THE USE OF PICTURE AND GROUP INVESTIGATION STRATEGY TO IMPROVE WRITING SKILLS FOR TENTH YEAR STUDENTS OF SMA ISLAM SUDIRMAN AMBARAWA IN ACADEMIC YEAR 2017/2018

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.) English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga

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SALATIGA
2018
DECLARATION

In the name of Allah,

Hereby, the researcher declares that this graduating paper is composed by the researcher herself. This paper does not contain any materials including ideas, information, opinions, and questions from other people, except the information from the references.

This declaration is written by the researcher in the hope that this declaration can be understood.

Salatiga, March 17th 2018

The Researcher

Istifarim Rosyah

11313077
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Dr. Setia Rini, M.Pd.
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The Attentive Counselor’s note
Istifarini Rosyah

Dear,
Dean of Teacher Training and Education Faculty

Assalamualaikum Wr. Wb.

After reading and correcting Istifarini Rosyah’s graduating paper entitled “THE USE OF PICTURE AND GROUP INVESTIGATION STRATEGY TO IMPROVE WRITING SKILLS FOR TENTH YEAR STUDENTS OF SMA ISLAM SUDIRMAN AMBARAWA IN ACADEMIC YEAR 2017/2018”. I have decided and would like to propose that this paper can be accepted by the teacher training and education faculty. I hope this paper will be examined as soon as possible.

Wassalamualaikum Wr. Wb.

Counselor

Dr. Setia Rini, M.Pd.
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A GRADUATING PAPER

THE USE OF PICTURE AND GROUP INVESTIGATION STRATEGY TO IMPROVE WRITING SKILLS FOR TENTH YEAR STUDENTS OF SMA ISLAM SUDIRMAN AMBARAWA IN ACADEMIC YEAR 2017/2018

WRITTEN BY:
Istifarini Rosyah
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Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic studies (IAIN) Salatiga on March 27th 2018, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Education.

Board of examiners

Head : Noor Maliah, Ph.D.
Secretary : Dr. Setia Rini, M.Pd.
First examiner : Hammam, Ph.D.
Second examiner : Dr. Rifqi Aulia Erlangga, M.Hum.

Salatiga, March 27th 2018
Dean of Teacher Training and Education Faculty
MOTTO

Every action has reaction,
every act has a consequence,
and every kindness has kind reward.

-Anonymous-
DEDICATION

This graduating paper is dedicated to:

1. My beloved parents, my mother (Siti Amanah) and my father (Heri Purwanto) who always prays for me, support and motivate me.

2. My beloved grandparent who always prays for me and gives advises to become better person.

3. My lovely brother and my big family who fill my life with love and affection.
ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim,

In the name of Allah, the most gracious and merciful, the king of universe and space. Thank you to Allah because the writer can complete this graduating paper as one of requirements to finish the study in English Department of States Institute for Islamic Studies Salatiga.

This graduating paper would not have been completed without support, guidance and help from individual and institution. Therefore, I would like to express special thanks to:

1. Dr. Rahmat Hariyadi, M. Pd. as the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi, M.Pd. as the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.
3. Noor Maliah, Ph.D., as the Head of English Education Department of State Institute for Islamic Studies (IAIN) Salatiga.
4. Dr. Setia Rini, M.Pd. as a counselor of this graduating paper. Thanks for all your support, advise, suggestion, and recommendation for this graduating paper from beginning until the end.
5. All of lecturers in English Education Department and staffs who helped me in processing the graduating paper administration.
6. My beloved family, thanks for always supporting me and fill my life with love.

8. All members of “Forum Skripsi Mrs. Setia Rini” for sharing knowledge, care and motivation.

9. All members of “72’s Family” for your kindness, laugh and motivation.

10. All of my friends in English Education Department especially TBI C thanks for your support.


12. Those who cannot mentioned one by one.

Eventually, the graduating paper is expected to be able to provide useful knowledge and information to the readers. The writer is pleased to accept more suggestion and contribution for the improvements of this graduating paper.

Salatiga, 17th March 2018

The writer

Istifarini Rosyah

NIM: 113-13-077
ABSTRACT


The research is about the use of picture and group investigation strategy to improve writing skills for 10th year students of SMA Islam Sudirman Ambarawa in academic year 2017/2018. The objectives of the study are: (1) To know the improvement of students writing skill using picture and group investigation strategy at tenth year students of SMA Islam Sudirman Ambarawa in academic year 2017/2018. (2) To find out the significance of using picture and group investigation strategy to improve students writing skill at tenth year students of SMA Islam Sudirman Ambarawa in academic year 2017/2018. The methodology of research was class action research. The data were analyzed through descriptive study and statistical technique. The researcher use written test, observation, and documentation to obtain the data. The writer finds there are any improvement of teaching writing using picture and group investigation strategy. It shown by the result of Pre Test cycle I and cycle II are 53.00 and 57.97, whereas the standardized score is 65. Then the result of Post-test cycle I and cycle II are 73.48 and 78.94. The quantity (N) of this research is 35, based on the quantity of this research, the t-table is 2.032. The application of picture and group investigation strategy significantly improve the students’ writing skills which shown by the calculation of T-test cycle I and cycle II are 11.90 and 13.50 whereas it bigger than T-table. In addition, the researcher expected that 85% of students can pass the standardized score. The percentage of students’ score who pass the KKM in pre-test I is 11%, the post-test I 82%, the pre-test II 37% and the post-test II 100%. It means that the use of picture and group investigation strategy can improve students’ writing skill, because the target was achieved.

Keywords: Picture; Group Investigation Strategy; Writing Skills
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CHAPTER I
INTRODUCTION

In this chapter, the paper elaborates the background of the study, problems of the study, objectives of the study, significances of the study, hypothesis and success indicator, research method, and outline of the graduating paper.

A. Background of the Problem

In this modern era, English as International language is learned in a lot of countries and connects people among the world to communicate through oral or written. In Indonesia, English is known as a foreign language and Rizki et al (2013:127) stated that it is a compulsory subject in Junior High School and Senior High School. According to Patel and Jain (2008:35), foreign language can be defined as a language where the secondary environment is not observed and the people of linguistically foreign societies use such language.

On studying English there are four basic skills, namely listening, speaking, reading and writing. As the bases on studying English, each of them has an important role. Writing is one of four basic skills in studying English, it is important for students to master it. Writing is a partial representation unit of language expression is (Lado, 1983:43). It means that through writing, people can express their ideas and opinion in written text.

