

THE EFFECT OF GROUP INVESTIGATION METHOD ON STUDENTS' WRITING DESCRIPTION PARAGARAPH ABILITY AT GRADE VIII SMP N 2 KOTANOPAN

A THESIS

Submitted to the state Institute for Islamic Studies Padangsidimpuan as a Partial Fulfilment of the Requirements for the Degree of Islamic Educational Scholar (S.Pd.I) in English

Written by:

RAHMI JULIANI NASUTION Reg. No. 09 340 0089

ENGLISH DEPARTMENT

FACULTY OF TARBIYAH AND PEDAGOGY THE STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN

2014



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Advisor I

~ 4

Dr.Mahmudin Siregar, M.A NIP.19530104 198203 1 003

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2014

Things : Thesis a.n. **Rahmi Juliani Nasution** Appendix: 6 (six) Examplar

Padangsidimpuan, 12 June 2014 To:

The Dean of Tarbiyah and Pedagogy Faculty in _____ Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to **Rahmi Juliani Nasution** entitle "*The Effect of Group Investigation Method on Students' Writing Description Paragraph Ability at Grade VIII* SMP N 2 Kotanopan", 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 Pedagogy Faculty in IAIN Padangsidimpuan.

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

Advisor II

Wassalamuʻalaikum Wr. Wb.

Advisor I

<u>Dr. Mahmudin Siregar, M.A.</u> NIP. 19530104 198203 1 003

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DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Na ele	Students' Writing Description Paragraph Ability a Grade VIII SMP N 2 Kotanonan
The Tittle of Thesis	:The Effect of Group Investigation Strategy on
Faculty/Department	: Tarbiyah and Pedagogy/ TBI-3
Registration Number	: 09 340 0089
Name	: RAHMI JULIANI NASUTION

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 Padangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of IAIN Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, May 12th 2014

Declaration Maker,



EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

Name Reg. No

: RAHMI JULIANI NASUTION : 09 340 0089 The Tittle of Thesis : THE EFFECT OF GROUP INVESTIGATION METHOD TO STUDENTS' WRITING DESCRIPTION PARAGRAPH ABILITY AT GRADE VIII SMP NEGERI 2 KOTANOPAN

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LEGALIZATION

The theses with title : THE EFFECT OF GROUP INVESTIGATION METHOD ON STUDENTS' WRITING DESCRIPTION PARAGRAPH ABILITY AT GRADE VIII SMP N 2 KOTANOPAN

Written by

: RAHMI JULIANI NASUTION

Reg. No

: 09 340 0089

class was 78,1 and control class was 72.3. Anothin analysis of

Had been accepted as a partial fulfillment of the requirement for the degree of Islamic Educational Scholar (S.Pd.I)

Padangsidimpuan, June_14th 2014 R Dearr Face of Parbivah and Pedagogy writing description paragraph ability at ANGSIDIM HMZulhimma, S.Ag., M.Pd NIP. 19720702 199703 2 003

ACNOWLEDGEMENT

بسم الله الرحمن الرحيم

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 Strategy On Students' Writing Paragraph Ability At Grade Eight Smpn 2 Kotanopan". Peace and Salutation to our beloved prophet Muhammad SAW who has guided us to have a good life.

In writing this thesis, the writer has found various difficulties. Fortunately, many people helf me to finish my thesis. May be whithout supported, helf, this thesis would not be as it is now.

Iwould like to express my especially thanks to Mr.Mahmudin siregar, M.A, as the first advisorand Mr.Sojuangon Rambe, S.S M.Pd as the second advisor who has given me advice, suggestion, comments and help me in writing this thesis.

I also would like to express his thanks to:

- 1. Rayendriani Fahmei Lubis, M. Ag., the Leader of English Education Department.
- 2. Headmaster, English teacher and also students of SMP N 2 Kotanopan Especially to the eight grade who helped me to completed my research.
- 3. My beloved parents, Burhanuddin Nasution and Rasidah Lubis, my brother Ahmad Zaini Nasution, Zainal Abidin Nasution.And then my beloved sister

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,the last my younger brother Faiz Mufid Ibrahim Nasution, for their pray, love and support.

4. My beloved friends, Nelvi simamora, Eli mahrani,Sandra Putri perdana,Khotimatul mar'ah, Arpah Yannur, Azan zuhriand especially to my friends in dormitory. and All of my friends that I can't mention one by one, for their support, and suggestion.

and the second second second second

C. Formulation of the Problem

H. Defension Operational Variables

Padangsidimpuan, 12 May 2014

The Researcher,

RAHMI JULIANI NASUTION Reg.No. 09 340 0089

ABSTRACT

Name	: RAHMI JULIANI NASUTION
Registration Number	: 09.340.0089
Department/Study Program	: Tarbiyah and Pedagogy Faculty/TBI-3
The Tittle of Thesis	: THE EFFECT OF GROUP INVESTIGATION
	METHOD ON STUDENTS' WRITING
	DESCRIPTION PARAGRAPH ABILITY AT
	GRADE VIII SMP N 2 KOTANOPAN

This research concerns with students' problem in writing description pargraph at grade VIII SMP Negeri 2 Kotanopan. It came from the phenomenon that was found when the researcher asked one of English teacher of grade VIII SMP Negeri 2 kotanopan about what the students' problems in writing that did not interested to writing 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 eight grade of SMP Negeri 2 Kotanopan. The total of population were 3 class. Then the sample of research were 2 class. It was taken by used normality and homogenity that were VIII1 (experiment class) and VIII2 (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 experimental class was 78,1 and control class was 72,3. And the analysis of t-test was gotten t-observation 2,12 and t-table 1,68 its mean (2,2 > 1,68). Based on the analysis t-test, alternative hyphotesis (Ha) was accepted and zero hyphotesis (Ho) was rejected. It means there was a significant effect of group investigation method on students' writing description paragraph ability at grade VIII SMP Negeri 2 Kotanopan.

CURRICULUM VITAE

A. Identity

	Name	: RAHMI JULIANI NASUTION
	NIM	: 09 340 0089
	Place and Birthday	: SABADOLOK, 03 Juli 1991
	Sex	: Female
	Religion	: Moslem
	Address	: Sabadolok, kec. Kotanopan (MADINA)
B.	Parent	
	1. Father's name	: Burhanuddin Nasution

2. Mother's name : Rasidah Lubis

C. Education Background

- Graduated from Elementary School in SD N 1444461 Sabadolok Singengu from 1998-2003.
- Graduated from Junior High School in Madrasah Tsanawiyah Muhammadiyah 10 Kotanopan from 2003-2006.
- Graduated from Senior High School in Madrasah Aliyah Muhammadiyah 6 Kotanopan from 2006-2009
- 4. Be University Student in IAIN Padangsidimpuan.

Appendix III

PRE-TEST

Mama	
INALLIA	

Kelas :

THE RESEARCH INSTRUMENT OF WRITING DESCRIPTION PARAGRAPH

A. Pengantar

- 1. Tes ini bertujuan untuk menjaring data dari siswa untuk mengetahui kemampuan siwa dalam menulis description paragraph. Oleh karena itu jawablah sesuai dengan kemampuan anda.
- 2. Jawaban tidak mempengaruhi nilai di sekolah ini.

B. Petunjuk

- 1. Bacalah pertanyaan berikut dengan seksama.
- 2. Jawablah pertanyaan dibawah dibawah ini dengan tepat
- 3. Apabila pertanyaan kurang jelas, tanyakan langsung pada pengawas.
- 4. Waktu yang tersedia 60 menit.

C. Pertanyaan

- Write down a description paragraph by choosing the title
 - a. My Best friend
 - b. My Favorite food
 - c. My Room
 - d. Family member: Father, Mother, Sister, Daugther, Brother, grandmother, grandfather and the other. (choose one)

THE SCORE OF EXPERIMENTAL CLASS

	Pre-test			Post-test				
No	Ι	D	X	X2	Ι	D	X	X2
1	10	48	58	3364	15	53	68	4624
2	8	31	39	1521	20	65	85	7225
3	10	55	65	4225	15	45	60	3600
4	10	48	58	3364	20	70	90	8100
5	9	30	39	1521	15	70	85	7225
6	10	25	35	1225	10	50	60	3600
7	15	43	58	3364	18	55	75	5625
8	12	53	65	4225	12	78	90	8100
9	10	53	63	3969	15	63	78	6084
10	13	45	58	3364	60	20	80	6400
11	10	25	35	1225	60	20	80	6400
12	10	50	60	3600	15	55	70	4900
13	5	25	30	900	10	58	68	4624
14	15	35	50	2500	20	65	85	7225
15	5	25	30	900	18	72	90	8100
16	8	39	47	2209	16	60	75	5625
17	12	4	60	3600	20	60	80	6400
18	15	40	60	3600	17	61	78	6084
19	9	31	40	1600	17	73	90	8100
20	5	25	30	900	20	55	75	5625

Where:

I = Identification

D = Description

Appendix VII

SCORE OF CONTROL CLASS

		Pre	-test			Post	-test	
No	Ι	D	X	X 2	Ι	D	X	X 2
1	10	55	65	4225	10	55	65	4225
2	15	35	50	2500	15	60	75	5625
3	15	35	50	2500	20	58	78	6084
4	17	40	57	3249	18	57	75	5625
5	10	50	60	3600	12	48	60	3600
6	15	35	50	2500	20	64	84	7056
7	10	50	60	3600	20	50	70	4900
8	15	42	57	3249	10	55	60	3600
9	15	42	57	3249	20	58	78	6084
10	8	27	35	1225	20	58	78	6084
11	10	50	60	3600	20	64	84	7056
12	8	29	37	1369	15	45	60	3600
13	9	36	43	1849	15	55	70	4900
14	10	47	57	3249	10	50	60	3600
15	5	30	35	1225	20	60	80	6400
16	10	55	65	4225	15	65	80	6400
17	10	32	43	1849	10	55	65	4225
18	10	25	35	1225	15	70	85	7225
19	10	33	43	1849	15	55	65	4225
20	15	25	40	1600	15	55	70	4900
21	9	28	37	1369	15	50	65	4225
22	15	25	40	1600	20	65	85	7225

Where:

I = Identification

D = Description

POST-TEST

Nama :

Kelas :

THE RESEARCH INSTRUMENT OF WRITING DESCRIPTION PARAGRAPH

A. Pengantar Pengantar

- 3. Tes ini bertujuan untuk menjaring data dari siswa untuk mengetahui kemampuan siwa dalam menulis description paragraph. Oleh karena itu jawablah sesuai dengan kemampuan anda.
- 4. Jawaban tidak mempengaruhi nilai di sekolah ini.

