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_i 1 = \frac{46.93 - 45.62}{9.77} = 0.13$$

$$Z_i 2 = \frac{42.83 - 45.62}{9.77} = -0.28$$

$$Z_i 3 = \frac{47.1 - 45.62}{9.77} = 0.15$$

To find S(Zi) score by using this formula:

$$S(Z_i) = \frac{F.kum}{N}$$

$$S(Z_i) 1 = \frac{1}{3} = 0.33$$

$$S(Z_i) 2 = \frac{2}{3} = 0.66$$

$$S(Z_i) 3 = \frac{3}{3} = 1$$

Then, the coefficient of $F_{count} = 1.33$ is compared with F table. Where F table was determined at real $\alpha = 0.05$, and the same numerator $dk = N - 1 = 30 - 1 = 29$ and denominator $dk = N - 1 = 30 - 1 = 29$ So, by using the list of critical value at F distribution is got $F_{0.05(29,29)} = 1.671$. It shows that $F_{count} (1.33) < F_{table} (1.84)$. So, it can be concluded that the variant from the data of the students' ability in Writing News Item text at grade X SMK NEGERI 1 BatangAngkola was homogeny.

Appendix VII

Scores Pre Test

Control class

1. The scores of pre test in control class

No	Initial name	Score
1	AA	30
2	AT	39
3	AF	40
4	AR	58
5	APA	58
6	ASP	60
7	AHD	30
8	AD	45
9	DR	39
10	DY	40
11	DP	50
12	HS	63
13	H	47
14	IS	58
15	KSS	50
16	LT	30
17	MH	34
18	M	50
19	MRR	36
20	NA	47
21	NHL	58
22	NHS	45
23	NHA	60
24	PL	65
25	RA	63
26	RY	34
27	RI	50
28	SK	40
29	SI	36
30	SAH	65

2. Highest score = 65
3. Lowest score = 30
4. Range = highest score – lowest score
= 65-30
= 35
5. Total of classes (BK) = $1 + 3.3 \log n$
= $1 + 3.3 \log 30$
= $1 + 3,3 (1, 477)$
= $1 + 4.8741$
= 5.87
= 6

6. Interval (i) = $\frac{Range}{BK}$
= $\frac{35}{6}$
= 5.83

No	Interval	Frequency
1	30-34	5
2	35-39	4
3	40-44	3
4	45-49	4
5	50-54	4
6	55-59	4
7	60-64	4
8	65-69	2
$i = 5$		30

7. Median

$$Me = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$b = \frac{40+39}{2}$$

$$= 39.5$$

$$p = 3$$

$$F = 3 + 4 + 5 = 12$$

$$f = 3$$

$$Me = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$= 39.5 + 3 \left\{ \frac{\frac{1}{2}30 - 12}{3} \right\}$$

$$= 39.5 + 3 \left\{ \frac{15 - 12}{3} \right\}$$

$$= 39.5 + 3 \left\{ \frac{3}{3} \right\}$$

$$= 39.5 + 3$$

$$= 42.5$$

8. Mode = 58

TABLE FOR FINDING MEAN, VARIANTS, AND STANDARD DEVIATION OF CONTROL CLASS IN PRE-TEST

NO	Xi	Fi	FiXi	Xi	FiXi
1	30	3	90	900	2700
2	34	2	68	1156	2312
3	36	2	72	1296	2592
4	39	2	78	1521	3042
5	40	3	120	1600	4800
6	45	2	90	2025	4050
7	47	2	94	2205	4418
8	50	4	200	2500	10000
9	58	4	220	3364	13456
10	60	2	120	3600	7200
11	63	2	126	3969	7938
12	65	2	130	4225	8458
Total		30	1408		70966

9. Mean:

$$\bar{x} = \frac{\sum F_i X_i}{F_i}$$

$$= \frac{1408}{30}$$

$$= 46.93$$

10. The variant is;

$$(S^2) = \frac{N \cdot \sum F_i X_i^2 - (\sum F_i X_i)^2}{N(N-1)}$$

$$(S^2) = \frac{30 - 70966 (1408)^2}{30(30-1)}$$

$$(S^2) = \frac{2128980 - 1982469}{30.29}$$

$$(S^2) = \frac{146516}{870}$$

$$(S^2) = 168.40$$

11. Standart deviation:

$$S = \sqrt{S^2}$$

$$S = \sqrt{168.40}$$

$$S = 12.97$$

Appendix VI

Scores Pre Test

Experiment class

1. The scores of pre-test in experiment class

No	Initial name	Score
1	AH	30
2	AR	60
3	AC	40
4	AP	60
5	BE	35
6	B	45
7	DM	60
8	D	37
9	ES	60
10	EY	40
11	ERA	30
12	EIA	35
13	EJ	45
14	FS	56
15	FA	37
16	HR	56
17	IWM	39
18	IH	30
19	IS	63
20	ISR	35
21	IPS	50
22	MD	39
23	MH	63
24	MW	65
25	NH	56
26	NA	63
27	IS	30
28	NP	65
29	N	39
30	SA	50

2. Highest score = 65
3. Lowest score = 30
4. Range = highest score – lowest score
= 65-30
= 35

5. Total of classes (BK) = $1 + 3.3 \log n$
= $1 + 3.3 \log 30$
= $1 + 3.3 (1.477)$
= $1 + 4.8741$
= 5.8741
= 6

6. Interval (i) = $\frac{Range}{BK}$
= $\frac{35}{6}$
= 5.83

No	Interval	Frequency
1	30-34	4
2	35-39	8
3	40-44	2
4	45-49	2
5	50-54	2
6	55-59	3
7	60-64	7
8	65-69	2
$i = 5$		30

7. Median

$$Me = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$b = \frac{40+39}{2}$$

$$= 39.5$$

$$p = 2$$

$$F = 2 + 8 + 4 = 14$$

$$f = 2$$

$$\begin{aligned} \text{Me} &= b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\} \\ &= 39.5 + 2 \left\{ \frac{\frac{1}{2}30 - 14}{2} \right\} \\ &= 39.5 + 2 \left\{ \frac{15 - 14}{2} \right\} \\ &= 39.5 + 2 \left\{ \frac{1}{2} \right\} \\ &= 39.5 + \{1\} \\ &= 40.5 \end{aligned}$$

8. Mode = 60

TABLE FOR FINDING MEAN, VARIANTS, AND STANDARD DEVIATION OF EKSPERIMENT CLASS IN PRE-TEST

NO	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	30	4	120	900	2800
2	35	3	105	1225	3675
3	37	2	74	1369	2738
4	39	3	117	1521	4563
5	40	2	80	1600	3200
6	45	2	90	2025	4050
7	50	2	100	2500	5000
8	56	3	168	3136	9408
9	60	4	240	3600	14400
10	63	3	189	3969	11907
11	65	2	130	4225	8458
	Total	30	1413	-	70199

9. Mean

$$\bar{X} = \frac{\sum FiXi}{Fi}$$

$$= \frac{1413}{30}$$

$$= 47.1$$

10. Variant:

$$(S^2) = \frac{N \cdot \sum FiXi^2 - (\sum FiXi)^2}{N(N-1)}$$

$$(S^2) = \frac{30 \cdot 70199 - (1413)^2}{30(30-1)}$$

$$(S^2) = \frac{2105970 - 1996569}{30 \cdot 29}$$

$$(S^2) = \frac{109401}{870}$$

$$(S^2) = 125.74$$

11. Standart deviation

$$S = \sqrt{S^2}$$

$$S = \sqrt{125.74}$$

$$S = 11.2$$

Appendix VIII

Scores Post-Test

Experiment Class

1. The scores of post- test in experiment class

No	Initial name	Score
1	AH	60
2	AR	78
3	AC	68
4	AP	80
5	BE	90
6	B	60
7	DMP	78
8	D	80
9	ES	90
10	EY	60
11	ERA	80
12	EIA	68
13	EJ	85
14	FS	78
15	FA	60
16	HR	80
17	IWM	90
18	IH	70
19	IS	65
20	ISR	83
21	IPS	75
22	MD	80
23	MH	65
24	MWP	85
25	NH	83
26	NA	75
27	IS	65
28	NPS	70
29	N	70
30	SA	68

2. Highest score = 90
3. Lowest score = 60
4. Range = highest score – lowest score
 $= 90-60$
 $= 30$
5. Total of classes (BK) = $1 + 3.3 \log n$
 $= 1 + 3.3 \log 30$
 $= 1 + 3.3 (1.477)$
 $= 1 + 4.8741$
 $= 5.8741$
 $= 6$

6. Interval (i) = $\frac{Range}{BK}$
 $= \frac{30}{6}$
 $= 5$

No	Interval	Frequency
1	60-64	4
2	65-69	6
3	70-74	3
4	75-79	5
5	80-84	7
6	85-89	2
7	90-94	3
$i = 5$		30

7. Median

$$Me = b + p \left\{ \frac{\frac{1}{2}n - f}{f} \right\}$$

$$b = \frac{70+69}{2}$$

$$= 69.5$$

$$p = 3$$

$$F = 3 + 6 + 4 = 13$$

$$f = 3$$

$$Me = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$= 69.5 + 3 \left\{ \frac{\frac{1}{2}30 - 13}{3} \right\}$$

$$= 69.5 + 3 \left\{ \frac{15 - 13}{3} \right\}$$

$$= 69.5 + 2$$

$$= 71.5$$

8. Mode= 80

TABLE FOR FINDING MEAN, VARIANTS, AND STANDARD DEVIATION OF EKSPERIMENT CLASS IN P0ST-TEST

NO	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	60	4	240	3600	14400
2	65	3	195	4225	12675
3	68	3	204	4624	13872
4	70	3	210	4900	14700
5	75	2	150	5625	11250
6	78	3	234	6084	18252
7	80	5	400	6400	32000
8	83	2	166	6889	13778
9	85	2	170	7225	14450
10	90	3	270	8100	24300
		30	2239		169677