To make the reader understand about what we talk about, we have to write well and clear. That’s why learning writing is important, but some
students still find difficulties when they have to write something. It can happen because some of them have a mindset that writing is difficult, it is boring, and the common problem they have lack vocabularies to express their ideas. Creativity needed to invite the students writing a text, it makes the teaching learning process fun. For example, the teacher can provide a picture to teach writing skill. Teaching using picture according to Usman and Asnawir (2002:47) is an effective visual aid because it can visualize thing concretely and realistic. It means that picture can be an alternative way to teach writing, it can show the students about things in the environment inside the class.

To teach writing, a teacher can divide the students into groups. It is good for students to express their idea in a group, because by making a group will give them occasion to share their knowledge each other. Harmer (2001:260) stated that writing in groups, whether as part of a long process or as part of a short game like communicative activity, can be greatly motivating for students, including as it does, not only writing, but research, discussion, peer evaluation and group pride in a group accomplishment. One kind of group which can apply for teaching learning process is Group Investigation. This strategy can be an alternative way to teach writing in a group. It is under the umbrella of cooperative learning and first developed by Herbert Thelen. According to Thelen as cited in (Kagan, 2009:17.8) the vision of group investigation is to stimulate the desire of students to engage in inquiry-inquiry which leads to places neither the teacher nor the students
could anticipate. This learning model invites the student's to work together in a group. Here, the teacher will give a topic to make an investigation and they can gather information about the topic from many resources. By using this strategy hopefully, all of the students can active in their group and improve their skill, especially in writing.

Here, the researcher did an interview with the English teacher of SMA Islam Sudirman Ambarawa to know what the problems are. The first question is about the students’ response during teaching learning process. According to the teacher, students’ response about English in the class is happy and interested in teaching learning process. However, when the researcher asked her about their enthusiasm in writing, she said that their enthusiasm for writing is less. According to her, students still find difficulties in writing especially about structure of the sentence and grammar.

Further, the researcher asked about the activity to teach writing skills, she said that in order to improve their writing skill she teaches writing through a game which consists of writing and emphasizes grammar. Whereas for the strategy which she applied on the class is group discussion by discovery learning. The strategy was worked for students because according to her, almost all of the students pass the passing grade. The researcher was tough that strategy needs to upgrade in order to introduce a new strategy for the students and teacher to improve students'
writing skills. So, they also have variation in teaching learning process especially on writing not only through games.

The researcher expected that the use of picture and Group Investigation can solve the problem that faced by the students of SMA Islam Sudirman Ambarawa. Through the picture, the students can be more interested because it visualizes things realistically so they can describe the topic easily. When it applied with Group Investigation strategy, the students can enjoy the activity because it encourages them to work cooperatively and share their knowledge each other.

Based on the explanation above the researcher tries to make research in order to make improvement of students writing skill. The research entitled “The Use of Picture and Group Investigation Strategy to Improve Writing Skills for Tenth Year Students of SMA Islam Sudirman Ambarawa in Academic Year 2017/2018”

B. Problems of the Study

Based on the background of the study, the writer aimed to answer the following problems:

1. How is the improvement of students’ writing skill using picture and group investigation strategy for tenth year students of SMA Islam Sudirman Ambarawa in academic year 2017/2018?

2. How significant is the influence of picture and group investigation strategy to improve students writing skill for tenth year students of SMA Islam Sudirman Ambarawa in academic year 2017/2018?
C. Objective of the study

Based on those problems, the objectives of this research are:

1. To know the improvement of students writing skill using picture and group investigation strategy for tenth year students of SMA Islam Sudirman Ambarawa in academic year 2017/2018.

2. To find out the significance of using picture and group investigation strategy to improve students writing skill for tenth year students of SMA Islam Sudirman Ambarawa in academic year 2017/2018.

D. Significance of the Study

The result of this study is hoped to give benefit to the teachers, students, writer, and other readers.

1. For teacher
   The result of this study can be used for the teacher as judgment to give an appropriate technique in teaching learning process especially in writing skill.

2. For students
   Students are expected to be able to expand their knowledge to improve their writing skill.

3. For writer
   Through this study, the writer will be able to improve the writers' knowledge in writing a good paper.
4. For other readers

Other readers can use this analysis as a comparative study or as a referent for the similar case research.

E. **Hypothesis and Success Indicator**

Based on the interview with the teacher, the students’ writing skills were less. The researcher tried to overcome those problems by implementing picture and Group Investigation strategy. By conducting this research, the researcher proposes a hypothesis: the use of picture and Group Investigation strategy can improve the students’ writing skill.

The students’ success and failure in doing the activities in cycle I and II will be assessed by referring to the criterion of the passing grade (KKM). The passing grade of English lesson in SMA Islam Sudirman Ambarawa is 65. It means that the students should have scored at least 65 or above. The teacher and the researcher expect that there are at least 85% of the students who pass the passing grade.

F. **Research Method**

1. **Research Design**

In this research the writer using classroom action research (CAR). There are some definitions of Class Action Research. According to Isaac (1984:55), this kind of research is used to develop a new skill or new approaches and to solve problems with direct application to the classroom or working world setting.
According to Arikunto (2007:58), classroom action research comes from three words, they are:

a. Research: an activity to find out accuracy some object using a methodology to get data or information which benefit to improve something which interest and important to for researcher.

b. Action: some activities deliberately are done by having several aims, in the research in form activities cycles.

c. Class: a group of student in the same time which have some lesson from the teacher.