B. Petunjuk

- 5. Bacalah pertanyaan berikut dengan seksama.
- 6. Jawablah pertanyaan dibawah ini dengan tepat
- 7. Apabila pertanyaan kurang jelas, tanyakan langsung pada pengawas.
- 8. Waktu yang tersedia 60 menit.

C. Pertanyaan

- 1. write down a description paragraph by choose the title
 - a. My Mother
 - b. My School Library
 - c. My Classroom
 - d. My Favorite Teacher
 - e. My Handphone

Appendix V

a. The Normality and Homogenity of population at grade Eight SMP N 2 Kotanopan

No	Mean score	Standart Deviation	Varians
1	49.0	12.26	162.83
2	48.90	10.71	114.4
3	47,52	9.83	96,76
	145,42/3=48.47	32.5	

No	Xi	Fi	F Kum	Zi	F(Zi)	S(Zi)	(Fzi)-(Szi)
1	49,0	1	1	0,01	0,5040	0.33	0,174
2	48,90	1	2	0.01	0,5040	0.66	-0,156
3	47,52	1	3	-0,02	0,4920	1	-0,508

To find Z score by using this formula

Zi =
$$\frac{xi - \bar{x}}{s}$$

Zi 1 = $\frac{49,0 - 48,47}{32,5} = 0,01$
Zi 2 = $\frac{48,90 - 48,47}{32,35} = 0,01$
Zi 3 = $\frac{47,52 - 48,47}{32,35} = -0,02$

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

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

$$S(Zi) 1 = \frac{1}{3} = 0,33$$

$$S(Zi) 2 = \frac{2}{3} = 0,66$$

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

b. The homogeneity of test

To test whether variants of both homogenous samples, variants equality test,

that is:

$$F = \frac{The \ Biggest \ Variant}{The \ Smallest \ Variant}$$

$$F = \frac{16.,83}{114.8} = 1.41$$

Here, after comparing to the Ftable, its criterion is :

If Fcalculating<Ftable, then both samples are homogeneous.

Then, the coefficient of F _{count} = 1,41 is compared with F table. Where F table was determined at real α =0,05, and the same numerator dk=N-1= 20-1=19 and denominator dk N-1= 22-1=21 So, by using the list of critical value at F distribution is got F _{0,05(19,21)}= 2,25. It shows that F _{count} (1,41) < F _{table} (2,12). So, it can be concluded that the variant from the data of the students' ability in Writing Description Paragraph at grade VIII SMP N 2 Kotanopan was homogeny.

So:

Appendix VIII

Scores Pre Test

Exsperiment class

1. The scores of pre test in exsperiment class

No	Initial name	Score
1	AM	58
2	AH	39
3	AR	65
4	SA	58
5	DD	39
6	FKH	35
7	HB	58
8	AD	65
9	MM	63
10	NA	58
11	AK	35
12	NP	60
13	PS	30
14	KA	50
15	RM	30
16	R	47
17	RJ	60
18	RA	60
19	JA	40
20	NS	30

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

- 05-50

= 35

5. Total of classes $(BK) = 1 + 3,3 \log n$

$$= 1 + 3,3 \log 20$$

= 1 + 3,3 (1, 3010)
= 1 + 4,2933
= 5,2933
= 5
6. Interval (i) = $\frac{Range}{BK}$
= $\frac{35}{5} = 7$

No	Interval	Frequency
1	30-36	5
2	37-43	3
3	44-50	2
4	51-57	-
5	58-64	8
6	65-71	2
	<i>i</i> = 7	20

7. Median

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

b = $\frac{44 + 43}{2}$
= 43,5
p = 2
F = 2 + 3 + 5 = 10
f = 2

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

= 43,5 + 2 $\left\{ \frac{\frac{1}{2}20 - 10}{2} \right\}$
= 43,5 + 2 $\left\{ \frac{10 - 10}{2} \right\}$
= 43,5 + 2 $\left\{ \frac{0}{2} \right\}$
= 43,5 + 2 $\left\{ 0 \right\}$
= 43,5 + 0
= 43,5

- 8. Mode = 58
- 9. Mean

TABLE FOR FINDING MEAN OF EKSPERIMENTAL CLASS IN PRE-TEST

NO	Xi	Fi	FiXi
1	30	3	90
2	35	2	70
3	39	2	78
4	40	1	40
5	47	1	47
6	50	1	50
7	58	4	232

8	60	3	180
9	63	1	63
10	65	2	130
	Total	20	980

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

$$\overline{X} = \frac{\sum FiXi}{Fi} = \frac{978}{20} = 49$$

Appendix IX

Scores Post Test

Exsperiment class

1. The scores of post-test

No	Initial name	Score
1	AM	68
2	AH	85
3	AR	60
4	SA	90
5	DD	85
6	FKH	60
7	HB	75
8	AD	90
9	MM	78
10	NA	80
11	AK	80
12	NP	70
13	PS	68
14	KA	85
15	RM	90
16	R	75
17	RJ	80
18	RA	78
19	JA	90
20	NS	75

- 2. Highest score = 90
- 3. Lowest score = 60
- 4. Range = highest score lowest score = 90-60
 - $= 30^{-00}$
- 5. Total of classes $(BK) = 1 + 3,3 \log n$

$$= 1 + 3,3 \log 20$$

= 1 + 3,3 (1, 3010)
= 1 + 4,2933
= 5,2933
= 5
6. Interval (i) = $\frac{Range}{BK}$
= $\frac{30}{5}$
= 6

No	Interval	Frequency
1	60-65	2
2	66-71	3
3	72-77	3
4	78-83	5
5	84-89	3
6	90-95	4
<i>i</i> = 6		20

7. Median

$$Me = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$
$$b = \frac{72 + 71}{2}$$
$$= 71,5$$
$$p = 3$$
$$F = 3 + 3 + 2 = 8$$
$$f = 3$$
$$\left(\frac{1}{2}n - F\right)$$

$$Me = b + p \left\{ \frac{\frac{2}{2}n - F}{f} \right\}$$
$$= 71,5 + 1 \left\{ \frac{\frac{1}{2}20 - 8}{3} \right\}$$
$$= 71,5 + 1 \left\{ \frac{10 - 8}{3} \right\}$$
$$= 71,5 + 1 \left\{ \frac{2}{3} \right\}$$
$$= 71,5 + 1 \left\{ 0,66 \right\}$$
$$= 71,5 + 0,66$$
$$= 72,16$$

- 8. Mode = 90
- 9. Mean

TABLE FOR FINDING MEANOF EKSPERIMENTAL CLASS IN POST-TES
--

NO	Xi	Fi	FiXi
1	60	2	120
2	68	2	136
3	70	1	70
4	75	3	225
5	78	2	156

6	80	3	240
7	85	3	255
8	90	4	360
	Total	20	1562

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

$$\overline{X} = \frac{\sum FiXi}{Fi} = \frac{1562}{20} = 78,1$$

Appendix X

Scores Pre-Test

Control class

1. The scores of pre test in control class

No	Initial name	Score
1	MI	65
2	IA	50
3	RS	50
4	RWN	57
5	AW	60
6	IB	50
7	IR	60
8	AK	57
9	RA	57
10	AKH	35
11	AM	60
12	RA	37
13	NH	43
14	HE	57
15	SE	35
16	AD	65
17	ES	43
18	DPR	35
19	SH	43
20	JSI	40
21	SR	37
22	AH	40

- 2. Highest score = 60
- 3. Lowest score = 35
- 4. Range = highest score lowest score = 60-35

5. Total of classes (BK) = $1 + 3,3 \log n$

$$= 1 + 3,3 \log 22$$

= 1 + 3,3 (1, 3617)
= 1 + 4,49361
= 5,49361
= 5
6. Interval (i) = $\frac{Range}{BK}$
= $\frac{30}{5}$
= 6

No	Interval	Frequency
1	35-40	7
2	41-46	3
3	47-52	3
4	53-58	4
5	59-64	3
6	65-70	2
<i>i</i> = 6		22

7. Median

$$Me = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$
$$b = \frac{47 + 46}{2}$$
$$= 46,5$$
$$p = 3$$
$$F = 3 + 3 + 7 = 13$$
$$f = 3$$
$$\left(\frac{1}{2}n - F\right)$$

$$Me = b + p \left\{ \frac{\frac{-n-F}{f}}{f} \right\}$$
$$= 46,5 + 3 \left\{ \frac{\frac{1}{2}22 - 13}{3} \right\}$$
$$= 46,5 + 3 \left\{ \frac{-0,666}{3} \right\}$$
$$= 46,5 + 3 \left\{ -0,2222 \right\}$$
$$= 46,5 + \left\{ -0,666 \right\}$$
$$= 76,5 + -0,666$$
$$= 75,83$$

- 8. Mode = 57
- 9. Mean

NO	Xi	Fi	FiXi
1	35	3	105
2	37	2	74
3	40	2	80
4	43	3	129
5	50	3	150
6	57	4	228

TABLE FOR FINDING MEAN OF CONTROL CLASS IN PRE-TEST

7	60	3	180
8	65	2	130
	Tota21		1141

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

$$\overline{X} = \sum FiXi = 107$$

 $\overline{X} = \frac{\sum FiXi}{Fi} = \frac{1076}{22} = 48,90$

Appendix XI

Scores Post Test

Control class

1. The scores of post-test in control class

No	Initial name	Score
1	MI	65
2	IA	75
3	RS	78
4	RWN	75
5	AW	60
6	IB	84
7	IR	70
8	AK	60
9	RA	78
10	AKH	78
11	AM	84
12	RA	60
13	NH	70
14	HE	60
15	SE	80
16	AD	80
17	ES	65
18	DPR	85
19	SH	65
20	JSI	70
21	SR	65
22	AH	85