9. Mean $\bar{x} = \frac{\sum F_i X_i}{F_i}$

$$\bar{x} = \frac{\sum F_i X_i}{F_i}$$

$$= \frac{2239}{30}$$

$$= 74.63$$

10. Varian

The variant is;

$$(S^2) = \frac{N \cdot \sum F_i X_i^2 - (\sum F_i X_i)^2}{N(N-1)}$$

$$(S^2) = \frac{30 \cdot 169677 - (2239)^2}{30(30-1)}$$

$$(S^2) = \frac{5090310 - 5013121}{870}$$

$$(S^2) = \frac{77189}{870}$$

$$(S^2) = 88.72$$

11. Standart deviation

$$S = \sqrt{S^2}$$

$$S = \sqrt{88.72}$$

$$S = 9.41$$

Appendix IX

Scores Post Test

Control class

1. The scores of post-test in control class

No	Initial name	Score
1	AA	65
2	AT	82
3	AF	85
4	AR	65
5	APA	80
6	ASP	85
7	AHD	80
8	AD	65
9	DR	80
10	DY	82
11	DP	80
12	HS	65
13	H	73
14	IS	68
15	KSS	75
16	LT	72
17	MH	72
18	M	68
19	MRR	75
20	NA	78
21	NHL	60
22	NHS	78
23	NHA	75
24	PL	68
25	RA	60
26	RY	70
27	RI	70
28	SK	63
29	SI	63
30	SW	60

2. Highest score = 85
3. Lowest score = 60
4. Range = highest score – lowest score
 $= 85-60$
 $= 25$
5. Total of classes (BK) = $1 + 3.3 \log n$
 $= 1 + 3.3 \log 30$
 $= 1 + 3.3 (1.477)$
 $= 1 + 4.8741$
 $= 5.8741$
 $= 6$

6. Interval (i) = $\frac{Range}{BK}$
 $= \frac{25}{6}$
 $= 4.16$

No	Interval	Frequency
1	60-63	5
2	64-67	4
3	68-71	5
4	72-75	6
5	76-79	2
6	80-83	6
7	84-87	2
$i = 4$		30

7. Median

$$Me = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$b = \frac{68+67}{2}$$

$$= 67.5$$

$$\begin{aligned}
 p &= 5 \\
 F &= 5+4+5=14 \\
 f &= 5
 \end{aligned}$$

$$\begin{aligned}
 Me &= b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\} \\
 &= 67.5 + 5 \left\{ \frac{\frac{1}{2}30 - 14}{5} \right\} \\
 &= 67.5 + 5 \left\{ \frac{15 - 14}{5} \right\} \\
 &= 67.5 + 1 \\
 &= 68.5
 \end{aligned}$$

8. Mode = 80

TABLE FOR FINDING MEAN, VARIANTS, AND STANDARD DEVIATION OF CONTROL CLASS IN POST-TEST

NO	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	60	3	180	3600	10800
2	63	2	126	399	7938
3	65	4	260	4225	16900
4	68	3	204	4624	13872
5	70	2	140	4900	9800
6	72	2	144	5284	10368
7	73	1	73	5329	5329
8	75	3	225	5625	16875
9	78	2	156	6084	12168
10	80	4	320	6400	25600
11	82	2	164	6724	13448
12	85	2	170	7225	14450
	Total	30	2162		157584

$$\begin{aligned}
 9. \text{ Mean } \bar{X} &= \frac{\sum F_i X_i}{F_i} \\
 &= \frac{2162}{30} \\
 &= 72.06
 \end{aligned}$$

10. The variant is:

$$(S^2) = \frac{N \cdot \sum FiXi^2 - (\sum FiXi)^2}{N(N-1)}$$

$$(S^2) = \frac{30.157584 - (2162)^2}{30(30-1)}$$

$$(S^2) = \frac{4726440 - 4674244}{30.29}$$

$$(S^2) = \frac{52196}{870}$$

$$(S^2) = 59.99$$

$$(S^2) = 60$$

11. Standart deviation:

$$S = \sqrt{S^2}$$

$$S = \sqrt{60}$$

$$S = 7.74$$

Appendix X

The Normality of eksperimen class in pre-test

No	Xi	Fi	F Kum	Zi	F(Zi)	S(Zi)	(Fzi)-(Szi)
1	30	3	3	-1.305	0.0963	0.1	-0.0037
2	34	2	5	-0.996	0.1611	0.116	0.0451
3	36	2	7	-0.842	0.2005	0.233	-0.0325
4	39	2	9	-0.611	0.2709	0.3	-0.0291
5	40	3	12	-0.534	0.2981	0.4	-0.1019
6	45	2	14	-0.148	0.4443	0.466	-0.0217
7	47	2	16	0.005	0.6000	0.533	0.067
8	50	4	20	0.236	0.5910	0.666	-0.075
9	58	4	24	0.853	0.8023	0.8	0.0023
10	60	2	26	1.007	0.8413	0,766	0.0753
11	63	2	28	1.329	0.9066	1.266	-0.3594
12	65	2	30	1.393	0.9177	1	-0.0823

To find Z score by using this formula

$$Z_i = \frac{x_i - \bar{x}}{s}$$

To find S(Zi) score by using this formula:

$$S(Z_i) = \frac{F.kum}{N}$$

The Normality of control class in pre-test

No	Xi	Fi	F Kum	Zi	F(Zi)	S(Zi)	(Fzi)-(Szi)
1	30	4	4	-1.526	0.064	0.133	-0.069
2	35	3	7	-1.080	0.1401	0.233	-0.0929
3	37	2	9	-0.901	0,1841	0.3	-0.1159
4	39	3	12	-0.723	0.2358	0.4	-0.1642
5	40	2	14	-0.633	0.2643	0.46	-0.1957
6	45	2	16	0.187	0.5714	0.53	0.0414
7	50	2	18	0.258	0.5596	0.6	-0.0404
8	56	3	21	0.794	0.7852	0.7	0.0852
9	60	4	25	1.151	0.8749	0.83	0.0449
10	63	3	28	1.419	0.9207	0,93	-0.0093
11	65	2	30	1.598	0.9441	1	-0.0559

To find Z score by using this formula

$$Z_i = \frac{x_i - \bar{x}}{s}$$

To find S(Zi) score by using this formula:

$$S(Z_i) = \frac{F.kum}{N}$$

Appendix XI

The Normality of eksperimen class in post-test

No	Xi	Fi	F Kum	Zi	F(Zi)	S(Zi)	(Fzi)-(Szi)
1	60	4	4	-1.55	0.0606	0.13	-0.0694
2	65	3	7	-1.02	0.1539	0.23	-0.0761
3	68	3	10	-0.70	0.2420	0.33	-0.0880
4	70	3	13	-0.49	0.3121	0.43	-0.1079
5	75	2	15	0.03	0.5120	0.5	0.0120
6	78	3	18	0.35	0.6368	0.6	03680.
7	80	5	23	0.57	0.7157	0.76	-0.0443
8	83	2	25	0.88	0.8106	0.83	-0.0194
9	85	2	27	1.10	0.8643	0.9	-0.0357
10	90	3	30	1.63	0.9483	1	-0.0517

To find Z score by using this formula

$$Z_i = \frac{x_i - \bar{x}}{s}$$

To find S(Zi) score by using this formula:

$$S(Z_i) = \frac{F.kum}{N}$$

The Normality of control class in post-test

No	Xi	Fi	F Kum	Zi	F(Zi)	S(Zi)	(Fzi)-(Szi)
1	60	3	3	-1.55	0.0606	0.1	-0.0394
2	63	2	5	-1.17	0.1215	0.16	-0.0385
3	65	4	9	-0.91	0.1814	0.3	-0.1186
4	68	3	12	-0.52	0.3015	0.4	-0.0985
5	70	2	14	-0.26	0.3974	0.46	-0.0626
6	72	2	16	-0.00	0.5000	0.53	-0.0300
7	73	1	17	0.12	0.5478	0.56	-0.0122
8	75	3	20	0.37	0.6443	0.66	-0.0157
9	78	2	22	0.76	0.7764	0.73	0.0464
10	80	4	26	1.02	0.8461	0.86	-0.0139
11	82	2	28	1.28	0.8997	0,93	-0.0303
12	85	2	30	1.67	0.9525	1	-0.0475

To find Z score by using this formula:

$$Z_i = \frac{x_i - \bar{x}}{s}$$

To find S(Zi) score by using this formula:

$$S(Z_i) = \frac{F.kum}{N}$$

Appendix XII

Hypothesis

Hypothesis test uses the difference test of the both averages with criteria:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

Experimental class in Post Test

$$\bar{X} = 74.63$$

$$S^2 = 88.72$$

$$S_1 = 9.41$$

Control class in Post Test

$$\bar{X} = 72.6$$

$$S^2 = 60$$

$$S_2 = 7.74$$

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$
$$S^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$
$$= \frac{(30 - 1)9.41^2 + (30 - 1)7.74^2}{30 + 30 - 2}$$
$$= \frac{(29)88.5481 + (29)59.9076}{58}$$

$$= \frac{2567.8949 - 1737.3204}{58}$$

$$= 14.32$$

so

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{74.63 - 72.60}{14.32 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t = \frac{2.03}{14.32(0,06)}$$

$$t = \frac{2.03}{0.8592}$$

$$t = 2.362$$

Based on calculation result of the difference test of the both averages, researcher found that $t_{\text{count}} = 2.362$ with opportunity $(1 - \alpha) = 1 - 5\% = 95$ and $dk = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$, and researcher found that $t_{\text{table}} = 1.671$, cause $t_{\text{count}} > t_{\text{table}}$ ($2.362 > 1.671$). So, H_a is accepted, it means that there is a significant effect of using group investigation method on writing news item text ability.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the language skills among listening, reading and speaking. Writing means the activity or the ability to share information in order to express idea and feeling in written form. Someone shared her or his idea and feeling through writing, that's why writing skill should be improved and be studied every time by the learners in expecting that they were able to interact or communicate with other. However, there were many significances of writing in our life.