As for the procedure, Kemmis and Mc Taggart in Kunandar (2008:70) explained that class action research consists of several cycles and each cycle has of four essential aspects, they are planning, action, observation, and reflection.
The cycle that consists of four basic steps namely planning, action, observing and reflection are illustrated as follows:

Figure 1. The action research spiral based on Kemmis and Mc Taggart (1989 as cited in Hopkins 1993)

Based on the definitions above, the researcher can conclude that Class Action Research is a form of action research used to improve a skill and to solve problems that occur in the class. The research usually did by the teacher and collaborator. This kind of research used through direct application, whereas consist of some stages that shown in the figure above (planning, action, observation, and reflection).
2. **Subject of research**

The subject of the research is the X MIPA 4 students of SMA Islam Sudirman Ambarawa in the academic year 2017/2018. The number of the students is 35 students that consist of 11 boys and 24 girls. They have English lesson at least one meeting in a week which is each meeting along with two hours and one hour lesson was 45 minutes. The list of X MIPA 4 class could be drawn as follows:

**Table 1.1 The List of X MIPA 4**

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>SEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AAS</td>
<td>Male</td>
</tr>
<tr>
<td>2</td>
<td>ANS</td>
<td>Female</td>
</tr>
<tr>
<td>3</td>
<td>AVM</td>
<td>Female</td>
</tr>
<tr>
<td>4</td>
<td>ASA</td>
<td>Female</td>
</tr>
<tr>
<td>5</td>
<td>AWWA</td>
<td>Female</td>
</tr>
<tr>
<td>6</td>
<td>AEKN</td>
<td>Female</td>
</tr>
<tr>
<td>7</td>
<td>AP</td>
<td>Female</td>
</tr>
<tr>
<td>8</td>
<td>ASNAR</td>
<td>Female</td>
</tr>
<tr>
<td>9</td>
<td>DRN</td>
<td>Male</td>
</tr>
<tr>
<td>10</td>
<td>DEWP</td>
<td>Female</td>
</tr>
<tr>
<td>11</td>
<td>DM</td>
<td>Female</td>
</tr>
<tr>
<td>12</td>
<td>DS</td>
<td>Female</td>
</tr>
<tr>
<td>13</td>
<td>ELD</td>
<td>Female</td>
</tr>
<tr>
<td>14</td>
<td>FKP</td>
<td>Male</td>
</tr>
<tr>
<td>15</td>
<td>FAF</td>
<td>Male</td>
</tr>
<tr>
<td>16</td>
<td>FRE</td>
<td>Male</td>
</tr>
<tr>
<td>17</td>
<td>IPL</td>
<td>Female</td>
</tr>
<tr>
<td>18</td>
<td>IDD</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>19.</td>
<td>KITS</td>
<td>Female</td>
</tr>
<tr>
<td>20.</td>
<td>MY</td>
<td>Female</td>
</tr>
<tr>
<td>21.</td>
<td>MIM</td>
<td>Male</td>
</tr>
<tr>
<td>22.</td>
<td>NA</td>
<td>Female</td>
</tr>
<tr>
<td>23.</td>
<td>NPKE</td>
<td>Female</td>
</tr>
<tr>
<td>24.</td>
<td>NA</td>
<td>Male</td>
</tr>
<tr>
<td>25.</td>
<td>PNF</td>
<td>Female</td>
</tr>
<tr>
<td>26.</td>
<td>RMA</td>
<td>Male</td>
</tr>
<tr>
<td>27.</td>
<td>SRW</td>
<td>Female</td>
</tr>
<tr>
<td>28.</td>
<td>SSD</td>
<td>Female</td>
</tr>
<tr>
<td>29.</td>
<td>SF</td>
<td>Female</td>
</tr>
<tr>
<td>30.</td>
<td>SNA</td>
<td>Female</td>
</tr>
<tr>
<td>31.</td>
<td>S</td>
<td>Female</td>
</tr>
<tr>
<td>32.</td>
<td>TPCA</td>
<td>Female</td>
</tr>
<tr>
<td>33.</td>
<td>TA</td>
<td>Female</td>
</tr>
<tr>
<td>34.</td>
<td>US</td>
<td>Male</td>
</tr>
<tr>
<td>35.</td>
<td>YI</td>
<td>Male</td>
</tr>
</tbody>
</table>

### 3. Steps of the Research

In conducting the research, the researcher carries out the steps which summarized in the following research schedule. The researcher planned the timeline schedule in order to easier the research process. This research starts in the middle of January 2018 until the middle of February 2018.
The schedule is written below:

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Giving the letter to the one of the staff at SMA Islam Sudirman to do research.</td>
<td>January, 17th 2018</td>
</tr>
<tr>
<td>2.</td>
<td>Make some agreement with the English teacher about teaching learning process.</td>
<td>January, 18th 2018</td>
</tr>
<tr>
<td>3.</td>
<td>Meet the English teacher to do consult the lesson plan.</td>
<td>January, 19th 2018</td>
</tr>
<tr>
<td>4.</td>
<td>Doing the action in the class (cycle 1)</td>
<td>January, 21st 2018</td>
</tr>
<tr>
<td>5.</td>
<td>Doing the action in the class (cycle 1)</td>
<td>January, 28th 2018</td>
</tr>
<tr>
<td>6.</td>
<td>Doing the action in the class (cycle 2)</td>
<td>February, 3rd 2018</td>
</tr>
<tr>
<td>7.</td>
<td>Doing the action in the class (cycle 2)</td>
<td>February, 10th 2018</td>
</tr>
</tbody>
</table>

4. Technique of the Data Collection and Research Instrument

a. Test

The researcher used a test to know the students' writing skills. Arikunto (2010:266) explained that test is used to measure
the student's basic capabilities and achievements. In this case, the researcher used pre-test and post-test. The pre-test was given towards students before the teacher used the technique and teaching learning process. Then, post-test was given to know whether the students' writing skills rise after the teacher implemented picture and group investigation strategy.

b. Observation

The researcher joined in the class to observe the teaching learning process. According to Arikunto (2010:199) observation focuses on the activities of the research subjects or objects involving all of the five senses. The researcher uses the observation sheet to make it more systematic. Observation sheet enables the researcher to record and describe the class situation during teaching-learning process. In filling this observation sheet the researcher will use mark "√". The form of observation sheet checklist is shown below:

<table>
<thead>
<tr>
<th>No</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher prepared the material well.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Teacher conducted the classroom well.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Teacher use the time effectively.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Teacher gives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>evaluation after the lesson plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Teacher asked the student’s difficulties.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Students feel enthusiastic doing writing test by using picture and group investigation strategy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Students give attention to teachers’ explanation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Students active during learning process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Students understand the teachers’ explanation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Students do the evaluation well.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The teacher applies picture and group investigation strategy in teaching descriptive text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. Documentation

According to Arikunto (2010:247) documentation is an activity to look for the variable like notes, transcribe, books, newspaper, etc. The researcher uses this method to gather the
document which is related to this research. The documentation is needed to know the information and situation of this school.