- 2. Highest score = 85
- 3. Lowest score = 60
- 4. Range = highest score lowest score = 85-60
 - = 25
- 5. Total of classes $(BK) = 1 + 3,3 \log n$

$$= 1 + 3,3 \log 22$$

= 1 + 3,3 (1, 3617)
= 1 + 4,49361
= 5,49361
= 5
6. Interval (i) = $\frac{Range}{BK}$
= $\frac{25}{5}$

Ν	lo	Interval	Frequency
	1	60-64	4
	2	65-69	4
	3	70-74	3
	4	75-79	5
	5	80-84	4
	6	85-89	2
	<i>i</i> = 5		22

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 + 4 + 4 = 11
f = 3

$$Me = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$
$$= 69,5 + 3 \left\{ \frac{\frac{1}{2}22 - 11}{3} \right\}$$
$$= 69,5 + 3 \left\{ \frac{11 - 11}{3} \right\}$$
$$= 69,5 + 3 \left\{ 0 \right\}$$
$$= 69,5$$

- 8. Mode = 65
- 9. Mean

NO	Xi	Fi	FiXi
1	60	4	240
2	65	4	260
3	70	3	210
4	75	2	150
5	78	3	234
6	80	2	160
7	84	2	168
8	85	2	170
	Total	22	1592

TABLE FOR FINDING MEAN OF CONTROL CLASS IN POST-TEST

$$\overline{X} = \frac{\sum FiXi}{Fi}$$
$$\overline{X} = \frac{\sum FiXi}{Fi} = \frac{1592}{22} = 72,36$$

Appendix XII

The Normality of Experimental and Control Class in Pre-Test

The Normality of Exsperimen Class in Pre-test

Table For Finding Mean, Variants, And Standard Deviation Of Experimental Class In Pre-Test

NO	Xi	Fi	FiXi	Xi ²	FiXi ²			
1	30	3	90	900	2700			
2	35	2	70	1225	2450			
3	39	2	78	1521	3042			
4	40	1	40	1600	1600			
5	47	1	47	2209	2209			
6	50	1	50	2500	2500			
7	58	4	232	3364	13456			
8	60	3	180	3600	10800			
9	63	1	63	3969	3969			
10	65	2	130	4225	8450			
	Total	20	980	-	51176			

1. Mean

$$\overline{X} = \frac{\sum FiXi}{Fi}$$
$$\overline{X} = \frac{\sum FiXi}{Fi} = \frac{978}{20} = 49$$

2. The variant is;

$$(S^{2}) = \frac{N \sum FiXi^{2} - (\sum FiXi)^{2}}{N (N-1)}$$
$$(S^{2}) = \frac{20.51176 - (980)^{2}}{20 (20-1)}$$
$$(S^{2}) = \frac{1023520 - 960400}{20.19}$$
$$(S^{2}) = \frac{63120}{380}$$
$$(S^{2}) = 166,10$$

3. Standart deviation

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

$$S = \sqrt{166,10}$$

$$S = 12,88$$

So The Normality is:

No	Xi	Fi	F Kum	Zi	F(Zi)	S(Zi)	(Fzi)-(Szi)
1	30	3	3	-1,48	0,0694	0,15	-0,0806
2	35	2	5	-1,08	0,1401	0,25	-0,1099
3	39	2	7	-0,77	0,2206	0,35	-0,1294
4	40	1	8	-0,69	0,2451	0,4	-0,1549
5	47	1	9	-0,07	0,5279	0,45	0,0779
6	50	1	10	0,08	0,5319	0,5	0,0319
7	58	4	14	0,71	0,7611	0,7	0,0611
8	60	3	17	0,86	0,8051	0,85	-0,0449
9	63	1	18	1,10	0,8643	0,9	-0,0357
10	64	2	20	1,18	0,8810	1	-0,119

To find Z score by using this formula

$$Zi = \frac{xi - \bar{x}}{S}$$

To find S(Zi) score by using this formula:
$$S(Zi) = \frac{F.kum}{S}$$

$$S(Zi) = \frac{\Gamma \cdot Ku}{N}$$

The Normality of Control Class in Pre-test

Table For Finding Mean, Variants, And Standard Deviation Of Control Class In **Pre-Test**

NO	Xi	Fi	FiXi	Xi ²	FiXi ²
1	35	3	105	1225	3675
2	37	2	74	1369	2738
3	40	2	80	1600	3200
4	43	3	129	1849	5547
5	50	3	150	2500	7500
6	57	4	228	3249	12996
7	60	3	180	3600	10800
8	65	2	130	4225	8450
	Total	22	1141	-	54906

1. Mean

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

$$\overline{X} = \frac{\sum FiXi}{Fi} = \frac{1076}{22} = 48,90$$

2. Varian

The variant is;

$$(S^{2}) = \frac{N \sum FiXi^{2} - (\sum FiXi)^{2}}{N (N-1)}$$
$$(S^{2}) = \frac{22.54906 - (1076)^{2}}{22 (22-1)}$$
$$(S^{2}) = \frac{1207932 - 1157776}{22.21}$$
$$(S^{2}) = \frac{50156}{462}$$
$$(S^{2}) = 108,5$$

3. Standart deviation

$$S = \sqrt{S^2}$$
$$S = \sqrt{108.5}$$
$$S = 10.41$$

So The Normality is:

No	Xi	Fi	F Kum	Zi	F(Zi)	S(Zi)	(Fzi)-(Szi)
1	35	3	3	-1,33	0,0918	0,13	-0,0382
2	37	2	5	-1,14	0,1271	0,22	-0,0929
3	40	2	7	-0,85	0,1977	0,31	-0,1123
4	43	3	10	-0,56	0,2077	0,45	-0,2423
5	50	3	13	0,10	0,5393	0,59	-0,0507
6	57	4	17	0,77	0,7794	0,77	0,0094
7	60	3	20	1,06	0,8554	0,90	-0,0446
8	65	2	22	1,54	0,9382	1	-0,0618

To find Z score by using this formula $Zi = \frac{xi - \bar{x}}{\bar{x}}$

$$Zi = \frac{XI - X}{S}$$

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

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

Based on the table above researcher calculation, the score of exsperiment class Lo=0,0779<Lt=0,1920 with n =20 and control class Lo=0,0094< Lt=0.1840 with n =22, and real level α 0,05. Cause $_{\rm Lo}$ < Lt in the both class. its means that experimental class and control class was distributed normal.

Appendix XIII

The normality of experimental and control class in post-test

The Normality of Experimental Class in Post-test

Table For Finding Mean, Variants, And Standard Deviation Of Experimental Class In

NO	Xi	Fi	FiXi	Xi ²	FiXi ²
1	60	3	120	3600	7200
2	68	2	136	4624	9248
3	70	2	70	4900	4900
4	75	1	225	5625	16875
5	78	3	156	6084	12168
6	80	4	240	6400	19200
7	85	2	255	7225	21675
8	90	3	360	8100	32400
	Total	20	1562	-	123666

1. Mean

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

$$\overline{X} = \frac{\sum FiXi}{Fi} = \frac{151562}{20} = 78,1$$

2. Varian

The variant is;

$$(S^{2}) = \frac{N \sum FiXi^{2} - (\sum FiXi)^{2}}{N (N-1)}$$
$$(S^{2}) = \frac{20.123666 - (1562)^{2}}{20 (20-1)}$$
$$(S^{2}) = \frac{2473320 - 2439844}{20.19}$$
$$(S^{2}) = \frac{33476}{380}$$
$$(S^{2}) = 88,04$$

3. Standart deviation

$$S = \sqrt{S^2}$$
$$S = \sqrt{88,04}$$
$$S = 9,38$$

So The Normality is:

No	Xi	Fi	F Kum	Zi	F(Zi)	S(Zi)	(Fzi)-(Szi)
1	60	2	2	-1,92	0,0274	0,1	-0,0726
2	68	2	4	-1,07	0,1423	0,2	-0,0577

3	70	1	5	-0,86	0,1949	0,25	-0,0551
4	75	3	8	-0,33	0,3707	0,4	-0,0293
5	78	2	10	-0,01	0,4940	0,5	-0,006
6	80	3	13	0,20	0,5793	0,65	-0,0707
7	85	3	16	0,73	0,7673	0,8	-0,0327
8	90	4	20	1,26	0,8967	1	-0,1033

To find Z score by using this formula

$$Zi = \frac{xi - \bar{x}}{S}$$

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

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

The Normality of Control Class in Post-test

T	able For	· Finding M	ean, Varia	nts, And Standard	Deviation Of Con	trol Class In Post	-
				Test			
	NO	X 7•	T .	E''X/'	xz•2	E*X/2	

NO	Xi	Fi	FiXi	Xi ²	FiXi ²
1	60	4	240	3600	14400
2	65	4	260	4225	16900
3	70	3	210	4900	14700
4	75	2	150	5625	11250
5	78	3	234	6084	14112
6	80	2	160	6400	12800
7	84	2	168	7056	14112
8	85	2	170	7225	14450
	Total	22	1592	-	11684

1. Mean

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

$$\overline{X} = \frac{\sum FiXi}{Fi} = \frac{1592}{22} = 72,36$$

2. Varian

The variant is;

$$(S^{2}) = \frac{N \sum FiXi^{2} - (\sum FiXi)^{2}}{N (N-1)}$$
$$(S^{2}) = \frac{22.11684 - (1592)^{2}}{22 (22-1)}$$
$$(S^{2}) = \frac{2571008 - 2534464}{22.21}$$
$$(S^{2}) = \frac{36544}{462}$$
$$(S^{2}) = 79,09$$

3. Standart deviation

$$S = \sqrt{S^2}$$
$$S = \sqrt{79.09}$$
$$S = 8,89$$

So The Normality is:

No	Xi	Fi	F Kum	Zi	F(Zi)	S(Zi)	(Fzi)-(Szi)
1	60	4	4	-1,40	0,0808	0,18	-0,0992
2	65	4	8	-0,84	0,2005	0,36	-0,1595
3	70	3	11	-0,28	0,3897	0,5	-0,1103
4	75	2	13	0,28	0,6103	0,59	0,0203
5	78	3	16	0,61	0,7291	0,72	0,0091
6	80	2	18	0,84	0,7995	0,81	-0,0105
7	84	2	20	1,29	0,9015	0,90	0,0015
8	85	2	22	1,40	0,9092	1	-0,0908

To find Z score by using this formula $Zi = \frac{xi - \bar{x}}{S}$ To find S(Zi) score by using this formula: $S(Zi) = \frac{F.kum}{N}$

Based on the table above researcher calculation, the score of exsperiment class Lo=-0,1033 < Lt=0,1920 with n =20 and control class Lo=0,0203 < Lt=0.1840 with n =22, and real level α 0,05. Cause $_{Lo} < Lt$ in the both class. its means that experiment class and control class was distributed normal.