First, we could get knowledge through writing activity. There were many medias that were presented in written form such as books, newspaper, magazines, tabloids, pamhplet. Each media had some rules or the way how to write it. Further, the language style also was different. For example, science books always used a formal language, but in magazines, it could use informal or slank language.

Second, our brain to pour what we thought in written form. By writing, we could save the document or the file in the fullest. One day, we could open it to see the thing we needed in our written. So, it couldbe a library which our brain

couldn't save it. Because our brain could forget it one day. Besides, writing became a more dependable method of recording and presenting events in a permanent form.

Furthermore, writing activity helped us to reinforce our knowledge. By writing our knowledge and our brain was as well as drill our competence or knowledge. Written forms were the representation of our thought. *Finally*, we concluded that writing activity had some significances that taught us how to remember knowledge or science, we got in written form. When we forgot it, we could open or look for the knowledge we needed in that document. The more writing we did the more we understood how the rules or the way to write and thing deeply.

Briefly, writing meant the activity or the ability to share information in order to express idea and feeling in written form. Actually, when someone couldn't write well, the result of writing would be embarrassing and another one couldn't comprehend what was been written. In this case, the researcher described in SMK Negeri 1 Batang Angkola that the students got some difficulties in mastering English, especially in writing ability had been interviewed by the researcher to some students of SMK Negeri 1 Batang Angkola. Their facilities of English learning are minimum, and the method that they used monotonous so they was bored.

First, the students got some difficulties in mastering English, especially in writing ability which had been interviewed by me to some students of SMK

Negeri 1 Batang Angkola. It saw to be true, when the researcher asked them to write English sentences correctly, they couldn't write well. The using of letter, punctuations, and its diction were not accurately enough. Further, the researcher found that majority of students were difficult also in writing English include news item. Their achievement in writing was low. It was hoped that they were expected to get the average 65, based on the criteria of minimum learning mastery (KKM) at SMK Negeri 1 Batang Angkola. ¹However, they got 60 after observing it.

Second, their facilities of English learning was minimum. It meant that there were so many lacks of facilities that support English learning in SMK Negeri 1 Batang Angkola. For example, the researcher found that there were not any medias such as wall magazines to drill the students writing competencies. Then, the researcher went there and found exactly that what the students said was true.

Finally, the method that they used monotonous method so they were bored. Based on researcher's observed, it could be said that the method that the English teacher used only lecturing method and sometimes used drill method. Because of using the monotonous method, so the students felt bored and they were not interesting to learn. Some of them felt sleepy and the others talked by themselves. So, the researcher wanted to give a new way or method it was group

¹SMK Negeri 1 Batang Angkola, *Kriteria Ketuntasan Minimal (KKM)*, (SMK Negeri 1 Batang Angkola 2012-2013).

investigation method. Hopefully, it would be benefit and gave a good change on their teaching and learning process.

Basically, there were some practices that could be applied in order to make the students be more active in writing, such as group investigation, drill, STAD, discussion methods, Where drill method meant the teaching method to exercise the students in order they were be able and more active to get the higher ability.

A practice drill was easy to do and improved the student's ability better. Drill method could be applied in teaching writing ability because drills and exercises helped the learners to practice and consolidate the rule of the language by which they would develop both grammatical and communicative competences.

Student Teams-Achievement Divisions (STAD) was a cooperative learning method for mixed-ability groupings involving team recognition and group responsibility for individual learning. This method could be applied in teaching writing because through grouping ,the students would be easier to do the written by studying together to achieve the goal. Yet, the evaluation was individually.

While discussion method was one way to educate that was similar to solve a problem that been faced by two persons or more who submitted their argumentation to support their ideas. Learning writing activity could use discussion method. Because, through discussion the students could discuss any

problems which found in writing difficulties. It was hoped that the students would find the problem solving of what they wrote together.

Next, group investigation was a group that made by students. In this group, students might choose their friend to be the member of group, then the students were given the material to solve together. Group investigation became the alternative method to teach writing too. Because, they created a good situation and discussion activity, investigating the material were available here. So, it completed the drill, discussion and STAD methods.

Actually, there were some steps to do by group investigation method. One of them indicated that the teacher has divided the class in some groups heterogeneously. Heterogeneous meant the students who turned into the group came from the different background. For example, there were four students or members in a group. The four students had a background themselves. *First* student was a boy and he was clever, *second* student was a girl and she was not so smart, *third* student was a girl and she was stupid, and the last one was a boy and he is so strange and think normally. From that explanation, it could be defined that heterogeneous was a different characteristic which some students had.

This method taught the students to study together with their group to accomplish shared learning goals and to solve the problem through investigation. Where, group investigation became the writer's application of the research which it had some advantages when the teacher used it such as the independent practice

would be developed, the students would be open minded, trusted each other, discussed the problem in familiarity situation, the lesson could be more appreciated and there were many other advantages that are grown up by group investigation method.

Based on those reasons, the researcher became interested in doing research about: “The Effect of Group Investigation Method on Writing News ItemText Ability at Grade X SMK Negeri I Batang Angkola”. Finally, the researcher hoped to give a good application for this research.

B. Identification of the Problem

Based on the background of this research, the problems concerned writing skills at SMK Negeri 1 Batang Angkola: 1)the students got some difficulties in mastering English, especially in writing ability had been interviewed by the researcher to some students of SMK Negeri 1 Batang Angkola, 2) their facilities of English learning was minimum, 3) the method that they used monotonous so they are boring. From the three problems, this research only concerned by solving the students writing achievement by applying the new method as group investigation method in teaching news item.

C. Limitation of the Research

From the explanation above, the researcher considered there were many factors influence to learn writing ability. Such as the ability of the writer, reference, place, cost, time. So, the researcher took one of the factors that was group investigation method. In this research discussed about its steps or procedures. The writer discussed about writing news item ability that focussed on the generic structure as headline, summary of event, background of event, and source.

D. Formulation of the Problem

One of the important aspects to make the problem to be clear in research was pointed on the formulation of the problem. Based on the background of the problem above, the researcher formulated the problem as:

1. How was the ability of the grade X student of SMK Negeri I Batang Angkola in writing news item by using group investigation?
2. How was the ability of the grade X student of SMK Negeri I Batang Angkola in writing news item by using conventional method?
3. Was there a significant effect of using group investigation method on writing news item ability of the grade X students of SMK Negeri I Batang Angkola?

E. Purpose of the Research

Based on the formulation of the research above, the researcher expressed the Objectives or the aims of this research as quantitatively as following below:

1. To describe the students' ability on writing news item ability by using group investigation method of the tenth grade students of SMK Negeri 1 Batang Angkola.
2. To describe the students' ability on writing news item ability by using conventional method of the tenth grade students of SMK Negeri 1 Batang Angkola.
3. To examine the significant effect of group investigation method on writing news item ability of the tenth grade students of SMK Negeri 1 Batang Angkola

F. Significances of the Research

This research was expected to be useful at least in three domains, they were:

1. For the school, as the place of the research to give information how well the students understood English, especially group investigation method on writing news item text ability.
2. For the consultants of the researcher, in order to know whether the writer was qualified to be graduated.

3. For IAIN Padangsidempuan, as one the references in the library that would be important for under graduated students.

G. Definition of Operational Variables

a) Effect

Effect is something that produced a specific impression or supported a general design or intention.

b) Group Investigation Method

Group investigation method is a teaching strategy that taught the students to study together with their group to accomplish shared learning goals and to solve the problem through investigation.

c) Writing

Writing is a method of representing language in visual or tactile form. Writing systems used sets of symbols to represent the sounds of speech, and might also had symbols for such things as punctuation and numerals.

d) News Item Text

The news item text is the text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

CHAPTER II

THEORETICAL DESCRIPTIONS

A. Group Investigation Method

1. Background

Innovative method in teaching and learning process was deal today. It meant the students parcipated more than the teacher. The teacher was only the facilitator and the moderator of learning. The students should be more active, critic, communicative, and collaborative.

From many references, an innovative method could be applied such cooperative learning, contextual teaching and learning and so on. Here, the cooperative learning was discussed. The curriculum based competence stated that the learning process was not only learning about the concept, theory and the facts, but also the application of the daily or the habitual.¹

Cooperative learning ws an innovative learning to direct the student's achievement in the class which meant the students did the learning process cooperatively. There were five various types of cooperative learning. They were STAD, jigsaw, group investigation, rotating trio challenge and group resume.²

¹Permendiknas, *Prinsip Pelaksanaan Kurikulum*,(No. 22 year 2006).

²Buchari Alma, *Guru Profesional*, (Bandung: Alfabeta, 2009), p. 83.

Group investigation method was discussed here as the main problem or one effort in repairing the teaching and learning process. Group investigation method was one type of cooperative learning. Cooperative learning might the students to study in group or the students had to work together in accomplishing the problem. The group investigation method might too. Group forming in this method of learning was based on the member's interesting. Group investigation involved the students since the first planning in deciding the topic or to learn through investigation.

So, it was concluded that group investigation method derived from one of the various types of cooperative learning that is innovative learning. Furthermore, this method was the new reformation in teaching and learning process.

2. Definition and Concepts

Actually group investigation derived from two words were group and investigate. Group meant a number of people or things together.³ While, investigation derived from investigate which meant examine the facts about something in order to discover the truth.⁴ So, in group investigation, the students collaborated to produce a group product for presentation. This was an open-ended investigation which the students might help determine the focus

³Oxford University. *Oxford Learner's Pocket Dictionary*, (New York: Oxford Univ. Press, 2009), p. 191.