5. Techniques of Analyzing Data

After collecting the data, the next step of this study is analyzing the data. There are two ways to analyze the data, they are:

a. Descriptive study

This kind of technique used to know students’ behavior during the teaching learning process. The researcher using field note to record all activities in the classroom. The description hopefully can give a clear explanation of the process and the students’ improvement in writing skill.

b. Statistical technique

The students are scored by the pre-test and post-test. After give pre-test to the students, the researcher uses picture and Group Investigation Strategy in the teaching writing skills. In the last session, the students are scored by t-test to obtain the valid data which shows whether the research is success or not. In the final process, the researcher compares the collecting data from cycle I and cycle II. Further, to know the result, the researcher uses mean, SD (Deviation Standard) and T-test of the scores. This research calculated using SPSS 16.00 program. The researcher also uses percentage calculation to shows the class percentage of students who pass the KKM.
The formula is:

\[ P = \frac{F}{N} \times 100\% \]

\( P \) = percentage of students who pass the KKM

\( F \) = number of students who pass the KKM

\( N \) = total number of students

G. The Outline of This Paper

Chapter I is the introduction which consists of the explanation of the background of the study, problems of the study, objectives of the study, significance of the study, hypothesis and success indicator, research method, techniques of analyzing data and organizing of the graduating paper.

Chapter II tells of the theoretical framework. In this chapter the writer will explain about the theory of picture, group investigation strategy, writing skill and previous study.

Chapter III is the implementation of research. This chapter will explain about research procedures.

Chapter VI presents the research findings and data analysis.

Chapter V is closure which consists of conclusions and suggestions proposed by the writer.

The last is references and appendixes.
CHAPTER II
THEORETICAL FRAMEWORK

In this chapter the writer will explain about theory of picture, group investigation strategy, writing skill and previous study.

A. Picture

1. General Concept of Picture

There are some definitions about pictures and each definition closely similar. Asnawir (2002:47) define picture as the real reproduction media in two dimensions. Through a picture, the information can be understood easily because a picture is close to the real situations. It makes a picture as an effective visual aid because it shows thing concrete and realistic. Zenger (1977:78) defined picture as a flat visual representation of an object, person, or view and its main purpose is to draw attention to or emphasize a certain thing. Whereas, Manser (1995:310) defined picture as painting, drawing, or photograph, especially as work of art.

Every picture has different meaning and interpretation. Generally, a colored picture is more interesting to shown. A picture, according to Hamalik (1977:81) can be used as an education media and it has education values for children, and enables the teaching-learning process efficiently.
According to Wright (1989:2), pictures contribute to:

a. Interest and motivation;

b. A sense of the context of the language;

c. A specific reference point or stimulus.

From his explanation, it means that pictures are kinds of visual instruction materials might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills.

Based on the statements above, the writer concludes that picture is a two dimensional work art which can be used as teaching aid. Through a picture the teacher can show objects like people, place or thing realistically to students. It is an effective teaching aid that can interest the students and motivate them on teaching learning process.

2. Sources of Picture

Nowadays, it is easy to find a picture in our environment. It is possible to find at least free or cheap picture material. According to Stone as cited in Suaeni (2015:19) a picture not only can be found easily on magazines and books, but we also can found it on internet.

Wright (1989:182) the sources of picture can be found in:

Newspaper, magazines, advertisements and publicity, holiday brochures, business brochures, catalogues, calendars, greetings cards, postcard, reproductions of art, posters, wallcharts, instruction, old books, comics and cartoon strips, family photographs and slides, stamps, playing cards, wrapping paper, coursebook, the teacher’s and student’s own drawings, photocopying.
The statements above show that it is easy to find pictures in daily life because it has many resources. We not only find it on simply from printed form such as newspaper, book, postcard etc, but also on internet to find an appropriate picture for teaching English. Based from that statements too, the writer choose internet as the source of picture and photocopying it in order to distribute a whole class.

3. **Some Roles of Pictures in Writing**

   According to Wright (1989:17) there are some roles for picture in writing, they are:
   
a) Pictures can motivate the students and make them want to pay attention.

b) Picture can contribute to the context in which the language is being used. They bring the world into the classroom (a street scene or a particular object, for example train).

c) Picture can be described in an objective way (‘This is train’) or responded subjectively (‘I like travelling by train’)

d) Picture can cue responses to questions or substitutions through controlled practice.

e) Picture can stimulate and provide information to be referred in conversation, discussion, and storytelling.

4. **The Advantages and Disadvantages**

   Teaching using picture brings some advantages on teaching-learning process. Though it is useful, picture also has disadvantages
side. Zenger (1977:79) mentioned that the advantages and disadvantages are:

a. The advantages:
   1) Can stimulate and motivate students to become more observant and express their ideas.
   2) It is cheap, may even free, and fairly easy to locate.
   3) Can be used by an individual or in groups.
   4) Can be displayed for as long as necessary so pupils can work at their own rate.
   5) It is up-to-date and can bring reality into the classroom.
   6) Can be used introduce, supplement, or summarize unit.
   7) Enriches reading and can help clarify misunderstanding.

b. The disadvantages:
   1) Cannot display movement as a film does.
   2) If not unique, can seem uninteresting to pupils.
   3) Describing a specific purpose might be difficult to locate.

B. Group Investigation Strategy

1. General Concept of Group Investigation Strategy

   Group Investigation strategy was developed by Shlmo Sharan and Yael Sharan in Tel Aviv University, Israel. Kagan (2009:17.8) stated that group investigation strategy is a cooperative learning strategy in which students work in small group to investigate a learning topic. Later, according to Rusman (2010:220) generally this kind of
strategy formed by the students itself which consist of 2-6 people to investigate a topic. The communication and interaction between classmates will achieve output success if they are divided into several groups.

Jacobson, et al (1989:346) state that the goals of group investigation is problem solving/inquiry and the structure is heterogeneous, with terms assigned to group projects. This strategy putting students in a group to solve a problem together and encourages them to become a critical thinker.