Appendix XIV

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of experimental class sample and variant of

the control class sample are used homogeneity test by using formula:

$$S^{2} = \frac{n\Sigma xi^{2} - (\Sigma xi)}{n(n-1)}$$

Hypothesis:

$$H_0 : \delta_1^2 = \delta_2^2$$
$$H_a : \delta_1^2 \neq \delta_2^2$$

So, the variant of the experimental class in pre-test is:

	l	0	I		
NO	Xi	Fi	FiXi	Xi ²	FiXi ²
1	30	3	90	900	2700
2	35	2	70	1225	2450
3	39	2	78	1521	3042
4	40	1	40	1600	1600
5	47	1	47	2209	2209
6	50	1	50	2500	2500
7	58	4	232	3364	13456
8	60	3	180	3600	10800
9	63	1	63	3969	3969
10	65	2	130	4225	8450
	Total	20	980	-	51176

Table For Finding Variants of Experimental Class In Pre-Test

10. The variant is;

$$(S^{2}) = \frac{N \sum FiXi^{2} - (\sum FiXi)^{2}}{N (N-1)}$$
$$(S^{2}) = \frac{20.51176 - (980)^{2}}{20 (20-1)}$$
$$(S^{2}) = \frac{1023520 - 960400}{20.19}$$
$$(S^{2}) = \frac{63120}{380}$$
$$(S^{2}) = 166,10$$
So, the variant of the control class in pre-test is:

NO	Xi	Fi	FiXi	Xi ²	FiXi ²
1	35	3	105	1225	3675
2	37	2	74	1369	2738
3	40	2	80	1600	3200
4	43	3	129	1849	5547
5	50	3	150	2500	7500
6	57	4	228	3249	12996
7	60	3	180	3600	10800
8	65	2	130	4225	8450
	Tota21		1141	-	54906

Table For Finding Variants of Control Class In Pre-Test

10. Varian

The variant is;

$$(S^{2}) = \frac{N \sum FiXi^{2} - (\sum FiXi)^{2}}{N (N-1)}$$
$$(S^{2}) = \frac{22.54906 - (1076)^{2}}{22 (22-1)}$$
$$(S^{2}) = \frac{1207932 - 1157776}{22.21}$$
$$(S^{2}) = \frac{50156}{462}$$
$$(S^{2}) = 108,5$$

The Formula was used to test hypothesis was:

$$F = \frac{The Biggest Variant}{The Smallest Variant}$$

So:

$$F = \frac{166,10}{108,5}$$

= 1.53

After doing the calculation, researcher found that $F_{count} = 1,53$. While, F_{table} with dk numerator (20-1=19) and dk denominator (22-1=21). F_{table} with α 5 % from the distribution

list F, researcher found that $F_{table} = 2,10$, cause $F_{count} < F_{table}$ (2,0 < 1,53). So, there is no difference the variant between experimental class and control class, it means that the variant is homogenous.

Appendix XV

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of experimental class sampleby using mind mapping method and variant of the control class sample by using conventional method are used homogeneity test by using formula:

$$\mathbf{S}^{2} = \frac{n\Sigma xi^{2} - (\Sigma xi)}{n(n-1)}$$

Hypothesis:

H₀ :
$$\delta_1^2 = \delta_2^2$$

H_a : $\delta_1^2 \neq \delta_2^2$

So, the variant of the experimental class is:

NO	Xi	Fi	FiXi	Xi ²	FiXi ²
1	60	3	120	3600	7200
2	68	2	136	4624	9248
3	70	2	70	4900	4900
4	75	1	225	5625	16875
5	78	3	156	6084	12168
6	80	4	240	6400	19200
7	85	2	255	7225	21675
8	90	3	360	8100	32400
	Total	20	1562	-	123666

Table For Finding Variants Of Experimental Class In Post-Test

10. Varian

The variant is;

$$(S^{2}) = \frac{N \sum FiXi^{2} - (\sum FiXi)^{2}}{N (N-1)}$$
$$(S^{2}) = \frac{20.123666 - (1562)^{2}}{20 (20-1)}$$
$$(S^{2}) = \frac{2473320 - 2439844}{20.19}$$
$$(S^{2}) = \frac{33476}{380}$$

$$(S^2) = 88,04$$

So, the variant of the experimental class is:

NO	Xi	Fi	FiXi	Xi ²	FiXi ²
1	60	4	240	3600	14400
2	65	4	260	4225	16900
3	70	3	210	4900	14700
4	75	2	150	5625	11250
5	78	3	234	6084	14112
6	80	2	160	6400	12800
7	84	2	168	7056	14112
8	85	2	170	7225	14450
	Total	22	1592	-	11684

Table For Finding Variants of Control Class In Post-Test

10. Varian

The variant is;

$$(S^{2}) = \frac{N \sum FiXi^{2} - (\sum FiXi)^{2}}{N (N-1)}$$
$$(S^{2}) = \frac{22.116864 - (1592)^{2}}{22 (22-1)}$$
$$(S^{2}) = \frac{2571008 - 2534464}{22.21}$$
$$(S^{2}) = \frac{36544}{462}$$
$$(S^{2}) = 79.09$$

The Formula was used to test hypothesis was:

$$F = \frac{The \ Biggest \ Variant}{The \ Smallest \ Variant}$$

So:

$$F = \frac{88,04}{79,08} = 1,11$$

After doing the calculation, researcher found that $F_{count} = 1,11$. While, F_{table} with dk numerator (20-1=19) and dk denominator (22-1=21). F_{table} with α 5 % from the distribution list F, researcher found that $F_{table} = 2,10$, cause $F_{count} < F_{table}$ (2,10 > 1,11). So, there is no difference the variant between experimental class and control class, it means that the variant is homogenous.

Appendix XVI

T_{test} OF THE BOTH AVERAGES IN PRE - TEST

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 (VIII 1)

$$\overline{X} = 49$$

 $S^2 = 166,10$
 $S_1 = 12,88$

Control class (VIII 2)

$$\overline{X} = 48,90$$

 $S^2 = 108,5$
 $S_2 = 10,41$

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt[5]{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 2)S_2^2}{n_1 + n_2 - 2}}$$

So:

$$S = \sqrt{\frac{(20-1) 12,88 + (22-1) 10,41}{20+22-2}}$$
$$= \sqrt{\frac{20 (165,89) + 21 (108,36)}{40}}$$
$$= \sqrt{\frac{3151,91 + 2275,56}{40}}$$
$$= \sqrt{\frac{5427,55}{40}}$$
$$= \sqrt{135,69}$$
$$= 11,64$$

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt[5]{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{49 - 48,90}{11,64\sqrt{\frac{1}{20} + \frac{1}{22}}}$$

$$= \frac{0,1}{11.64\sqrt{0.05 + 0.04}}$$

$$= \frac{0,1}{11.64(0.3)}$$

$$= \frac{0,1}{3.49}$$

$$= 0.02$$

Based on calculation result of the difference test of the both averages, researcher found that $t_{count} = 0,07$ with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and dk = $n_1 + n_2 - 2 = 20 + 22 - 2 = 40$, and researcher found that $t_{table} = 1,68$, cause $t_{count} < t_{table}$ (0,02 < 1,68). So, H_o is accepted, it means that there is a significant effect of using group investigation strategy on students' ability in writing description paragraph.

Appendix XVII

\mathbf{T}_{test} OF THE BOTH AVERAGES IN POST - TEST

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 (VIII 1)

$$\overline{X} = 78,1$$

 $S^2 = 88,04$
 $S_1 = 9,38$

Control class (VIII 2)

$$\overline{X} = 72,5$$

 $S^2 = 79,11$
 $S_2 = 8,89$

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt[5]{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 2)S_2^2}{n_1 + n_2 - 2}}$$

So:

$$S = \sqrt{\frac{(20-1) 9,38 + (22-1) 8,89}{20+22-2}}$$
$$= \sqrt{\frac{20 (87,9844) + 21 (79,0321)}{40}}$$
$$= \sqrt{\frac{1671,70 + 1659,67}{40}}$$
$$= \sqrt{\frac{3331,37}{40}}$$
$$= \sqrt{83,28}$$
$$= 9,12$$

$$t = \frac{\overline{X}_{1} - \overline{X}_{2}}{\sqrt[5]{\frac{1}{n_{1}} + \frac{1}{n_{2}}}}$$

$$t = \frac{78,1 - 72,3}{9,12} \sqrt{\frac{1}{20} + \frac{1}{22}}$$

$$= \frac{5,6}{9,12} \sqrt{\frac{1}{20} + \frac{1}{22}}$$

$$= \frac{5,6}{9,12} \sqrt{0.00,05 + 0.04}$$

$$= \frac{5,8}{9,12} (0.3)$$

$$= \frac{5,8}{2,73}$$

$$= 2,12$$

Based on calculation result of the difference test of the both averages, researcher found that $t_{count} = 2,12$ with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and dk = $n_1 + n_2 - 2 = 20 + 22 - 2 = 40$, and researcher found that $t_{table} = 1,68$, cause $t_{count} > t_{table}$ (2,12 > 1,68). So, H_a is accepted, it means that there is a significant effect of using group investigation strategy on students' ability in writing description paragraph.

So:

CHAPTER I

INTRODUCTION

A. Background of the problem

Writing is one of the most important skills in language learning besides listening, speaking, reading. Writing is one of the four language skills which requires a number of conditions to be mastered. It involves the application of gammatical knowledge which includess entence patterns, vocabulary, or diction and cultural understanding of the target language.