⁴*Ibid.*, p. 229.

of their investigation. The activity was structured to emphasize higher-order thinking skills.

Group investigation method was a group that made by students. In this group, the students might choose their friend to be the member of group, then the students were given the material to solve together. Nurhadi Yasin and Senduk said, "Pembelajaran dengan metode group investigation menuntut melibatkan siswa sejak perencanaan, baik dalam menentukan topik maupun cara untuk mempelajari melalui investigasi".⁵ It meant by learning the lesson with group investigation method, the students were involved from the planning, either in choosing the topic or the way to investigate it.

Jhon Dewey and Hebert said, "Model investigasi kelompok yaitu: Pandangan proses social yang demokratik dengan penggunaan strategi intelektual atau ilmiah untuk membantu manusia menciptakan pengetahuan dan masyarakat yang teratur".⁶

Group investigation method was a democratic social process that uses intellectual strategy to help people to create knowledge and good society.

The goal of group investigation method was teaching skill for participant in democratic social process through combination inquiry. So, group investigation was a learning method which the students might choose their friend to be the member of their group to work together.

⁵Nurhadi and Yasin, *Strategi Pembelajaran Inovatif Kontemporer*, (Jakarta Timur: Bumi Aksara, 2009), p.145.

⁶Jhon and Thelen, *Guru Profesional*, (Bandung: Bumi Aksara, 2009), p.108.

In group investigation method, the students were working together to accomplish shared learning goals and they had to work in small group that consisted of two to four persons and each students had to take an active role in a group and work cooperatively on project (student's goal achievement were positively correlated), the shared learning goals would reached if students in group reached their goals, to carry out the cooperation, social interaction sequences in group.

So, the terminology of cooperative according to Yatim Riyanto that "Model pembelajaran yang dirancang untuk membelajarkan kecakapan akademik (academic skill) sekaligus keterampilan social termasuk interpersonal skill".⁷ It meant that cooperative method, especially group investigation method was designed to teach academic skill and social skill including interpersonal skill.

3. Principles

Furthermore, group investigation gave students control and ownership of their own learning and provided opportunities for genuine cooperative peer group interaction. The students collaborated in their investigation, analyse data, resolve conflicts and had opportunities to develop their organisational and presentation skills.

⁷ Yatim Riyanto, *Paradigma Baru Pembelajaran*, (Jakarta : Kencana, 2009), p.278.

By using group investigation strategy, the students would be more effective in learning. Because, they could share the knowledge each other so the discussed problem could be solved easily.

The principles of employing this approach were: (1) made the wealth of practical experience learned situation, (2) gave students control and ownership of their own learning, (3) provided opportunities for genuine cooperative peer group interaction, (4) developed students' organisational and presentation skills, and (5) provide experiences in learning how to learn.

We had a great deal of collective experience in designing materials for a range of deployments and learning outcomes. Most of our experience was in creating actual lessons with detailed teachers' notes and self-study resources for students which used were.

4. Objectives

Group investigation method had an aim to invite the students to study together in a group by sharing some ideas in finishing the given problem or the material. The best result in evaluation was hoped in this method.

We have a great deal of collective experience in designing materials for a range of deployments and learning outcomes. Most of our experience was in creating actual lessons with detailed teachers' notes and self-study resources for students which used were.

The selected materials should be discussed to reach the deal. Group investigation method took a role in answering it. The students became more active by deciding the right way in learning. By using this method, the students were hoped to get the aim of teaching and learning process.

5. Procedures

There were seven procedures of group investigation method:

- a. The teacher divided the class into some heterogeneous groups.
- b. The teacher explained the objectives of the learning and its task.
- c. The teacher called the chiefs of some groups and gives them a different matter of task to each group.
- d. Each group discussed the given matter cooperatively which contains of investigation.
- e. After discussing, the speaker of a group conveyed the result of their discussion or the deal.
- f. The teacher gave a short explanation and takes the conclusion.
- g. Evaluation

According to Sharan, "Evaluation was the teachers and students did evaluation of their task".⁸ It meant after all groups had finished presenting the result of their discussion, so the teacher and the students could evaluate the result of each group. From its result, the teacher knew directly what

⁸ Sharan, *Loc.Cit.*

group is better than another. Then Farida added, “Evaluation was the process that certain of education how far was gotten by the students”.⁹ It directly meant the evaluation was one of a significant factor to understand how far the students competence in achieving the matery or lesson. Morely, the teacher could differ good students and fell students. The evaluation could be done individually or group.

h. Closing

So, group investigation method was a learning method had steps: choosing topic, cooperative planning, implementation, analyze and synthesis, presentation of the final research, evaluation which the students had to do

B. Writing News Item

1. Writing

a. Definition and Concept

Writing is one of the productive skills had a close relationship to the brained activity would influence the ability of the students was not the same. Writing is an activity for producing and expressing, it was producing the words and sentences, then it was expressing with the meaning of ideas,

⁹ Farida, *Evaluation Program*, (Jakarta: Rineka Cipta ,2000), p.3.

thus writing skill was the activity to transfer the ideas through words and sentences, then the ideas would change to the scientific.

According to David Nunan that, “Writing was both a physical and a mental act at the most basic level. On other hand, writing was the mental work of inventing of ideas, thinking about how to express them, and organizing them into statements and paragraphs that would be clear to a reader. It was also both a process and a product, the cynical and sometimes disorderly, ultimately, what the audience saw, whether it was an instructor or a wider audience was a product an essay, letter, story or research report”.¹⁰ On other hand, H.R Tarigan said:

“Menulis ialah menurunkan atau melukiskan lambang-lambang grafik yang menggambarkan suatu bahasa yang dipahami oleh seseorang, sehingga orang lain dapat membaca lambang-lambang grafik itu, menulis merupakan suatu representasi bagian dari kesatuan ekspresi bahasa.”¹¹

(Writing was to describe a language been understood by someone, so the others could read it if they understood the language, writing were a representation of the expression of language).

Kasihani K.E. Suyanto said that writing was the more difficult skill, because it involved the competence or grammar, vocabulary and diction

¹⁰David Nunan, *Practical English Language Teaching*, (America:The Mc Grow Hill Companies, 2003), p. 88.

¹¹H.R Tarigan. *Menulis Sebagai Suatu Ketrampilan Berbahasa*, (Bandung: Angkasa,1986), p. 21.

masteries. Moreover, it needed the skill to think logically to form a good sentence.¹²

So, writing was an activity to express ideas in writing form or the process of giving information by texts that involved in generating the letters., words and sentences. The main goals in writing activity were able to write ideas, information in a good logical order, expressing their thought clearly and improved that they had in mind so that the reader easier to know what that read.

b. Kinds of Writing

Based on the variety and form Weafer in Tarigan's book¹³ made the classification as following below:

1. Exposition consisted of definition and analysis.
2. Description consisted of expository description and literary description.
3. Narrative consisted of time sequence, motif, conflict, and interest center.
4. Argumentation consisted of inductive and deductive

¹² Kasihani K.E. Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2007), p. 68.

¹³ *Ibid.*, p. 27.

c. Levels of Writing Achievement

Writing was a process that develops gradually; with exploration and experimentation, students would acquire the diverse skills. Students might exhibit more than one level in a single piece of writing, because it was a process and levels were connected and would overlap. As they got more experience with reading, too, the writing growth would accelerate.

According to Stephen Isaacson, “On-going assessment of writing was integral to the effective teaching of writing to students with learning disabilities. Curriculum-based assessments could be used to assess the writing process and product and should take into account purpose as well. The writing process could be assessed through observational and self-observational checklists. The writing product could be evaluated on five product factors: fluency, content, conventions, syntax, and vocabulary. It meant that the response to the integrated writing was assessed based on the writing quality (organization, accuracy and good grammar and vocabulary writing), the completeness and the precision of writing contents.

Writing samples also should be assessed across a variety of purposes for writing to give a complete picture of a student's writing performance across different text structures and genres. These simple classroom measures could fulfil various functions of assessment including: identifying strengths and weaknesses, planning instruction, evaluating instructional activities, giving feedback, monitoring performance, and reporting progress.

d. Evaluation of Writing

Students in the tenth grade participated in senior high school writing test and must pass the test to earn a regular education diploma. The students were asked to produce a response to one on-demand persuasive writing prompt. The writing test required the students to produce a composition of no more than two pages on an assigned topic.

According to Georgia Department of Education, “ Four domains of writing were evaluated in writing assessment. Each paper was scored in four domains: Ideas, Organization, Style, and Conventions.¹⁴ It meant that there were four domains of writing assessment as following:

- a. Ideas meant the opinions or the explanation of test in good ideas and writing form.
- b. Organization meant the arrangement of writing is good so far, while
- c. Style meant the designs of written form is good and
- d. Conventions meant the custom or standard practice of writing is good too.

Based on those four domains, the writing skill was assessed or evaluated. The addition there were some criteria of writing assessment.

They were:

- a. Grammar

¹⁴ Georgia Department of Education, *Grade 5 Writing Assessment*, (http://www.doe.k12.ga.us/ci_test), Accessed on 11th January 2012.

- b. Vocabulary
- c. Mechanics
- d. Fluency
- e. Form.

Part of writing assessment should tell the students what been valued in writing ability. The students should know in advance on what criteria their papers would be evaluated. One way to do this was to present a checklist of criteria at the end of the prompt that students could use to edit and revised their writing.

Writer's checklist:

- Did you write on the assigned topic?
- Did you write for the assigned audience?
- Did you identify a central theme?
- Did you explain the key ideas or events for the theme?
- Did you complete the sentences?
- Did you correct errors in spelling capitalization, punctuation and usage?

The items included in the checklist should mirror the components of the scoring rubric in rating students paper. When the checklist was placed at the end of the prompt, students could review their own writing to determine.If it met the criteria againts, which it would be evaluated.