According to Sharan (2014:130) group investigation consists of four basic features, they are:

a. Investigation

The classroom becomes an "inquiring community," and each student is an investigator of the class topic or problem.

b. Interaction

Students interact in small groups throughout the stages of an investigation.

c. Interpretation

Students interpret findings from the information they gather from a variety of sources.

d. Intrinsic motivation

Students are intrinsically motivated by their active role in the task and their natural curiosity in the subject matter.
2. Procedure of Group Investigation Strategy

According to Slavin (2005:218) group investigation strategy work through six stages as follow:

a. Identifying the topic and organizing the students into group
   1) The students scan sources, propose the topic, and categorize suggestions.
   2) The students join into the group to studying the topic their choice.
   3) Group composition is based on interest and heterogeneous.
   4) The teacher helps in gathering the information and facilitates organization.

b. Planning the learning task
   1) The students make a planning together about: What will we learn? How do we learn? What the purpose we investigate the topics? And divide the assignment among the member of the group.

c. Carrying out the investigation
   1) The students gather the information analyze the data, and make the conclusion.
   2) Each group member contributes to their group effort.
   3) The student’s shared their minds discuss clarify and synthesize all of the ideas.
d. Preparing final report

1) Group members determine the essential message of their project.

2) Group members plan what they will report and how they will make their presentation.

3) Group representative form a committee to coordinate plans for the presentation.

e. Presenting final report

1) The presentation is made to the entire class in a variety forms.

2) Part of the presentation should actively involve the students.

3) The audience evaluates the clarity and appearance of presentation according to criteria determined in advance by the whole class.

f. Evaluation

1) The students share feedback about the topic, about the work they did, and about their affective experiences.

2) The teacher and students collaborate in evaluating students’ learning.

3) Assessment of learning should evaluate higher level thinking.

3. The Advantages and Disadvantage

Every method or strategy certainly has advantage and disadvantage side. According to Slavin (2010:214-229) as cited in
Mahmuda (2013:13-15) there are some advantages and disadvantages of using group investigation strategy:

a. The advantages of Group Investigation Strategy:
   1) It allows students to use inquiry skills that many educators believe it will better prepare learners for the future than traditional teaching learning strategies.
   2) It provides opportunities for more intensive investigation of a topic.
   3) This strategy can develop students’ leadership in teaching the skill of discussion and group process.
   4) It enables the teacher to give more individual attention.
   5) It allows pupils to become actively participate in small group situations.
   6) It provides opportunities to develop respect for other students.

b. The disadvantages of Group Investigation Strategy:
   1) Just some of students are actively participate on investigation.
   2) There are some clashes among students which are hated to deal with.
   3) Students find it is hard to find new things are become they are not accustomed doing.
   4) The references are incomplete.
C. Writing

1. General Concept of writing

Writing is one of basic skill in learning English beside listening, speaking and reading. According to White (1987:10) writing is the process to learn how to express the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn. Writing enables people to communicate using written language in daily life. Through writing, we can share all information with others easily although we cannot meet them directly. “Writing …. is understandable not only to himself but also to all other persons more or less initiated into the particular system” (Gelb, 1962:11). It means writing is not only about how we share our thought with other, but also how we can make the reader understand.

Oshima and Hogue (2006:265) state that writing is a process of creating, organizing, writing and polishing. The first step is about creating an idea as the base for making a written text. The second step is organizing the idea to write a draft. Then, polishing by editing it and make revision of the text.

Beene and William (1992:37) state that writing is a complementary process of taking a position and supporting it with evidence so that readers will accept our point of view. So that, writing
is not simple as we though because we have to make it understandable and also acceptable by the reader.

2. The writing process

According to Beene and Kopple (1992:71) writing process has four components such as inventing, drafting, revising, and editing which explained above:

a. Inventing

Inventing is the crafting before writing the first draft. It includes choosing a topic or issue, discovering about the topic, narrowing and shaping the idea into a plan, and framing the generalization that sets forth perspective on the topic and suggests how the text will present perspective and ideas.

b. Drafting

Drafting includes proposing a thesis statement, deciding on tone, and outlining ideas- everything involved in actually writing the first draft.

c. Revising

Revising includes rethinking the content, organization, and level of formality of text. Revising is the key to success because the process of rewriting gives work originality and substance.
d. Editing

Editing includes check revised draft for misspellings, grammatical confusion, cliches, or incoherence and putting text in a format suitable for the audience.

3. Genre of text

According to Djuharie (2007:24 - 43) as cited by Ratminah (2014:16-18), genre refers to particular text types and it is kind or type of text, they are as follows:

a. Recount

Recount is a kind of genre used to retell events for the purpose of informing or entertaining.

b. Procedure

Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.

c. Descriptive

Descriptive is kind of genre used to describe a particular person, place, or thing.

d. Explanation

Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.
e. Report

Report is a kind of genre used to describe the way things are, with reference to arrange or natural, man-made and social phenomena in our environment.

f. Narrative text

Narrative text is text to amuse or entertain the readers and to tell a story.

g. Spoof

Spoof is a kind of genre used to retell an event with a humorous twist, the social function is to entertain the reader.

4. The Skills Needed to Write

Sometimes writing is difficult to teach, requiring mastery not only grammatical and rhetorical devices but also the conceptual and judgmental elements. According to Heaton (1988:13) there are many skills needed for writing, he mentioned that there are five general components as follow:

a. Language use: the ability to write correct and appropriate sentences.

b. Mechanical skill: the ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling.

c. The treatment of content: the ability to think creatively and develop thoughts, excluding irrelevant information.
d. Stylistic skill: the ability to manipulate sentences and paragraphs, and use language effectively.

e. Judgment skill: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with ability to select, organize and order relevant information.

The actual writing conventions which is necessary for students to master relate chiefly (at elementary stages) to punctuation and spelling. The importance in teaching and testing of writing are those skills involving the use of judgment. The ability to write for a particular reader using the most appropriate kind of language is essential for both native-speaking and foreign students alike.

D. Previous Study

In this paper, the writer reviewed some journals related to this research. The writer reviewed the journals in order to give some information as references and comparison. Totally, there are three journals to support this research.

The first is a research conducted by Ahsanah (2015). The subject of this study was 10th year students of SMA N 1 Paciran Lamongan. The problem she faced was the students’ difficulties in using English orally and one of the reasons was the lack of confidence when they have to speak in front of the class. Based on that problem, she implemented Group Investigation method in teaching speaking. Here, a descriptive research
method is used to get the finding of the study, observation checklist, questionnaire, and practical test were the instruments used to collect the data. From that research she found that Group Investigation method was able trains the students to speak up and more cooperatively work with the group to solve a problem. It also strongly increased their speaking skill which shown on the data from 47.2% to 66.6%. So, based on her research she concludes that Group Investigation is the right solution to solve the students’ speaking problem.