Paragraph is a piece of writing text with several sentence. It is unit of organization in writing which groups related sentence develops one main idea. there are some common types of paragraph, they are: illustration, process, cause-effect, comparison, contrast and classification.

In writing description paragraph, you are like painting a picture using words. You describe every detail related to things that you want explain to convey. Also, description paragraph may describe more than the out word appearnce the people. For more detail there will be explanation in the next paragraph.

First, Description paragraph can be used to explain the way certain things look like. In other word writer can used to produce or reproceduce visual image of things. Furthemore, using this kind of paragraph writer can convey the way things look, smell, taste, fell and sound.

Second, in description paragraph, writer can evoke thing beyond experience of people (abstarct things). In other words, it can be used for describe a words. for example, happiness, sadness, fear, and many more. This kinds of the paragraph is also able to explain or show the personality or correctors of some one.

Finally, in writing description paragraph, writer do not only to abstact things but also concrete things, for example describe about places. In describe places, there are some important point that must students know. They are the picture caught at a single moment time, the detail arranged in logical order, the same point of view kept thoroughout and the other.

From the explanation above the writer can be express whatever by writing for example writing how the things look, smell, taste or sound an so on. But in fact, in SMP N 2 Kotanopan has some problem in this aspect. The actual fact is revealed in the following illustration.

First, students still unable to write. Base on the information from the English teacher of SMP N 2 Kotanopan, the students' not intrest to study English, especially in writing. Because, the students lack of vocabularies and do not know the sturucture of pargraph, so students' do errors in writing. Second, Their writing is not good and they also have low motivation to write, so some students do not able to write whetever in her/his mine. It could be seen when their teacher gave tests, and then if their teacher asked to them to collect their task, they were late to collect their task.

And then writing skill is problematic at SMP N 2 Kotanopan especially in writing description paragraph, in fact, majority of students' are difficult in understanding English includes description paragraph, base on the school's rules in SMP N 2 Kotanopan, the eight grade students are expected to get the minimum criteria of completeness (KKM) 70 in English subject. Meanwhile majority of the eight grade students' in 2012/2013 academic year only get mark 60. If the students' get 60 is compared with the KKM.

Accordingly, the problems above need strategies to be solved. It can influence the result of learning, that's the reason way teacher should stategies effectively in teaching material. In teaching English the teacher can applay various strategies such as jigsaw (is cooperative learning approach that reduce racial conflict), card sord (one of the most dramatic and stage),group investigation, and etc. English teacher has to teach the student which many strategies to reach out a good learning process, especially in writing. From the alternative above the writer choose the group investigation method, that is one of the cooperative study that emphasize far participation and activation student for fine material of lesson that will study thorough material that have been prepared. Below the writter reveals the reason.

The First reason, study cooperative by method group investigation it can make effective in learn. A Group in this method can make the student able in giving opinion and share information to the other friends.

The second, students passive in class, if a student work by him or her self, usually is no enough motivation cause the student passive in class. However, if student work an a group one good things is they will great motivation to do their task, And it can be students' active in class. One of the reason is, if the student are put in small group, it will be easy for them to see the ability of its other. Therefor it can motivation them to show more their abilities.

Based on the problem above. The writer is interested in conducting a experimental research with the title "The Effect of Group Investigation method on Students' Writing description Paragraph Ability at Garade VIII SMP N 2 Kotanopan 2013-2014 Academic Year".

B. Identification of the problem

Based on the background above, problems concerning writing ability at SMP N 2 Kotanopan are : 1) The student not intrested to write. 2) The students difficult in understanding description paragraph. From the two problems, this research only concerns with solving the students writing ability by applying group investigation method.

C. Formulation of the problem

Base on the background and in identification problem above there are two independent variables which will effect one dependent variable which are to investigate.group investigation strategy and conventional strategy effect students' writing ability. This study will explore the difference result of writing ability caused by each strategy. Accordingly the formulation of the problem is " the difference of writing description paragraph ability between class with group investigation strategy and class with conventional strategy.

D. Limitation of the problem

The coverage of the variables stated above is so large in the matter of materials, space and time that is difficult to explorer alone. Due to the limitation of the writer in the aspect of ability, time and finance, this research must be limeted. Thus, this study is to investigate the causaleffect relationship between group investigation and conventional method on writing description paragraph in grade VIII at SMP N 2 Kotanopan. Other subjects left and related on this study can be the domain of the future researcher.

E. Hyphotheses

In accordance with the formulation and limitation of the problem above in order to provide a guidance for this research which specifies the correct processing, aquiring and analyzing of the data, it needs to formulate hypothesis. Thus, of this research are as follows:

- Students' ability in writing describtion paragraph in class with group investigation strategy is significantly better than the conventional strategy (H1)
- Students' ability in writing describtion paragraph in class with group investigation starategy is not significantly better than the conventional strategy (H0)

F. Purpose of the Research

Derived from the hypotheses above, the purpose of this study

- 1. To describe H1, whether the students' ability in writing description paragraph in class with group investigation strategy is significantly better than the conventional strategy.
- 2. To describe H0, whether the students' ability in writing description paragraph in class with group investigation strategy is not significatly better than the conventional stategy (H0).

G. Significance of the research

The result of this research is expected to be significant to the teacher and students in developing the quality of teaching and learning process, especially in teaching writing description paragraph. It is also hoped to be useful to :

First, To English teacher to be in choosing and using the suitable strategy in teaching. If the student put in groups, it will be easier For the teacher to recognize each group's characteristic. In short by using this method the teacher can easly in teaching each group.

Second, it can be useful the student in learning. It make increase boost their mitivation in studiying the subject. Therefore, thier ability will be increased especially in writing.

Finally, it also useful to the researcher, it helf the next researcher getting perior information for further relevan study. In other word, the next researcher will have some reference for his or her work.

H. Defenition of the Operational Variables

- Effect: a change produced by an action or a cause; result or an outcome which improves students' writing description paragraph ability by chosen technique in learning.

- Group Investigation is one of the cooperative study that emphasize far participant and activation students for fine material of lesson that will study thorough material that have been prepared.
- Description paragraph, reproduces the way things look, smell, taste, or sound if may also avoke moods, such as happines, loneliness, or fear

CHAPTER II

THEORITICAL REVIEW

A. THEORITICAL DESCRIPTION

1. Group Investigation Method

In teaching learning process the teacher who wanted to deliver the lesson in front of class in able to choose the subtable teaching methode, because methode can influence the result of teaching. That is way teacher should use effective methode for teaching material. In other words by applaing the subtable methode the students will be easy to understand what the teacher conveyed, the student can be motivated to learn the material that thaugh the teacher and the students are not boring or surfaited.

In teaching English, the teacher can apply various methods such as: jigsaw, card sort, group investigation, number head together, and etc. From the alternative above writer choose gruop investigation.

Group investigation has its origins in philosophical, ethical, and psychological writing dating to the early years of this century. First among the prominent in the classroom as a prerequisite for dealing with the complex problems of live in adomocracy. The classroom is cooperative enterprise where teacher and pupils build the learning process on matual planing based on their resfective exsperiences, capasities and needs. Learner are active participan in all aspect of school life, making desicions that determine the goal toward which their work. The group affords the social vehicle for their process¹.

Group investigation is kinds of cooperative study. The stategy is designed Thelan and its develoved by Sharan at the University of The Aviv Shran and Sharan state that group investigation is a general clasroom organization plan in which students work in small group using a cooperative inquiry, a group discussion, a group investigation and project.²

Based on the explanation above group investigation method is one of the cooperative study that emphasize far participation and activation students for fine material of lesson that will study thorough material that have been prepared.

a. The Prosedure of Group Investigation Method

In group investigation, pupils progress thought six stages. These stages and their components are outlined bolow and then described in detail. Of course teachers will have to adapt these guidelines to their pupil's background, ages, and abilities, as well as

¹Robert E Slavin, *Cooperative Learning: Theory, Research and Practice* (United State of america: Allyn and Bacon, 1995) p. 112.

²Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif* (jakarta: Kencana, 2010).

the constraints of time, but guidelines are sufficiently general to applay in a wide range of the classroom conditions.³

Stage 1: Identifiying the Topic and Organizing pupils into groups
Stage 2: Planning the Learning Task
Stage 3: Carrying Out the Investigation
Stage 4: Preparing a Final Report
Stage 5: Presenting the Final Report
Stage 6: Evaluation

There are some advantages of group investigation stategy as mentioned:

- The provides opportunities for a more intensive investigation of students' problem. the students will be investigated their subtopic or problem. The students will find the material related their project and learn it intensively. Group investigation strategy make the students understand more about the suptopic.
- It allows students to use inquiry skill as educations belive that preparing learners for the future is better than traditional teaching learning strategies.
- It allows students become more actively involve in their own laerning and participance more effectifely in small group situations.

³Robert E. Slavin, Op. Cit. P. 113.

4. It anable the teacher to give more information attention to teach to meet students' need. The students choose yhe subtopic which they want to learn. The teacher guides and helps tem to do their project.

The are also some dis advantages of group investigation strategy, such as:

- In using group investigation requires a lot of time. The procedures
 of group investigation consists of six stages. Most of activities in
 group investigation is discussion. The teacher need several
 meeting to appply Group investigation Strategyin classroom.
- 2. The students sometime are not thought social skill prior to the implementation of the model. So, they do not have social skill to collaborate with others. The students use to do they task individually. So it is difficult for them to work in group.
- 3. The students often and up doing all of the work heterogeneouses group. It is difficult for the students to collaborate with new group because they used work with their close friends.
- 4. The teacher sometime are not extremely flexible and some of the teacher are strict. Furthemore, it is difficult for the teacher to apply group investigation well.