2. News Item

a. Definition and Concept

According to Gerrot and Wignell, “News item text was a kind of text informing readers, listeners, or viewers about events of the day which considered newsworthy or important were”.¹⁵

Otong Setiawan said, “ Teks news item merupakan teks yang kontennya memberitahukan peristiwa atau kejadian yang di pandang layak di ketahui publik bermuatan berita.News item text was a text by which its content inform an event which considered feasible to be known by public was.”¹⁶

Further, according to Ely Wulandari Maulana, “News item adalah jenis teks yang berhubungan dengan berita.A kind of text which corresponded to news.”¹⁷

From the explanation above it could conclude that news item text was written down with purpose to give an important information about what things happened or the headline news of the day which considered feasible to be known by public were.

¹⁵Linda Gerrot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stebler, 2003), p. 200.

¹⁶Otong Setiawan Djuharie, *Genre*, (Bandung: Yrama Widya, 2007), p.47.

¹⁷Ely Wulandari Maulana, News Item, (<http://najmimaulana.wordpress.com/2008/12/11/news-item>), retrieved on December 12, 2012, p. 1.

b. Kinds of News item

Talking about kinds in news item meant talking about generic structure and lexicogrammatical feature that tell about the structure and the contain of the text. Rudi Hartono stated that the generic structures of news item text were newsworthy event, background events, and sources.¹⁸

1. Newsworthy event(s); recounts the event in summary form.

Newsworthy event(s) is placed in the first paragraph. Newsworthy event was the contents of event. The sentences in newsworthy event were often in Present Perfect form and ended by past sentence form.

2. Background event(s); elaborated what happened, to whom, in what circumstances.

Background event contained the truth detail event. Background events are elaboration of events, subject, object, adverb and so forth.

2. Sources; one, such as a person or document, that supplied information of the event.

Sources was placed in the last paragraph. It contained comments by participants in, witnesses to and authorities expert on the event.

¹⁸Rudi Hartono, *Genres of Text*, (Semarang: Univ. Negeri Semarang, 2005), p. 16.

By doing so, the researcher presented an example of news item text.

Earthquake Strikes Central Sulawesi

Newsworthy event

Jakarta (JP): The number of people injured in the weekend earthquake in the Central Sulawesi of Palu reached 26. The earthquake, measuring 5.8 in the opened richter scale, also damage of destroyed hundreds of bulidings. So far no deaths have been reported.

Background event

“Only 3 of the 26 injured still being treated at a goverment clinic. In the Sausu Trans village, the rest have returned home,” Mohammad haerollah, an official of the Central Sulawesi Office of the Ministry of Social Services, told the Jakarta Post yesterday.

Officials at the meteorology and geophysics agency in Palu said earlier that the epicenter was in the Gulf of Tomini, 32 kilometres east of Palu, at a depth of 32 kilometres. The official recorded 396 tremors between 5:30 p.m. on Saturday and 12:00 a.m. on Sunday. However, locals felt 47 of the tremors.

Sources

Antara news Agency reported on Saturday that most of the casualties were adults, injured a collapsing structures. The agency also said, that victims were mainly residents of the Sausa, Suli, Torono, and Malakosa villages.

could take a conclusion that news item text was a kind of text which familiar with our daily life was. There were three components of news item text that we should know; first, its social function was that to inform about event of the day considered as a newsworthy thing. Next, its generic structure was newsworthy event(s), background, and sources.

c. Review of the Related Findings

There is related finding about writing news item text, as follows:

1. Nurjannah's thesis, "The Comparative Study between the Result of Teaching News Item Text by Using Lecturing and Question-Answer Methods". The aim of the research was to know the differential result between two methods to teach news item text. The method used in this research was experimental method. After calculating and analyzing data, it stated that there was significant comparative study between the result of teaching news item text by using lecturing and question-answer methods at the eleventh grade students of SMAN 6 Padangsidempuan".¹⁹
2. Marilam's thesis, "The Correlation between Types of Sentence and Writing News Item Text". The research conducted at the eleventh grade of SMA Negeri 1 Batang Onang. The aim of the research was to know the correlation of a subject to write news item. The research method was descriptive method. After calculating and analyzing, it was hypothesized that there was correlation between types of sentence and writing news item.
3. Anita Susanni's thesis, "The Effect of Cooperative Method on Writing News Item Text". The research conducted at the eleventh grade of SMA Negeri 1 Batang Angkola. The aim of the research was to know the

¹⁹Nurjannah. The Comparative Study between the Result of Teaching News Item Text by Using Lecturing and Question-Answer Methods at the XI grade students of SMAN 6 Padangsidempuan in 2011/2012 Academic Year (*Unpublished Script*), Padangsidempuan: FKIP STKIP, 2010.

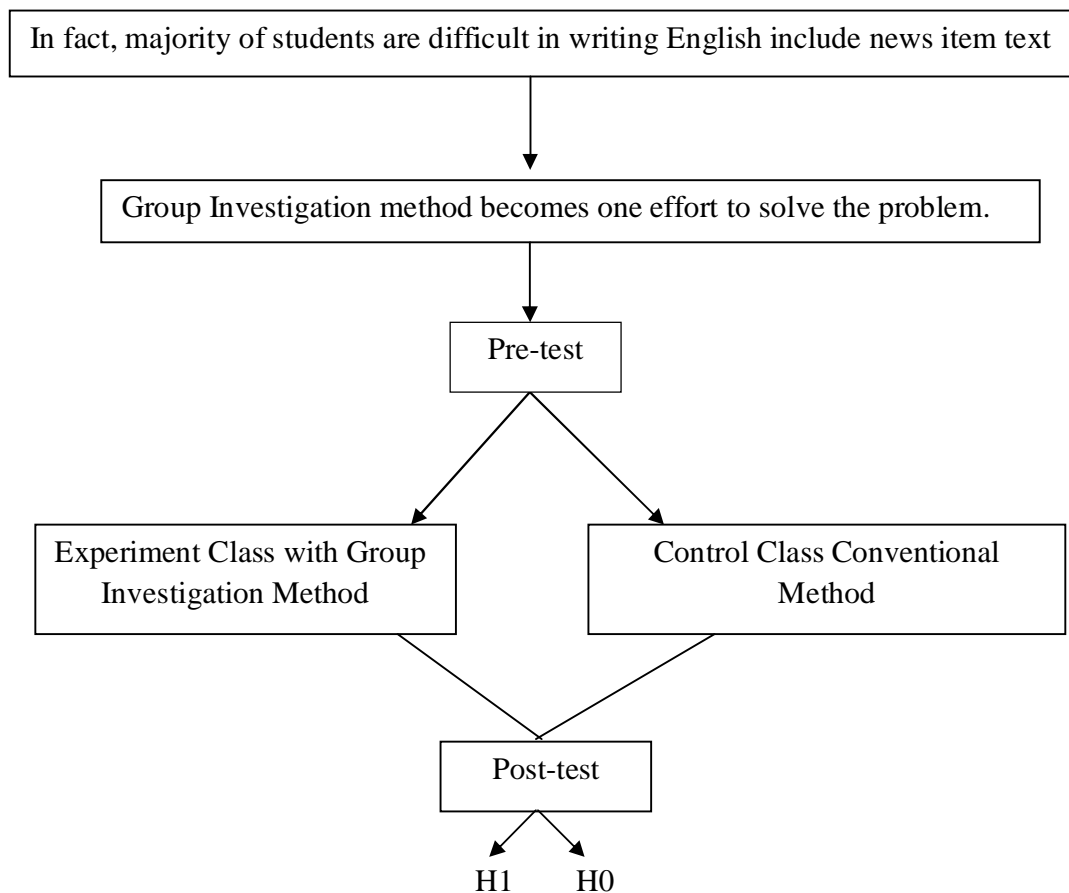
effect of a method to write news item. The research method was descriptive method. After calculating and analyzing, it was hypothesized that there was the effect of cooperative method on writing news item text.

If the reseacher mentioned about above research about the ability in writing news item text, the researcher wanted to find out about the effect of group investigation method on writing news item text ability.

c. **Conceptual Framework**

The successful of writing ability depended on many factors. One of them was how the teacher taught English to the students. The suitable method was very important to teach writing news item text ability. Writing news item text was a kind of text informing readers, listeners, or viewers about events of the day which considered newsworthy or important were. However, it becomes main manifestation of the writer. As the framework for this research was if we study competitively and individually, we would be effective and this method was one way to motivate the students to do the best, and give them freedom to look for their ability distance.

This method was covered in constructivism theory. This learning appeared from a concept that students would be easier to find and comprehend the difficult concept if they discuss and investigate the problems with their friends.



From the framework above, group investigation method was a method used by the teacher on writing news item text ability. In order the learning of writing news item text through group investigation method to be easier, the teacher must be able to facilitate the students to learn effectively.

Based on the description above, using group investigation should be seen as a suitable strategy in teaching and learning of writing news item text ability and it developed the students' competencies. Group investigation

method gives maximum control for teacher to teach writing with large or small.

d. Hypothesis

In quantitative research, hypothesis was predictions the researcher holds about the relationship among variables. It mean it needs testing. It was also relevant to the statements of Suharsimi Arikunto who stated that if a research had collected and analyzed the collected data as the materials in testing therefore hypothesis, of course would come to the calculations accept or reject the hypothesis”.²⁰

Based on explanation above, the hypothesis was formulated as follow: “There was the effect of group investigation method on writing news item text ability at the grade X students of SMK Negeri 1 Batang Angkola”.

²⁰ Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2007), p. 72.