The second journal is written by Rizki, Rukmini and Djoko (2013). This research focused on the problem faced by students of State Elementary School 01 Rancawuluh in learning vocabulary. They felt difficulties in receiving lesson material because lack of vocabulary mastery. In order to improve the students’ vocabulary mastery, the researches was applied picture games. In applying picture games, the researchers did three cycles to minimize the problems faced by the students. Based on the research, they found that the students feel happy on the teaching-learning process using a picture, so that the motivation and students’ achievement were improved. Later, they found that every cycle have improvement. The first cycle was 54%, second cycle 68.3%, and the third cycle 93%. From their research, they conclude that there was an improvement of students' vocabulary mastery through picture games.

The last one is a research conducted by Pitoyo, et al (2014). The aim of his study was to find out the differences on writing skills through
Group investigation, accelerated learning team, and role playing. This study was an experimental study. The data were taken with the two stage technique of random sampling area. The data collected by testing students’ writing skills, while the students’ cognitive style was determined by the type of cognitive style test. From the research, they found that the students who learn with group investigation learning model write better than the students who use models acceleration learning team and role play.

The differences between the writers’ research paper and the other researchers above are the writers’ research focused on the implementation of Group Investigation strategy to improve the students’ writing skills. While Asanah applied that strategy in order to improve students’ writing skills. Then, the research from Rizki, Rukmini, and Joko focuses on the same media that is picture. They were made a research focusing on improve vocabulary mastery, but the writer here focusing to improve students’ writing skills. The last one, Pitoyo et al made a research about the differences of the use Group investigation, accelerated learning team, and role playing in writing. Here, the variables are same with them, but the writer only used the Group Investigation strategy to improve writing skills. If they were made an experimental research, the writer would like to make a Class Action Research.
CHAPTER III

IMPLEMENTATION OF RESEARCH

There are four steps in one cycle for doing actions research those are planning, acting, observing and evaluating. In this research, the researcher conducted the research into two cycle: cycle I, and cycle II. The researcher collaboration with the english teacher who teaches in class of tenth year. The activities in each cycle is as follows:

A. Cycle I

1. Planning

   The activities in the planning are:

   a. Preparing materials about descriptive text, making the lesson plan and designing the steps in doing the action.

   b. Preparing teaching aids.

   c. Preparing the list of students' name and scoring.

   d. Preparing sheets for classroom observation.

   e. Making pre-test and post test for each cycle.

2. Action

   a. Giving pre-test for the students, to make a descriptive paragraph about the students’ favorite singer.

   b. Teaching the material about descriptive test.

   c. Giving occasions to the students to ask any difficulties or problems.
d. Ask the students to make a group which consist of 5 until 6 members.

e. Distributing a picture to each group as a topic to investigate.

f. Giving occasion to the students to investigate a topic on the picture.

g. After the students done the investigation, they make a conclusion and present their project in front of the class.

h. Giving post-test based on the investigation findings.

3. Observation

The aspect of teacher activities which were observed are listed below:

a. Greeting the students before lesson begins.

b. Praying before the lesson begins.

c. Checking student attendant.

d. Asking students situation.

e. Preparing of the materials.

f. Giving motivation for students.

g. Giving explanation of the materials.

h. Giving opportunity for asking question and suggestion.

i. Guiding the student activity.

j. Giving feedback after the lesson.

The students’ activities which observed are listed below:

a. Actively participated in the teaching learning process.
b. Appropriately using Group Investigation strategy and picture as media.

c. Showing enthusiastic in the writing activity.

4. Reflection

After done for making the observation, the next step is analyzing. If the researcher found problems in the first cycle, the researcher will try to solve it in the next cycle. Students minimum score (KKM) was 65. It means that the students passed the test when their score was 65 or above.

B. Cycle II

The second cycle do based on the result of reflection from the first cycle. If the result from observation shows that the quality of the students was still low, it is needed another action in order to make improvement of the quality for the next cycle. The topic is same with cycle I. The procedures are as follow:

1. Planning

a. Revising the lesson plan based on the suggestion of class teacher and students need.

b. Reselecting materials and teaching instruments to improve the teaching learning process.

c. Prepare the teaching aids.

d. Revising the test in order to satisfy the students need.
2. **Action**
   a. Giving more explanation about materials and instruments.
   b. Ask the students to make a group.
   c. Distributing new picture to each group as the project.
   d. Giving occasion to the students to gather information based on the topic.
   e. After conclude the investigations’ findings, representative each group present their findings in front of the class.
   f. Giving the post-test II based the investigation findings.

3. **Observation**
   Teacher and researcher observed the students’ improvement, response and participation in the teaching learning process also observed the students performance during the action.

4. **Reflection**
   The researcher evaluated the students’ writing skill improvement. English teacher also observed the students performance during the action. After did the cycle II, researcher expected that students could pass the KKM.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter focuses on analyzing the collected data. The researcher gives the details of the findings. This chapter is likely the main discussion of the research conducted. It displays the finding of the collecting data since in the beginning until the end of the research. The findings consist of result of the cycle 1 and cycle 2.

A. Research Finding

In this research, the researcher as an observer and Mrs. Danie Madiyati, S.Pd. as the teacher in learning process in the class that observed by the researcher. The researcher arranged two cycles, each cycle consist of planning, action, observing, and reflection. The whole steps of this research are explained in the description bellow:

1. Cycle 1
   a. Planning

   Before conducted the research, researcher prepared the instruments of the research, they are as follows:

   1) Lesson plan

   In order to control the teaching learning process, the researcher used the lesson plan as guidance for the researcher’s activity in the class.
2) Material

The researcher used theme about “descriptive text”, the material was including definition, purpose, generic structure, example of the text, and language feature.

3) Teaching aid

The researcher prepared some teaching aids such as picture, paper, rubrics, power point presentation, and board marker.

4) Sheet for classroom observation

Sheet for classroom observation was prepared in order to know the condition of teaching learning process.

5) Test

The researcher used pre-test and post-test in the action. Pre-test was a test that was given to the students before the teaching learning process. Then, post-test was a test that was given to the students after teaching learning process was conducted.

b. The implementation of the action

The research was done on January 20th until February 10th 2018 in SMA Islam Sudirman Ambarawa. The action of cycle I was done on January 20th and January 27th in X MIPA 4. The teacher is Mrs. Danie.