2. Writing

Writing is one of the most important skills in language learning besides listening, speaking, reading. Writing is one basic language skill that important to be learned in learning language. According to Sanggam Siahaan, Writing is the skill of the writer to communicate information to a reader or group of redears. Her or his skill is also realized by his or her ability to applay the rules of the language s/he is writing to transfer the information she/he has in her or his mind to her or his readers effectifelly.⁴

Based on the explanation above writing is important. Because its one language skills that the students should be known when learning a language. And it is the last language skill and it is considered by many as a difficult skill to be studied.

a. Process of writing

According to J.Michael Omalley the process of writing has three stages they are:

1. Pre-writing is the students might use graphic organizers as an aid to clarify the concepts they will use in writing.

⁴Sanggam Siahaan, The English Paragraph (Yogyakarta Graha Ilmu,2008)p.2

- Writing, which students taken place in classroom or at home so some students can realy on both teachers and other students for feedback and support.
- 3. Post-writing, which students share their writing to the others, read alound what they have written.⁵
- b. Assessment of writig

According to Arthur Hughes there are some criteria of writing assessment.⁶

1. Grammar

Grammar is the part of the study of language which deals with forms and stucture of word, with their costumary arragement in phase and sentence and often with language sounds and word meanings.

2. Vocabulary

There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style.

⁵ J. Michael O.Malley Lorraine Valdes Pierce, *Authentic assessment For enlish language learners, Practical Approaches for teachers*, (United State America:1996), p. 139. ⁶ Arthur Hughes, *Testing For Language Teachers*, (New York: Cambridge University

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

3. Mechanics

The criteria is talk about puntuation and spelling of the writing. In good writing is correct use of English writing conventions: left and right margins, all needed capitals, paragraph intended, pungtuation and spelling.

4. Fluency

In fluency of writing must be consistence between choise of sturucture with vocabulary, both of them must be appropriate.

5. Form (organization)

In writing activity organization is one of the main assessments in writing ability. This criterion is identified introduction, body, and conclution of writing task.

3. Paragraph

a. Defenition of paragraph

Paragraph is the smallest unit of piece of writing. "A paragraph is a number of sentence grouped together and relating to one topic; or, a groups of related sentence that develop a single point.⁷ According to siahaan paragraph is piece of written text which contain several sentence. It is unit of organizing in writing

⁷ Wren & Martin, *high School English Grammar and* Composition (S. Chand & Company Ltd.: Ram Nagar, 1991), p.32.

in which a group of related sentence develops one main idea. The other sentence in paragraph should develop the idea in topic sentence⁸. then Ann Hogue and Alice Oshima in Eka Sustri Harida's Diktat Reading 1 define that paragraph is a basic unit of organization in writig in which a group of related sentences develops main idea⁹.

b. Part of paragraph:

According to Eka Sustri Harida's Dikat reading 1, a paragraph has theree major structual part: a topic sentence, supporting sentences, and concluding sentence.¹⁰

1) Topic sentence

The sentence that most clearly states the main idea is called the topic sentence¹¹. Topic sentence is the introductory part of pargraph. Its the most important part of pargaraph, in addition that introduces the controlling idea of the pargraph. The topic sentence usually at the beginning of a paragraph 12 .

2) Supporting sentence

Supporting sentences is information about the topic sntence. Its related to the main topic and the controlling idea

⁸ Sanggam Siahaan. Op cit .p.5.
⁹ Eka Sustri Harida 's, *Diktat Reading 1* (STAIN padangsidimpuan: 2008).p.37.

¹⁰ Op.cit. p.37.

¹¹ Kathleen McWhorter, *Effecient and Flexible Reading* (New York: Harper Collins Publisher, 1992) p.171.

¹² Sanggam Siahaan. Op.cit. p.21.

which are introduced by the topic sentence. A topic supporting sentence is then any information which funtion to develop the topic sentence¹³.

3) Concluding sentence

Concluding sentence is the last part of paragraph. Its a single sentence. It close development of a paragraph. It is a important as the topic sentence, so the concluding sentence is a single sentence which closes the development of a paragraph¹⁴.

4) Coherence

Coherence refers to the smooth flow of ideas in a paragraph that can be achieved in to two ways. The first way is from the logical arragement of the sentence in the paragraph. The second way is by using structural word ¹⁵.

5) Unity

The unity is the use of relevat supporting sentences to elaborate the topic sentence in a paragraph ¹⁶

Base on the explanation above, it can be concluded that a paragraph should habe one main idea, in other hand, a paragraph is a group of sentence related to single idea.

¹³ Opcit. p.33. ¹⁴ *Ibid.* p. 85.

¹⁵ *Ibid.* p. 101.

¹⁶ *Ibid.* p. 93.

c. Types of paragraph

1) Illustration paragraph

Illustration is the use of examples to make ideas more concrete and to make generalizations more specific and detailed.¹⁷

2) Process paragraph/ Choronical Order

A process paragraph is a series of steps that explain how something happens. Or it explains how to make something.¹⁸ Its explain how to do, create or understanding something,¹⁹

3) Cause- Effect Paragraph

"Cause" basically means the sourch of something or the reasons why or for something. "Effect" is simply the result or out come. Therefore "cause and effect" is the causal relationship between two or more action or two events. In reality, cause precede the other. As a method of development in writing. Cause and effect is the search for the relationship

¹⁷ Richad nordquist "Illistaration" (*http://grammar.about.com/od/il/g/illustrerm.htm* accessed on February 23, 2014 retrieved on 05.30 pm).

¹⁸Professor tasman "Prosess Paragraph" (*hhttp://professortashman.wordpress.com/2007/10/01/process-paragraphs/* accessed on February 21, 2014 retrieved on 03.15 pm).

¹⁹ Guler Ekincier, "Process Paragraph" (*http://www.slidershara.net/gulerek/process-paragraph.* accessed at April 21, 2014 on 03.15 pm).

between two or more action or events. One or some of which we conclude is the reason for other actions or events.²⁰

4) Comparison Paragraph

The Comparison paragraph compares two subjects and discusses how they are alike and lists a few examples.²¹ The comparison paragraph is used to higligh smiliraties between things. The writer emphasiez the similarities between the thing compared. By means of comparison, people exemine how two or more things are smilar.

5) Contrast paragraph

Contrast paragraphs are written to expose similarities and diffrences of two places, countries, people, friends, items, objects or event. A contrast paragraph discusses the diffrences between (at least) two things²².

6) Description paragraph

And the writer had limited the topic in writing description paragraph.

 $^{^{20}}$ Ibid .

²¹ Jessi Johnson, "Contras and Comparison" (*http://english 120.pbwork.com/w/page 19006833/contrast&%20and20%comparison%paragraph* accessed at February 21, 2014 on 03.20 pm).

²² F. Scott walters, "Comparison and Contrast Paragraph" (http://lrs.ed.uiuc.edu/students/ fwalters/ compcon.html accessed at February 21, 2014 on 03.15 pm).

4. Description Paragraph

Description paragraph is paragraph which expresses or describe place, thing, and person in such vivid detail that the readers.²³ According to

George E Wishon and Martin, description is reproduces the way things look, smell, taste, or sound if may also avoke moods, such as happines, loneliness, or fear²⁴.

There are some generic structure of description paragraph

- a. Identification (what/who that want to describe)
- b. Description (part in which you tell about characteristic that want to describe)



²³ Sulandra, "Description Paragraph" (*http://sulandra* 89. Word press.com/2011/06/07/33) accessed at February 02, 2014 redrieved on 11 am).

²⁴George Wishon & Julia M. B, *Let's Write English*. (New York: Litton Educational Publishing, 1980) p.379.



Susilo Bambangng Yudhoyono

Susilo Bambang Yudoyono, By name SBY. He was born on 9 September 1949 in Tremes, Pacitan East Java. We know him as the Precident of Indonesia from 2004 until now. he is often called SBY, has fat body, round face, pointed nose, and black hair. As the ex-soldier his body is strong and healthy. SBY is married to Kristiani Herawati or Ani Yudoyono. They have two sons, Agus Harimurti Yudoyono and Edhie Baskoro Yudoyono. Agus work as A soldier, and Edhie becomes a Politician. SBY like singing, he was released 3 album so far. The firs album is entitled My longing for you(Rinduku Padamu) published in 2007, the second entitled Evolusi in 2009 and the third album entitled I'm certain I'll (Ku Yakin Sampai Disana) released in 2010.

There are some examples of description, likes description of person, place and object.

1. Description of a Person

In describing a person, you could describe the physical appearance, the behavior, or both.at this point, the discussin is rusticated to physical appearance, since for the most part the principle of organization is spatial. You can describe a person's appearance in many ways. Yuo can describe a person's clothes, manner of walking,color style of hair, pacial appearance, body shape and expression. You can also describe the person's way of talking. Just what you depends on the topic and the purpose.

2. Description of Place

As with people, there is commonly occuring need to describe place as feature town, district, or area like garden park. The best way to describe a place is by presenting some one concrete example; such as home, a school, an so on. Futher, it is essential to describe the size and agreement of the spece involved.

3. Description of Object

The best way to descibe an object accurately is by providing the fhysical characteristic and object at the colors, the form, the shape, and so on. Therefore, it will be easy to describe all the picture of the object.

B. REVIEW OF RELATED FINDINGS

There are some related findings to this research, these related findings discuss about strategy and method in English.like group investigation method in writing.

The first, Meli Janthiry Retta Napitupulu's on the title "The Effect of Group investigation on Students' Writing Argumentation was find out whethet group investigation significantly affected the students' writing argumentation. The population of the research was 240 students of SMAN 1 Sibolga. Two classes were slected by using random sampling technique. the sample divide in to two groups. There are experimental group and control class.²⁵

The second, Endang on title "The Effect of Group investigation Strategy on Students Writing Recount Text Ability. The population of this research is all the tenth grade student of SMK N 1 Batagangkola consist of ten class which consist of 334 students. The sample of this research are 70

²⁵Meli Janthiry Retta Napitupulu's, The Effect of Group Investigation on Students Writing Argumentation at SMA N 1 Sibolga.

student from the population by using random sampling. The sample devide in to two groups. There are experimental and control class.²⁶

Based on the related findings above, researcher concluded that the strategy could be increased the student's ability in writing . So, the researcher hoped that the group investigation method could increase the student's ability in writing description paragraph.

C. CONSEPTUAL FRAMEWORK

Writing is one language skills that the students should be known when lerning a language. Parapraph is a piece of written text which contain several; sentence. It is unit of organizing in writing which a group of related sentence develops one main idea. In paragraph, they are some common types of paragraph. They are: illustration, process, cause and effect . In this thesis the writer had concern about description paragraph.