Earthquake Strikes Central Sulawesi

Newsworthy event

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Sources

Antara news Agency reported on Saturday that most of the casualties were adults, injured a collapsing structures. The agency also said, that victims were mainly residents of the Sausa, Suli, Torono, and Malakosa villages.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

This research was done at SMK Negeri 1 Batang Angkola. It was located at Mandailing Raya street area of South Tapanuli. This subject of research was at the X grade of students at SMK Negeri 1 Batang Angkola 2014 academic years. This research had been done from January 2013 until February 2014.

B. Research Design

To take the data, the researcher made some tests and used experimental method. According to L.R. Gay and Peter Airasian said, “Experimental research was the only type of research that could test hypotheses to established cause and effect”.¹ According to John w. Creswell, “Experimental research included true experiment with the random assignment of subject to treatment condition as well as quasi experiment that use non randomized.”²

From the quotation above, the researcher concluded that the experimental research was a kind of research which had the aim to know causal effect

¹ L. R. Gay and Peter Airasian, *Education Research for Analysis and Application*, (New York: Prentice Hall, 1992). p.367.

² John W. Creswell, *Research Design*, (USA: Sage Publication, 2002). p.14.

relationship between one variable and more to other variables. The experimental research controls the selection of participant for the study and divided the select participant in to more groups having similar characteristics at the start of experiment. In this research, the researcher used pretest and posttest research design of instrument.

Relevant with the characteristic above, this research was aimed to empirically examine the cause effect relation between investigation method treatments with writing news item text ability. Experimental classroom employed investigation method, on the hand the control classroom used conventional way. Previous to conducting the learning process, both classes were given pre-test in ordered to acquire the data which presented the ability and range of score among student. The result of this test would reveal the writing news item. This score would also be starting point in exploring the degree of improvement of each student before and after of learning. This design was presented as below:

Table 1. Research design

(X)	(Y)
Groupinvestigation method (X ₁)	X ₁ Y
Conventional method (X ₂)	X ₂ Y

In which:

X₁Y = Writing news item text in class with investigation method.

X₂Y = Writing news item text ability without investigation method.

After the process of teaching writing, both of classes were given post – test. The achievement would use as basis to calculate whether the difference of Swriting with and without investigation was significant or not.

In addition, controlling the effect of the other variable was conducted through correlating the pre-test achievement of experimental class and control class. If the coefficient showed high degree of relationship, both of the class would be explored. However if the degree of relationship was low, the other class would be examined to get higher degree of relationship in order to ensure both of the classes were homogenous. Besides, the researcher would apply similar treatment, attitude and physical performance in the process of teaching writing except the employment of learning.

C. Population and Sample

1. Population

SuharsimiArikunto said,“Populasi adalah keseluruhan data subject penelitian.”³ It mean that population was all of the subjects of the research. Then Sukardi said “Populasi adalah keseluruhan data subject yang terdapat pada kelas yang ditentukan sebagai sampel. “It mean population was all members of well defined class of people, event or subject.”⁴

³Suharsimi Arikunto, *Prosedur Penelitian Studi Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1993), p. 108.

⁴Sukardi. *Metodologi Penelitian*, (Jakarta: Bumi Aksara, 2003), p. 53.

Table 2
Grade X student at SMK Negeri 1Batang Angkola
Academic year 2013/2014

NO	CLASS	TOTAL
1	TKJ ¹	30
2	TKJ ²	30
3	TKJ ³	30
Total all of the students		90

Source: School administration data of SMK Negeri 1Batang Angkola

2. Sample

According to Gay and Airasian stated, "Sample was a number of individuals for a study in such as a way that they represent the large group from they were selected."⁵ In this research, the researcher used normality and homogeneity test to take the sample. So, the formula was:

Tabel 3
Sample of students

Class	Numbers
Eksperimental class (TKJ ¹)	30
Control class (TKJ ²)	30
Total	60

D. Instrumentation of the Research

A research must have a good instrument because a good instrument could go guarantee for taking the valid data. In addition, Suharsimi Arikunto said, "Instrument of the research was a tool of facility was used by the researcher in

⁵ L.R. Gay and Peter Airasian. *Op. Cit.* p. 121.

collecting data”.⁶So, the process was easier and better with the more careful, complete and systematic. In this research, the instrument of collecting data was using test. There were five indicators to test writing ability. They were: Grammar, Vocabulary, Mechanic, Fluency and Form (Organization).

Table 4
Research Design of Instrument

Class	Pre-test	Treatment	Post- test
Experimental class (X TKJ ¹)	√	√	√
Control class (X TKJ ²)	√	X (conventional method)	√

Table 5
Indicators of Writing

Indicators	Score			
	1	2	3	4
Grammar	20	15	10	5
Vocabulary	20	15	10	5
Mechanic	20	15	10	5
Fluency	20	15	10	5
Form	20	15	10	5

⁶*Ibid.*, p.106.

Because the test was writing, the researcher divided the score into five criteria, which were the scores of grammar, vocabulary, mechanics, fluency, and form(organization). It could be described about the score of criteria as follow:

Grammar

No.	Indicator	Score
1	Few (if any) noticeable errors of grammar or word order	20
2	Some error of grammar or word order which do not however, interfere with comprehension	15
3	Error of grammar or word order fairly frequent occasional re- reading necessary for full comprehension	10
4	Errors of grammar of word order frequent: efforts of interpretation sometimes required an reader's part	5

Vocabulary

No.	Indicator	Score
1	Use of vocabulary and idiom rarely (it at all) distinguishable from that of educated native writer	20
2	Occasionally uses in appropriate terms or relies on circumlocution: expression or ideas hardly impaired	15
3	Uses writing or inappropriate word fairly frequently expression of ides maybe limited because of in adequate vocabulary	10
4	Limited vocabulary and frequent errors clearly hinder expression of ideas.	5

Mechanic

No.	Indicator	Score
1	Few (if any) noticeable lapses in punctuation or spelling	20
2	Occasional lapses in punctuation or spelling which do not, however interfere with comprehension	15
3	Errors in punctuation or spelling fairly frequent occasional re- reading necessary for full comprehension.	10
4	Frequent error in spelling or punctuation sometimes to obscurity	5

Fluency

No.	Indicator	Score
1	Choice of structures and vocabulary consistently appropriate: like that of educated native writer	20
2	Occasional lack of consistency in choice of structures and vocabulary which does not.	15
3	patchy, with some structures or vocabulary items noticeably inappropriate to general style	10
4	Structures of vocabulary items sometime not only in appropriate but also misused little sense of ease of communication.	5

Form

No.	Indicator	Score
1	Highly organized clear progression of ideas well linked : like educated native writer	20
2	Material well organized linked could occasionally be clearer but communication not impaired	15
3	Some lack of organization re- reading required for clarification of ideas	10

4	Little or no attempt at connectivity, though reader can deduce some organization. ⁷	5
---	--	---

Table 6
The criteria of value”⁸

No	Class of score	Predicate
1	80 – 100	Very good
2	70 – 79	Good
3	60 – 69	Enough
4	50 – 59	Bad
5	0 – 49	Fail

E. Procedure of the Research

To get the data from students, researcher collected by giving pre-test and post test to students. Test was some questions or view and other tool was used for measuring skill, knowledge and intelligence ability. The test was divided into two kinds:

1. Pre test

The function of pre test was to find the means scores of the group investigation method and conventional group before the researcher gave treatment. In this case, the researcher hoped that the whole students' writing

⁷Arthur Hughes, *Testing For Language Teacher*, (New York: Cambridge University Press, 1990), p. 91-93.

⁸Muhibbinsyah, *Psikologi Pendidikan Pendekatan Baru*, (Bandung: Remaja Rosda karya,2000), p.81.

ability was same or if there was a different between those groups, the different was hopefully not significant.

2. Treatment

The experiment class and the control class were giving some material. Which was consisted of writing news item text aspect that would be thought by the teacher in different ways. The experiment class was giving treatment, it was thought by using writing news item text and the control class not using strategy.

3 . Post test

After giving treatment, the researcher conducted a post test which the same test with the pre test, and had been conducted in the previous of the research. This post test was the final test in the research, especially measuring the treatment, whether was the significant or not. After conducting the post test, the researcher analyzed the data and the researcher found out the effect of task based method in the experimental group

F. The Technique of Data Analysis

The analysis of data was done to find out the ability of the two groups that had been divided into experimental and control class. In this research, researcher used normality and homogeneity test to take the data. So the formula was:

a. Normality test

To calculate normality test by use liliefors formula, as follow:⁹

- Calculating average and standard deviation by the formula:

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

- Perception x_1, x_2, \dots, x_n made permanent number z_1, z_2, \dots, z_n by using formula:

$$Z_i = \frac{x_i - \bar{x}}{s}$$

- To every this permanent number and by using enlist of permanent normal distribution, and then calculating the opportunity.

$$F(Z_i) = P(Z < Z_i)$$

- Counting the difference $F(Z_i) - S(Z_i)$, and then determine its absolute price.
- Taking the biggest price among absolute price of the difference and mentioning the price by L_0 .
- If $L_0 < L$ obtained from the critical value test, the liliefors with the real level $\alpha = 0,05$, hence the distribution was normal.

b. The homogeneity of test

To test whether variants of both homogenous samples, variants equality test, that was:

⁹Darwyan Syah, et all, *Pengantar Statistik Pendidikan* (Jakarta: Gaung Persada Press), p.29.

$$F = \frac{\text{the biggest variants}}{\text{the smallest variants}}$$

Here, after comparing to the F_{table} , its criterion is :

If $F_{calculating} < F_{table}$, then both samples are homogeneous

G. Hypotheses Test

1. Students' ability in writing news item in class group investigation strategy was significantly better than the conventional strategy (H_1), the form was as follows:

$$H_1 : \mu Y_1 > \mu Y_2$$

2. Students' ability in writing news item in class group investigation strategy was not significantly better than the conventional strategy (H_0). The form was as follows:

$$H_0 : \mu X_1 = \mu X_2$$

In accordance with the formulation of the problem. The technique in analyzing the data was by using t-test, because was aimed to examine the difference of two variables. Such examination was performed both on pre-test and pos-test score from the experimental class and control class. T-test formula that was to be applied is as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

\bar{x}_1 = Mean of experimental class sample

\bar{x}_2 = Mean of control class sample

n_1 = Total sample of experimental class

n_2 = Total sample of control class ¹⁰

Classes to convey the students' interest and motivation in writing news item text subject especially. Hopefully, the students would write news item text better by using group investigation method.