The researcher and collaborator started the research on Saturday, January 20th 2018 at 12.30 until 14.00 in X MIPA 4. They were active and sometimes they were made noise. The class
condition is very neat and large, also the teaching tool is very support to conduct teaching learning process.

In the first meeting, the teacher started the lesson by greeting “Assalamualaikum wr. wb” and said hello to the students. Then researcher introduces herself and the teacher conveyed the purpose of coming in the class. The students were enthusiast when the teacher informed that the researcher will observe their class during a month. After checking the attendance list, the teacher said they would learn about descriptive text. The teacher asked the students whether they know about descriptive text. Most of them answered that descriptive text is a text that describe something. After that teacher asking the students to do the pre-test by make a descriptive text about their favorite singer. The teacher gave them 30 minute to finish it. Most of them did their task well and they were enthusiasm, and the situation of the class is conducive.

After collecting the pre-test, the teacher start to gave more explanation about descriptive text. The teacher explained about the definition and the purpose of the descriptive text. After that the teacher showed an example of descriptive text on the projector. She discussed the text with the students about the generic structure and language features. The teacher closed the meeting of that day by saying “Hamdallah” and “Wassalamualaikum wr. wb”.
In the second meeting, January 28th 2018 researcher entered the class and the students were incomplete because some of them still praying Dzuhr. The teacher entered the class, greeted and said “Basmallah” together with the students before start the lesson. After all of the students entered the class, the teacher divide them into 6 groups and each group consist of 5-6 students.

Then the students were followed in their group. The teacher explained about Group investigation Strategy. The teacher gave each group a picture and explained about what they have to do. The students were very enthusiasm when know about who is on the picture and they made noisy. After finish their assignments, representative of each group was invited in front of the class to present their findings.

After that, the teacher asked the students to do a post-test. The post test is about make a descriptive text based on their discussion findings. After the students finish, they collect the assignment and the teacher closed the meeting by greeting and saying “Hamdalah”.

c. Observation

The observation was purposed to know how far the situation and enthusiasm of the students during teaching-learning process. The researcher used observation sheet. The purpose of this activity
was to evaluate the teaching-learning process, collecting data and monitoring the class.

<table>
<thead>
<tr>
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<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher prepared the material well.</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher conducted the classroom well.</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher use the time effectively.</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher gives evaluation after the lesson plan.</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>5.</td>
<td>Teacher asked the student’s difficulties.</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>6.</td>
<td>Students feel enthusiastic doing writing test by using picture and group investigation strategy.</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>7.</td>
<td>Students give attention to teachers’ explanation.</td>
<td>✓</td>
<td></td>
<td>Some of the students make noisy in the class.</td>
</tr>
<tr>
<td>8.</td>
<td>Students active during learning process.</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>9.</td>
<td>Students understand the teachers’ explanation.</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>10.</td>
<td>Students do the evaluation well.</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
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</table>
11. The teacher applies picture and group investigation strategy in teaching descriptive text.  

<p>| | | |</p>
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<tbody>
<tr>
<td></td>
<td>✓</td>
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The researcher analyzes the data of pre-test and post-test. The calculation and result of both tests are presented below:

1) The score of pre-test and post-test cycle I

**Table 4.2 The score of Pre-Test and Post-Test in Cycle I**

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<td>63</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>16.</td>
<td>FRE</td>
<td>67</td>
<td>64</td>
<td>-3</td>
<td>9</td>
</tr>
<tr>
<td>17.</td>
<td>IPL</td>
<td>49</td>
<td>70</td>
<td>21</td>
<td>441</td>
</tr>
<tr>
<td>18.</td>
<td>IDD</td>
<td>62</td>
<td>64</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>19.</td>
<td>KITS</td>
<td>53</td>
<td>77</td>
<td>24</td>
<td>576</td>
</tr>
<tr>
<td>20.</td>
<td>MY</td>
<td>51</td>
<td>78</td>
<td>27</td>
<td>729</td>
</tr>
<tr>
<td>21.</td>
<td>MIM</td>
<td>66</td>
<td>76</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>22.</td>
<td>NA</td>
<td>57</td>
<td>78</td>
<td>21</td>
<td>441</td>
</tr>
<tr>
<td>23.</td>
<td>NPKE</td>
<td>62</td>
<td>80</td>
<td>18</td>
<td>324</td>
</tr>
<tr>
<td>24.</td>
<td>NA</td>
<td>69</td>
<td>71</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>25.</td>
<td>PNF</td>
<td>50</td>
<td>75</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>26.</td>
<td>RMA</td>
<td>48</td>
<td>73</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>27.</td>
<td>SRW</td>
<td>58</td>
<td>77</td>
<td>19</td>
<td>361</td>
</tr>
<tr>
<td>28.</td>
<td>SSD</td>
<td>47</td>
<td>78</td>
<td>31</td>
<td>961</td>
</tr>
<tr>
<td>29.</td>
<td>SF</td>
<td>42</td>
<td>78</td>
<td>36</td>
<td>1296</td>
</tr>
</tbody>
</table>
Then, the researcher calculates the deviation standard by using SPSS 16.00 windows program. It can be shown as follows:

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre1</td>
<td>35</td>
<td>30.00</td>
<td>69.00</td>
<td>53.00</td>
<td>8.56807</td>
</tr>
<tr>
<td>Post1</td>
<td>35</td>
<td>63.00</td>
<td>80.00</td>
<td>73.48</td>
<td>5.38719</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>35</td>
<td>717</td>
<td>514089</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above can be seen that the mean of pre-test in cycle I is 53.00 with deviation standard 8.568. While mean post-test in cycle I is 73.48 with deviation standard 5.387. The quantity (N) of the students is 35 students.

2) Passing Grade of Cycle I

Cycle I has shown that the students can improve their English score especially in writing skill with mean of post-test 73.48 it is better than mean of pre-test 53.00. Based on the
students’ post–test score, the researcher calculates the number of students who pass the passing grade after implementation of picture and group investigation strategy. The calculation which shows the class percentage of students who pass the KKM was:

\[
P = \frac{F}{N} \times 100\%
\]

\[
P = \frac{29}{35} \times 100\%
\]

\[
P = 82\%
\]

Based on the calculation above, the researcher concludes that the students who pass the passing grade were 82%. It is low from the researchers’ expectation which is 85%. It means that the success indicator was not reached yet.