Description paragraph reproduces the way things look, smell, taste, or sound; it may also avoke mood, such as happines, loneliness, or fear. In writing description paragraph, actually you are painting a ficture words. The topic sentence for a description paragraph should give the topic (the place you are describing) and the cotrolling idea (the dominate impression, idea, or attitude). To get the good way in writing description paragraph, the teacher has to use methode in teaching writing.

²⁶ Endang's, The Effect of Group Investigation on Students Writing Recount Text Ability at SMK N 1 Batang Angkola.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research applied an experimental design. in order to investigate the significant different of the students' ability in writing description paragraph by using conventional and group investigation method. According to John W. Creswell experiment is to test the impact of a treatment (or and intervention) on out come¹.in addition, Gay and Airaisian state experimental is purposed to explore causal-effect relationship between treatment and the out come, to make its possible, there must be offer to control other variables of the some kind.²

Suharsimi Arikunto state that " metode experiment adalah pengetahuan yang dimaksudkan untuk mengetahui ada tidaknya akibat dari suatu yang tidak dikenakan pada subject selidik".³ its that means that experimental method is the way to find out the cause effect relationship between two or more factors and it is happened by the researcher with eliminate or avoid others factor can be influeneed.

This study consisted of two groups, namely experimental group and control group. The experimental group would be given the treatment by

¹ John W.Creswell, *Research Design Qualitative, Qualitative, and Mixed Mixed Methods Approaches, Second Edition,* (University of Nebraska, Lincoin: 2003) p. 154.

² L. R. Gay and Peter Airisian, *Education Research*, (New York : Merril, 2000). p. 367

³ Suharsimi Arikunto, *Manajement penelitian*, (Jakarta: Rineka Cipta, 2003) p. 272.

using group investigation, while the control group would teach using conventional strategy. The design could be figured as the following:

Group		Treatment	
Experimental	Pre	Teaching writing by using group	Post test
Group	test	investigation	
		Teaching writing by using	Pos test
Control Group	Pre	conventional	
	test		

Table 1 Research Design

B. Time and Place of the Research

The location as the place of this research is SMP N 2 Kotanopan at Jl. Perintis Kemerdekaan, Kotanoapan, MADINA. This research was done on April 2014.

C. The Population and Sample

1. Populasi

According to SuharsimiArikunto" A population is a set (collection) of all elements processing one or more attributes of interest.⁴ According to Gay and Airasian, "Population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable".⁵ The last, Ary said that population is all members of well defined class of people, event, or objects.⁶

⁴SuharsimiArikunto, *ProsedurPenelitian* (Jakarta :RinekaCipta, 2002) p. 108.

⁵L.R. Gay and Peter Airasian.Op. Cit, p. 122.

⁶ Sukardi. *Metodologi Penelitian Pendidikan* (Jakarta: Bumi Aksara, 2003), p. 53.
The population of this research is grade VIII SMP N 2 Kotanopan

Academic year 2013/2014, presented as follows:

Tabel 2

The population of grade VIII SMP N 2 Kotanopan in 2013-2014 Academic Year

No.	Class	Total
1	VIII 1	20
2	VIII 2	22
3	VIII 3	25
	Total	67

2. Sample

Sample is a part of population.⁷ In the research, many techniques to take sample from the population, such as random sampling, stratified sampling, probability sampling proportional sampling, purposive sampling, quota sampling, cluster sampling, and double sampling.⁸ In this research, researcher used random sampling (each indiviual in the population has an equal probability of being selected.

a. The normality of test

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

- Calculating average and standard deviation by the formula:

$$\mathbf{x} = \frac{\sum FiXi}{\sum Fi}$$

 ⁷Sukardi. *Metodologi Penelitian Pendidikan* (Jakarta: Bumi Aksara, 2003), p. 131.
 ⁸Ibid., p. 107-115.

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

- Perception x1,x2...xn made permanent number zi,z1,z2,.. zn by using formula:

$$Zi = \frac{xi - x}{s}$$

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

F(Zi) = P(Z < Zi)

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

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

 $F{=}\frac{\text{thebiggest variants}}{\text{thesmallest variants}} \ ^{10}$

- Here, after comparing to the Ftable, its criterion is :
- If Fcalculating<Ftable, then both samples are homogeneous

¹⁰ Mardalis, *Metode Penelitian :Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara,2003), p.250.

To calculate the result of lilieffors , researcher doing the calculation, researcher found that Lo=0.174 < Lt=0.51153 at the real level 0.05 and n=3. If result Lo < Lt. So, it was could be concluded that the data was distributed by normal. Researcher calculation, it can be seen on the appendix 5.

Then, the coefficient of F _{count} = 1.41 is compared with F table. Where F table was determined at real α =0,05, and the same numerator dk=N-1= 20-1=19 and denominator dk N-1= 22-1=21 So, by using the list of critical value at F distribution is got F _{0,05(19,21)}= 2,10. It shows that F _{count} (1,71) <F _{table} (2,10). So, it can be concluded that the variant from the data of the students' ability in Writing Description Paragraph at SMP N 2 Kotanopan was homogen. Researcher calculation, it can be seen on the appendix 5.

Tabel 3The Sample of Student SMP N 2 Kotanopan

Class	Numbers
Eksperimental class (VIII 1)	20
Control class (VIII 2)	22
Total	42

D. Instrument of the Research

For gathering information about the topic or the research problems, writer needs the instrument. The instument is test, the form of the test is essay tests (a tradition method for produce a sample of connected writing). The writers wants to see the students' ability in writing description paragraph.

Based on the assessment of writing, the writer devided the score into five criteria, which are the scores of grammar, vocabulary, mechanics, fluency, and form(organization). It can be described about the score of criteria as follow:

Grammar

No.	Indicator	Score
1	Few (if any) noticeable errors of grammar or word order	6
2	Some error of grammar or word order which do not however, interfere with comprehension	5
3	Error of grammar or word order fairly frequent occasional re- reading necessary for full comprehension	4
4	Errors of grammar of word order frequent: efforts of interpretation sometimes required an reader's part	3
5	Error of grammar of word order very frequent reader of ten has to rely on own interpretation	2
6	Errors of grammar of word order so severe as to make comprehension virtually impossible	1

Vocabulary

No.	Indicator	Score
1	Use of vocabulary and idiom rarely (it at all) distinguishable from that of educated native writer	6
2	Occasionally uses in appropriate terms or relies on circumlocution: expression or ideas hardly impaired	5
3	Uses writing or inappropriate word fairly frequently expression of ides maybe limited because of in adequate vocabulary	4
4	Limited vocabulary and frequent errors clearly hinder expression of ideas.	3
5	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation	2
6	Vocabulary limitation so extreme as to make comprehension virtually impossible	1

Mechanic

No.	Indicator	Score
1	Few (if any) noticeable lapses in punctuation or spelling	6
2	Occasional lapses in punctuation or spelling which do not,	F
2	however interfere with comprehension	5
3	Errors in punctuation or spelling fairly frequent occasional	4

r		
	re- reading necessary for full comprehension.	
Δ	Frequent error in spelling or punctuation sometimes to	3
-	obscurity	5
5	Errors in spelling or punctuation so frequent that reader	2
5	must often rely on own interpretation	2
6	. Errors in spelling or punctuation so severe as to make	1
0	comprehension virtually impossible	1

Fluency (style and ease of communication)

No.	Indicator	Score
1	Choice of structures and vocabulary consistently	6
2	Occasional lack of consistently in choice of structures and	5
	vocabulary which does not.	
3	patchy, with some structures or vocabulary items	4
	noticeably inappropriate to general style	
	Structures of vocabulary items sometime not only in	
4	appropriate but also misused little sense of ease of	3
	communication.	
5	Communication often impaired by completely	2
5	inappropriate or misused structures or vocabulary items.	_
6	A hotch- potch of half learned misused structures and	1
	vocabulary items rendering communication almost	

	impossible.		
--	-------------	--	--

Form organization

No.	Indicator	Score
1	Highly organized clear progression of ideas well linked : like educated native writer	6
2	Material well organized linked could occasionally be clearer but communication not impaired	5
3	Some lack of organization re- reading required for clarification of ideas	4
4	Little or no attempt at connectivity, though reader can deduce some organization	3
5	Individual ideas may be clear, but very difficult to deduce connection between them.	2
6	Lack of organization so severe that communication is seriously impaired. ¹¹	1

SCORE: Grammar:+ Vocabulary: + Mechanics: + Form: =

•••••

¹¹ Arthur Hughes. Loc. Cit

Table 4

Assessment of writing

No	Indicator	Score
1	Grammar	20
2	Vocabulary	20
3	Mechanic	20
4	Fluency	20
5	Form (organization)	20
	Total	100

Table 5The criteria of value"		
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. Technique of Data Collecting

Collecting the data in this research is through testing. Two tests will be performed to get the data about students ability in writing

¹²Muhibbinsyah, *Psikologi Pendidikan Pendekatan Baru*, (Bandung: Remaja Rosdakarya,2000), p.81.

description paragraph, there are pre-test and post-test. The proses of testing is explained as follows:

1. Giving pre-test

Before conducting the treatment, both experimental class and control class are tested in order to measure their previous ability in writing description paragraph.this test is also use for determining whether both of the classes are homogenous or not.

2. Giving post-test

After the treatment, both of the classes again are given the final test in order to measure their ability in writing description paragraph. This test is used for investigating the diffrence of group investigation class and conventional class. Indexs which is resulted after the t-test will determine the admission or the rejection of the hypotheses.

F. Technique of Data Analysis

1. Requirement test

a. Normality test

To calculate normality test by use liliefors formula, as follow:¹³

- Calculating average and standard deviation by the formula:

$$\mathbf{x} = \frac{\sum \mathbf{Fi} \mathbf{x} \mathbf{i}}{\sum \mathbf{Fi}}$$

¹³Darwyan Syah Dkk. Loc. Cit.

- Perception x1,x2...xn made permanent number zi,z1,z2,.. zn by using formula:

$$Zi = \frac{xi - x}{s}$$

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

F(Zi) = P(Z < Zi)

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

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

 $F \!\!=\!\! \frac{\text{thebiggest variants}}{\text{thesmallest variants}} \, ^{14}$

Here, after comparing to the Ftable, its criterion is :

If Fcalculating<Ftable, then both samples are homogeneous

¹⁴Mardalis. Loc. Cit.