¹⁰Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal* (Jakarta: Bumi Aksara, 2003), p. 219.

CHAPTER IV
DATA ANALYSIS

A. Description Data

As the result of research, the data is the source calculating of group investigation method on writing news item text ability in looking for the effect of both of them. This research is conducted at the tenth grade students' on SMK Negeri 1 Batang Angkola. In collecting the data, the writer gives essay test to get the data about group investigation method. In order to know the data of this research, the writer describes both of variables.

- 1. The Score Pre-test**
 - a. Experiment**

Table 7
The Score of Experimental Class in Pre-Test

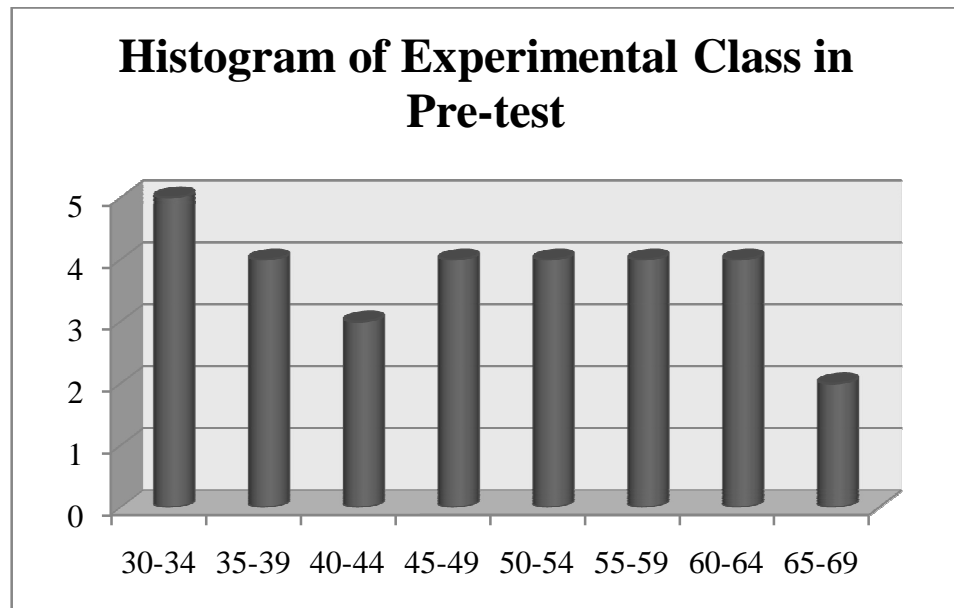
Total	1408
Highest Score	65
Lowest Score	30
Mean	46.93
Standart Deviation	12.97
Varians	168.40
Median	42.5
Modus	58
Range	35
Interval	5

Based on the table above the total score of experiment class in pre-test was 1408, mean was 46.93, standart deviation was 12.97, varians was 168.40, median was 42.5, range was 35, modus was 58, interval was 5. The researcher got the highest score was 65 and the lowest score was 30. Next, the calculation of how to get it could be seen in the appendix VI. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

Table 8
The Frequency Distribution of Students' Experimental Class Score in Pre-Test

No	Interval	Frequency	Percentages
1	30-34	5	16.66%
2	35-39	4	13.33%
3	40-44	3	10%
4	45-49	4	13.33%
5	50-54	4	13.33%
6	55-59	4	13.33%
7	60-64	4	13.33%
8	65-69	2	13.33%
<i>i=5</i>		30	100%

Based on the table, it can be drawn at histogram as follow



b. Control

Table 9
The Score of Control Class in Pre-Test

Total	1413
Highest Score	65
Lowest Score	30
Mean	47.1
Standart Deviation	11.2
Varians	125.74
Median	40.5
Modus	60
Range	35
Interval	5

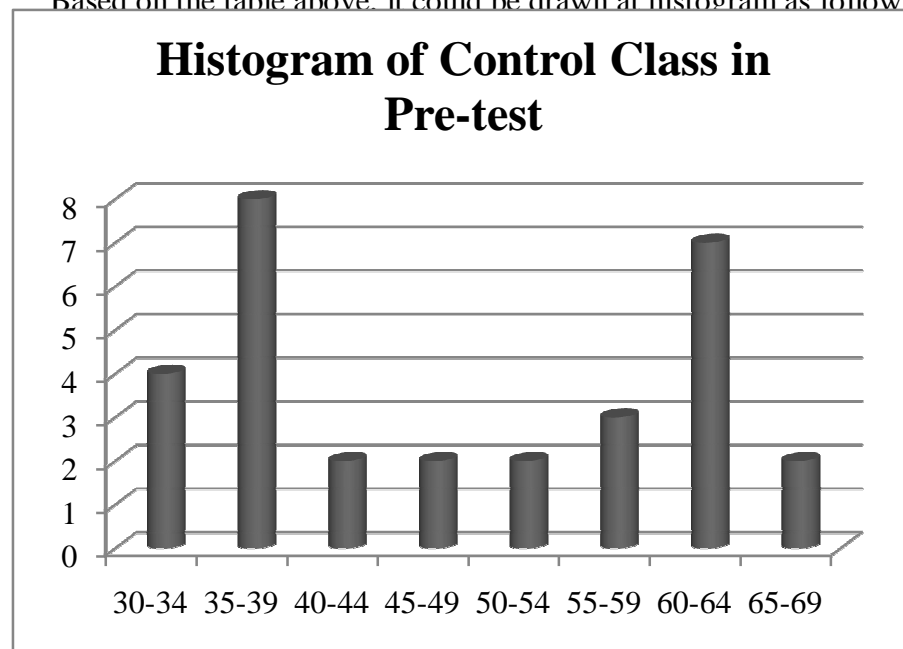
Based on the table above the total score of control class in pre-test was 1413, mean was 47.1, median was 40.5, mode was 60, range was 35, interval was 5, standart deviation was 11.2, varians was 15.74. The researcher got the highest score was 65, and the lowest score was 30. Next, the

calculation of how to get it could be seen in the appendix VII. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

Table 10
The Frequency Distribution of Students' Control Class Score in Pre -Test

No	Interval	Frequency	Percentages
1	30-34	4	13.33%
2	35-39	8	26.66%
3	40-44	2	6.66%
4	45-49	2	6.66%
5	50-54	2	6.66%
6	55-59	3	10%
7	60-64	7	23.33%
8	65-69	2	6.66%
<i>i=5</i>		30	100%

Based on the table above, it could be drawn at histogram as follow:



c. Normality and Homogeneity

Normality and homogeneity of experimental and control class in pre test can be see in table below:

Tabel 11
Normality and Homogeneity in Pre-test

Class	Normality Test		Homogeneity Test	
	F_{count}	F_{table}	F_{count}	F_{table}
Experimental Class	0.0753	0.1590	1.33 < 1.84	
Control Class	0.0852	0.1590		

Based on the table above, researcher calculated that the score of experiment class $L_o = 0.0753 < L_t = 0.1590$ with $n = 30$ and control class $L_o = 0.0852 < L_t = 0.1590$ with $n = 30$, and real level $\alpha = 0.05$. Cause $L_o < L_t$ in the both class. So, H_o is accepted, it meant that experiment class and control class were distributed normal. Researcher calculation, it could be seen on the appendix X .

Then, the coefficient of F_{count} was compared with F table. Where F table was determined at real $\alpha = 0.05$, and the same numerator $dk = N - 1 = 30 - 1 = 29$ and denominator $dk = N - 1 = 30 - 1 = 29$ So, by using the list of critical value at F distribution was got $F_{0.05(29,29)} = 1.84$ It shows that $F_{count} (1.33) < F_{table} (1.84)$. So, it can be concluded that the variant from the data of the students' ability in Writing News Item Text SMK NEGERI 1 Batang Angkola by experimental and control class was homogeny.

2. The Score Post-test

a. Experiment

Table 12
The Score of Experimental Class in Post-Test

Total	2239
Highest Score	90
Lowest Score	60
Mean	74.63
Standart Deviation	9.41
Varians	88.72
Median	71.5
Modus	80
Range	30
Interval	5

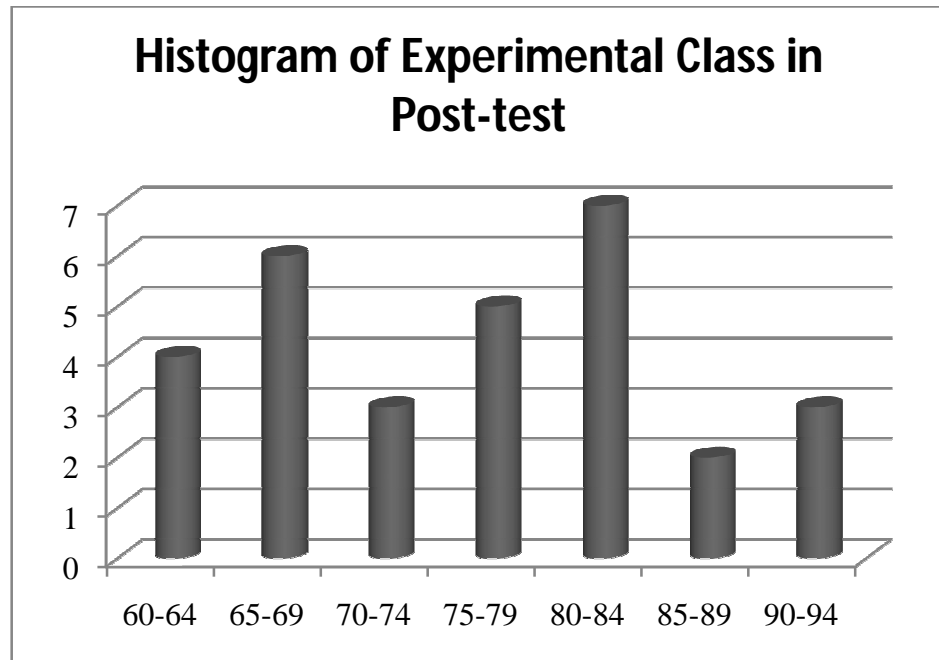
Based on the table above the total score of control class in pre-test was 2239, mean was 74.63, median was 71.5, mode was 80, range was 30, interval was 5, standart deviation was 9.41, varians was 88.72. The researcher get the highest score was 90, and the lowest score was 60. Next, the calculation of how to get it could be seen in the appendix VIII. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency as follow:

Table 13
The Frequency Distribution of Students' Experimental Class Score in Post-Test

No	Interval	Frequency	Percentages
1	60-64	4	13.33%
2	65-69	6	20%
3	70-74	3	10%
4	75-79	5	16.66%
5	80-84	7	23.33%
6	85-89	2	6.66%
7	90-94	3	10%

<i>i-5</i>	30	100%
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Based on the table, it can be drawn at histogram as follow:



b. Control

Table 14
The Score of Control Class in Post-Test

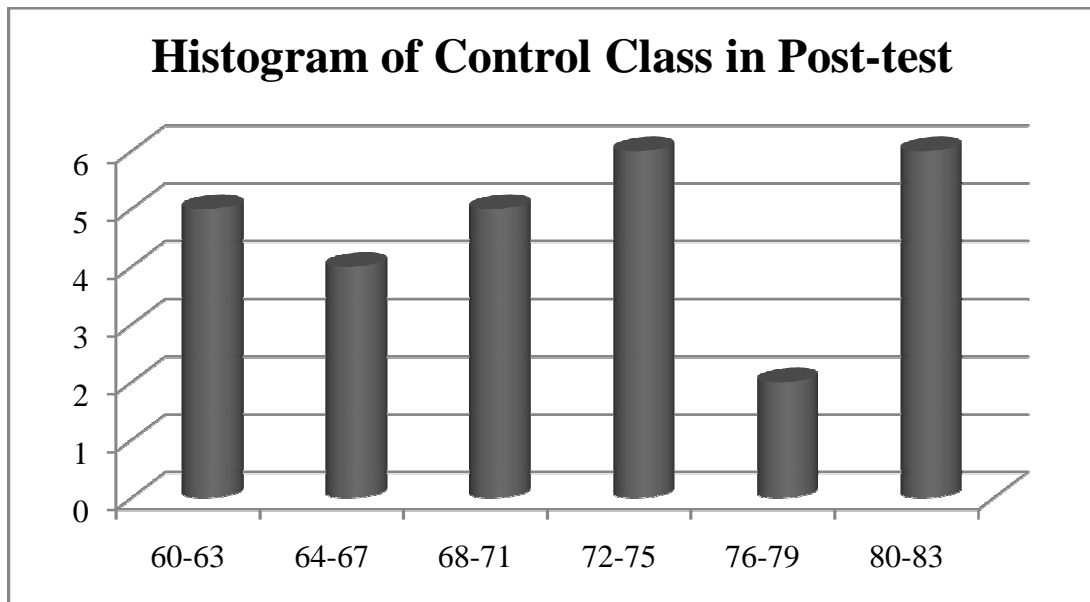
Total	2162
Highest Score	85
Lowest Score	60
Mean	72.06
Standart Deviation	7.74
Varians	60
Median	68.5
Modus	80
Range	25
Interval	4

Based on the table above the total score of experiment class in pre-test was 2162, mean was 72.06, standart deviation was 7.74, varians was 60, median was 68.5, range was 25, modus was 80, interval was 4. The researcher get the highest score was 85 and the lowest score was 60. Next, the calculation of how to get it could be seen in the appendix IX. Then, the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

Table 15
The Frequency Distribution of Students' Contral Class Score in Post-Test

No	Interval	Frequency	Percentages
1	60-63	5	16.66%
2	64-67	4	13.33%
3	68-71	5	16.66%
4	72-75	6	20%
5	76-79	2	6.66%
6	85-89	2	9%
7	80-83	6	20%
8	84-87	2	6.66%
<i>I:4</i>		30	100%

Based on the table above, it could be drawn at histogram as follow:



c. Requirement

1) Normality

Tabel 16

Normality and Homogeneity in Post-test

Class	Normality Test		Homogeneity Test	
	F_{count}	F_{table}	F_{count}	F_{table}
Experimental Class	0.0368	0.1590	1.47 < 1.84	
Control Class	0.0464	0.1590		

Based on the table above, researcher calculated that the score of experimental class $L_o = 0.0368 < L_t = 0.1590$ with $n = 30$ and control class $L_o = 0.0464 < L_t = 0.1590$ with $n = 30$, real level α was 0.05. Cause $L_o < L_t$ in the both class. So, H_o was accepted, it means that experiment class and control class were distributed normal. Researcher calculation, it could be seen on the appendix XI.

2) Homogeneity

The coefficient of F_{count} was compared with F_{table} . Where F_{table} was determined at real $\alpha = 0,05$ and the same numerator $dk = N - 1 = 30 - 1 = 29$ and denominator $dk N - 1 = 30 - 1 = 29$ So, by using the list of critical value at F distribution was got $F_{0,05(29,29)} = 1.84$. It showed that $F_{\text{count}} (1.47) < F_{\text{table}} (1.84)$. So, it could be concluded that the variant from the data of the students' ability in Writing News Item text at SMK NEGERI 1 Batang Angkola by experimental and control class was homogeny.

3. Hypotheses

The data would be analyzed to prove hypothesis by using formula of T-test. The result of the researcher calculation, it can be seen on the table as follow:

Table 17
Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
-0.019	1.671	2.362	1.671

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

Where:

H_a : There was a significant effect of group investigation method on writing news item text ability.

H_o : There was no significant effect of group investigation method on writing news item text ability.

Based on researcher calculation, researcher found that t_{count} 2.362 while t_{table} 1.671. With opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dt = (n_1 + n_2 - 2) = (30 + 30 - 2) = 58$, cause $t_{count} > t_{table}$ ($2.362 > 1.671$). It means that hypothesis (H_a) was accepted; it meant there was a significant effect of group investigation method on writing news item text ability. It described the mean score of experimental class by using news item text was 74.63 and mean score of control class in using conventional strategy was 72.6. So, From the explanation above it was students' ability in writing News Item text was better than conventional strategy ($\mu^1 > \mu^2$). Researcher calculation, it could be seen on the appendix XII.

B. Discussion

The main problem of this research was the students' ability in Writing News Item text at SMK NEGERI 1 Batang Angkola. In this research, researcher found that the students' ability in writing News item text is low. Student's could't understand about generic structure of News Item text, language features of news item text and they are still low in vocabulary. It was known when researcher asked them to write a news item text, most of students can not it well.

The researcher gave pre-test to the students to know their ability in writing new item text without giving treatment. And the result of pre-test in experimental class, the researcher got mean was 46.93, median was 42.5, modus was 58. Meanwhile the result of pre-test in control class, the researcher got mean was 47.1, median was 40.5, modus was 60.

After researcher known the students' ability in writing news item text. Researcher tried to give the treatment by using group investigation method in experimental class and using conventional strategy in control class. And then, researcher gave post-test to students to know students' ability after giving treatment. The result of post-test in experimental class, the researcher got mean was 74.63, median was 71.5, modus was 80. Meanwhile the result of post-test in control class, the researcher got mean was 72.06, median was 68.5, modus was 80.

The results and hypotheses testing showed that both these variables have the effect and hypothesis alternative (H_a) was accepted. This means that students' writing news item text ability by using group investigation method is better than conventional strategy ($\mu^1 > \mu^2$). Hypothesis zero (H_0) was rejected. Finally, the researcher concluded that group investigation method was effective in writing news item text.

C . Threats of the research

In this research, the researcher found many threats of the researcher. It started from the title until the techniques of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the thesis, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough. And also the students didn't do the test seriously. So the researcher took the sets answer directly without care about it.

The researcher was answer all of the thing would want to be searched but to get the excellence result from the research were more difficult because there were the threats of the researcher. Based on the threats of the researcher, the researcher had been helped by first and second advisor to do the best in this research and doing consultation with the advisors.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis that has described in the previous chapter, the researcher concluded as follows:

1. The students' ability in writing news item text by using group investigation method at grade x SMK NEGERI 1 Batang Angkola was 74.63
2. The students' ability in writing news item text by using conventional method at grade x SMK NEGERI 1 Batang Angkola was 72.06
3. The Students' ability in writing news item text by using group investigation method was better than conventional method ($\mu_1 > \mu_2$).

Hypothesis alternative (H^a) was accepted. It can be seen from the mean score of experimental and control class ($74.63 > 72.06$).

B. Suggestion

In relation to the research findings, the writer suggests to:

1. The Principal of SMK NEGERI 1 Batang Angkola, to motivate the writer, especially English teachers to teach as well as possible by maximizing group investigation in teaching, because through this research, it was significantly proven that this method was good to increase the students' ability in writing News Item text..

2. The English teacher, to increase the students' ability in learning English, especially will be increasing the students' ability in writing News Item text and pleasant teaching-learning process. One of the way is group investigation method.
3. Other researcher, the findings of this research are subject matters which can be developed largely and deeply by adding other variables or enlarge the samples.

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