2. Hypotheses test

 Students' ability in writing describtion paragrap in class group investigation strategy is significantly better than the conventional strategy (H1), the form is as follows:

 $H1:\!\mu Y1 > \!\mu Y2$

 Students' ability in writing describtion paragraph in class group investigation strategy is not significantly better than the conventional strategy (H0). The form is as follows:

H0: $\mu X1 = \mu X2$

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

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt[s]{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

 $\overline{x_1}$ = Mean of experimental class sample $\overline{x_2}$ = Mean of control classs sample

n_1	= Total sample of experimental class
n_2	= Total sample of control class 15

G. The Outline of Thesis

The systematic of this research is divided into five chapter, and each chapter consist of many sub chapters with detail as follows :

In chapter one, consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research objective, research significances, definition of operational variable, hypothesis.

In chapter two, consist of theoretical description, which consist sub chapter such as theoretical review consist of group investigation strategy on student's ability in writing description paragraph . Then review of related finding, and conceptual framework.

In chapter three, consist of place and time of the research, research design, population and sample. Instruments of data collecting, procedure of research, testing of instrument, data collecting data analysis.

In chapter four, consist of the result of the research which consist of description of the data, the testing of hypothesis, the result of research.

And the last is chapter five, consist of conclusion and suggestion.

¹⁵ *Ibid.* p. 219.

CHAPTER IV

DATA ANALYSIS

A. Description of Data

As the resul of research, the data is the source calculating of group investigation strategy and writing description paragraph ability in loking for the effect of both of them. This research is conducted at the eight grade students' on SMP Negeri 2 Kotanopan. In collecting the data, the writer gives essay test to get the data about gruop investigation strategy. In order to know the data of this research, the writer describes both of variables.

1. The score of experimental class

a. Pre-test of experimental class

Tabel 6

Total	980
Highest score	65
Lowest score	30
Mean	49
Standart deviation	12,88
Varians	166,10
Median	43,5
Modus	58
Range	35
Interval	7

The score of experimental class in pre-test

Based on the table above the total score of experiment class in pretest was 980, mean was 49,0, standart deviation was 12,88, varians was 166,10, median was 43,5, range was 35,modus was 58, interval was 7. The researcher get 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 VIII. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

The Frequency Distribution of Students' Score				
No	Interval	Frequency	Percentages	
1	30-36	5	25%	
2	37-43	3	10%	
3	44-50	2	10%	
4	51-57	-		
5	58-64	8	40%	
6	65-71	2	15%	
	<i>i</i> = 7	20	100%	

Table 7The Frequency Distribution of Students' Score



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

b. Post-test of experimental class

Tabel 8

The score of experimental class in post-test

Total	1562
Highest score	90
Lowest score	60
Mean	78,1
Median	72,16
Mode	90
Range	30
Interval	6
Standart deviation	9,34
Varians	87,30

Based on the table above the total score of experiment class in post-test was 1562, mean was 78,1, median was 72,16, mode wa 90, range

was 30, interval was 6 standart deviation was 9,34, varians was 87,30,. 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 IX. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

Table 9

The Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1	60-65	2	10%
2	66-71	3	15%
3	72-77	3	15%
4	78-83	5	25%
5	84-89	3	15%
6	90-95	4	20%
	<i>i</i> = 6	20	100%



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

2. The score of control class

a. Pre-test control class

Tabel 10

Total	1076
Highest score	65
Lowest score	35
Mean	48,90
Median	49,33
Modus	57
Range	30
Interval	6
Standart deviation	108,5
Varians	10,41

The score of control class in pre-tes

Based on the table above the total score of control class in pre-test was 1076, mean was 48,90, median was 49,33, mode was 57, range was 30, interval was 6, standart deviation was 108,5, varians was 10,41. The researcher get the highest score was 65, and the lowest score was 35. Next, the calculation of how to get it could be seen in the appendix X. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

Table 11

The Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1	35-40	7	31%
2	41-46	3	14%
3	47-52	3	14%
4	53-58	4	18%
5	59-64	3	14%
6	65-70	2	9%
	<i>i</i> = 6	22	100%

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



b. Post-test Control Class

Tabel 12

The score of control class in post-tes

Total	1592
Highest score	85
Lowest score	60
Mean	72,3
Median	69,5

Modus	65
Range	25
Interval	5
Standart deviation	8.89
Varians	79,09

Based on the table above the total score of control class in post-test was 1592 ,mean was 72,3, standart deviation was 8,89, varians was 76,09, median was 80, mode was 60, range was 25, interval was 5. The researcher get the highest score was 85 and the lowest 60 score was . Next, the calculation of how to get it could be seen in the appendix XI. Then, the computed of the frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

Table 13The Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1	60-64	4	19%
2	65-69	2	9%
3	70-74	2	9%
4	75-79	6	27%
5	80-84	6	27%
6	85-89	2	9%
	<i>i</i> = 5	22	100%

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



- 2. Technique of Data Analysis
 - a. Requirement Test
 - 1. Normality of experimental class and control class in pre-

test

Tabel 14Normality and Homogenity in Pre-test					
Class Normality H Test		Homos Te	geneity est		
	t _{count} t _{table}		t _{count}	t _{table}	
Experiment Class	0,0779	0,1920	1,41<2,12		
Control Class	0,0094	0,1840			

Based on the table above researcher calculation, the score

of exsperiment class Lo=0,0779<Lt=0,1920 with n =20 and control

class Lo=0,0249< Lt=0.1798 with n =22, and real level α 0,05. Cause _{Lo} < Lt in the both class. So,H_o is accepted, it means that experiment class and control class are distributed normal. Researcher calculation, it can be seen on the appendix XII.

2. Homogenity of experimental class and control class in pre-test

Then, the coefficient of F _{count} = 1.41 is compared with F table. Where F table was determined at real α =0,05, and the same numerator dk=N-1= 20-1=19 and denominator dk N-1= 22-1= 21 So, by using the list of critical value at F distribution is got F _{0,05}(19,21)= ,. It shows that F _{count} (1,41)< F _{table} (2,12). So, it can be concluded that the variant from the data of the students' ability in Writing Description Paragraph at SMP N 2 Kotanopan by eksperimental and control class was homogeny. Researcher calculation, it can be seen on the appendix XIV.

3. Normality of experimental class and control class in post-test

Tabel 15

Normality and Homogenity in Post-test

Class	Norma	Homo	geneity	
	Test		Т	est
	t _{count} t _{table}		t _{count}	t _{table}
Experiment	0 1033	0 1020	1,11<2,12	
Class	-0,1033	0,1920		
Control Class	0,0203	0,1840		

Based on the table aboveresearcher calculation, the score of eksperimental class Lo=-0,1857 < Lt=0.1920 with n =20 and control class Lo=-0,0478 < Lt=0,1840 with n=22, real level α was 0,05. Cause _{Lo} < Lt in the both class. So,H_a is accepted, it means that experiment class and control class are distributed normal. Researcher calculation, it can be seen on the appendix XIII.

4. Homogenity of experimental class and control class in post-tes

Then, the coefficient of F _{count} =1,11 is compared with F table. Where F table was determined at real α =0.05, and the same numerator dk=N-1= 20-1=19 and denominator dk N-1= 22-1=21 So, by using the list of critical value at F distribution is got F _{0,05}(19,21)= 1.84. It shows that F_{count} (1.73) < F_{table} (2.12). So, it can be concluded that the variant from the data of the students' ability in Writing Description Paragraph at SMP N 2 Kotanopan by eksperimental and control class was homogeny. Researcher calculation, it can be seen on the appendix XV.

B. Hyphotheses

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 15Result of T-test from the Both Averages

Pre-test		Pos	t-test
t _{count}	t _{table}	t _{count}	t _{table}
0.02	1.68	2.12	1.68

 $H_0: \mu_1 = \mu_2$ $H_a: \mu_1 \neq \mu_2$

Where:

- H_a: There was a significant effect of group investigation strategy on student's ability in writing description paragraph.
- H_o: There was no significant effect of group investigation strategy on students' ability in writing pargaraph.

Based on researchercalculation, researcher found that t_{count} 2.11 while t_{table} 1.68. With opportunity $(1 - \alpha) = 1 - 5\% = \%$ and $dt = (n_1 + n_2 - 2) = (20 + 22 - 2) = 40$, cause $t_{count} > t_{table}$ (2.11>1.68). It means that hypothesis (H_a) was accepted; it means there is a significant effect of gruop investigation strategy on students' ability in writing pargaraph. It described the mean score of experiment class by using group investigation stategy and mean score of control class in using discussion strategy is 78.1 So, From the explanation above it was students' ability in writing paragraph ability by using group investigation strategy was better than conventional strategy ($\mu^{1} > \mu^{2}$). Researcher calculation, it can be seen on the appendix XVII.

C. Discussion

The main problem of this research was the students' ability in Writing description paragraph at SMP Negeri 2 Kotanopan. The researcher gave pre-test to the students to know their ability in writing description pargaraph without giving treatment. The result of pre-test, the researcher got mean was 49.00, median was 43.5, modus was 58.

After researcher known the students' ability in writing descriptive paragraph. Researcher tried to give the treatment by using group investigation method. Then, researcher gave post-test to students to know students' ability after giving the treatment. The result of post-test, the researcher got mean was 78.1, median was 72.16, modus was 90.

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

D. 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 description paragraph by using group investigation strategy at grade eight SMP N 2 Kotanopan was 78.1
- 2. The students' ability in writing description paragraph by using conventional strategy at grade eight in SMP N 2 Kotanopan was 72.3
- 3. The Student's ability in writing description pargraph by using group investigation strategy was better than conventional strategy ($\mu_1 > \mu_2$).

Hypothesis alternative (H^{*a*}) was accepted. It can be seen from the mean score of experimental and control class (78.1>72.3).

B. Suggestion

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

1. The Principal of SMP N 2 Kotanopan, 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 strategy was good to increase the students' ability in writing Description Paragraph.

- 2. The English teacher, to increase the students' ability in learning English, especially will be increasing the students' ability in writing description paragraph and pleasant teaching-learning process. One of the way is group investigation strategy.
- 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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