3) Significance

To know there is a significant improvement in writing skill, the researcher analyzes the pre-test and post-test by using SPSS 16.00 windows program calculating from the result of pre-test and post-test.
Table 4.4 Paired samples Test Cycle I

<table>
<thead>
<tr>
<th>Pair</th>
<th>Pre 1</th>
<th>Post 1</th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
<td>Lower</td>
<td>Upper</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above can be seen that:

a) T-test cycle 1 is 11.90

b) T-table (α=0.05) from the quantity (n) 35 is 2.032

c) T-test > T-table = 11.90 > 2.032

From the explanation above we can conclude that there is significance improvement using Group Investigation Strategy and picture in cycle 1 because the value of T-test is bigger than T-table.

d. Reflecting

Based on the result of the cycle 1, the researcher found that the writing skill improved (between pre-test I and post-test I). It can be known by mean of post-test, which is higher than pre-test. The researcher expected that 85% students could pass the KKM, but there were only 82% who passed the test. By analyze the result of cycle I, the researcher would conduct cycle II.
2. Cycle 2

Based on the result of cycle I, it is necessary for continue the next cycle.

a. Planning

The activities in the planning are:

1) Made the lesson plan as a guide for the teacher, so the activities during teaching-learning process can be controlled.

2) Materials (the basic elements of descriptive text).

3) Some pictures and teaching aids.

4) Preparing list of the students name for scoring.

5) Preparing observation sheet to observing the class situation.

6) Preparing a test (pre test and post test) to know students’ improvement in writing skill whether it is any improvement or not.

b. The implementation of the action

The researcher and the teacher did the first meeting of Cycle II on Saturday, February 3rd 2018 as usual at 12.30 until 14.00 in X MIPA 4. The teacher started the lesson by greeting “Assalamualaikum wr. wb” and said hello to the students. After checking the attendance list, the teacher said they would continue to learn about descriptive text. The teacher asked the students who still remember about what is descriptive text. Most of them answered that descriptive text is a text that describe people or
thing. After that teacher asked the students to do the pre-test by make a descriptive text about their favorite actor. The teacher gave them 30 minute to finish it. Most of them did their task well and they were enthusiasm, and some of them asking their seatmate.

After collecting the pre-test, the teacher start to gave more explanation about descriptive text. After that the teacher showed an example of descriptive text on the projector. The teacher discussed the text with the students. Then the teacher gave some example of vocabularies that can be used on the descriptive text.

In the second meeting, February 10th 2018 researcher entered the class and the students were incomplete because some of the still praying Dzuhur. The teacher entered the class, and said “Basmallah” together with the students before start the lesson. After all of the students entered the class, the teacher divide them into 6 group and each group consist of 5-6 students.

Then the students were followed in their group. The teacher explained about Group investigation Strategy. The teacher gave each group a picture and explained about what they have to do. The students were very enthusiasm when know about who is on the picture because topic of the picture were familiar today. After finished their assignments, representative of each group come in front of the class and present their findings. They were confidently
explained in front of the class without the teacher asking them one by one.

After the treatment done, the teacher asked the students to do a post-test. The post test was about made a descriptive text based on their discussion findings. After the students finished their work, they collecting the assignment and the teacher closed the meeting by saying “Hamdalah”.

c. Observation

In cycle II, the researcher also observed the teaching and learning process in the class.

<table>
<thead>
<tr>
<th>No</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher prepared the material well.</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher conducted the classroom well.</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher use the time effectively.</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher gives evaluation after the lesson plan.</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>5.</td>
<td>Teacher asked the student’s difficulties.</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>6.</td>
<td>Students feel enthusiastic doing writing test by using picture and group</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
</tbody>
</table>
The researcher analyzes the data of pre-test and post-test.

The calculation and result of both tests are presented below:

1) The score of pre-test and post-test

<table>
<thead>
<tr>
<th>NO</th>
<th>NAMA</th>
<th>Score Pre Test (X)</th>
<th>Score Post Test (Y)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AAS</td>
<td>37</td>
<td>70</td>
<td>33</td>
<td>1089</td>
</tr>
<tr>
<td>2.</td>
<td>ANS</td>
<td>66</td>
<td>82</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>3.</td>
<td>AVM</td>
<td>71</td>
<td>86</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>ASA</td>
<td>61</td>
<td>68</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>5.</td>
<td>AWWA</td>
<td>57</td>
<td>68</td>
<td>11</td>
<td>121</td>
</tr>
<tr>
<td>6.</td>
<td>AEKN</td>
<td>73</td>
<td>86</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>7.</td>
<td>AP</td>
<td>46</td>
<td>68</td>
<td>22</td>
<td>484</td>
</tr>
<tr>
<td>8.</td>
<td>ASNAR</td>
<td>65</td>
<td>81</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>9.</td>
<td>DRN</td>
<td>53</td>
<td>65</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>10.</td>
<td>DEWP</td>
<td>65</td>
<td>87</td>
<td>22</td>
<td>484</td>
</tr>
<tr>
<td>11.</td>
<td>DM</td>
<td>74</td>
<td>85</td>
<td>11</td>
<td>121</td>
</tr>
<tr>
<td>12.</td>
<td>DS</td>
<td>66</td>
<td>89</td>
<td>23</td>
<td>529</td>
</tr>
<tr>
<td>13.</td>
<td>ELD</td>
<td>71</td>
<td>90</td>
<td>19</td>
<td>361</td>
</tr>
<tr>
<td>14.</td>
<td>FKP</td>
<td>37</td>
<td>67</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>15.</td>
<td>FAF</td>
<td>61</td>
<td>79</td>
<td>18</td>
<td>324</td>
</tr>
<tr>
<td>16.</td>
<td>FRE</td>
<td>65</td>
<td>92</td>
<td>27</td>
<td>729</td>
</tr>
<tr>
<td>17.</td>
<td>IPL</td>
<td>51</td>
<td>90</td>
<td>39</td>
<td>1521</td>
</tr>
<tr>
<td>18.</td>
<td>IDD</td>
<td>59</td>
<td>68</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>19.</td>
<td>KITS</td>
<td>64</td>
<td>79</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>20.</td>
<td>MY</td>
<td>71</td>
<td>89</td>
<td>18</td>
<td>324</td>
</tr>
<tr>
<td>21.</td>
<td>MIM</td>
<td>38</td>
<td>67</td>
<td>29</td>
<td>841</td>
</tr>
<tr>
<td>22.</td>
<td>NA</td>
<td>48</td>
<td>67</td>
<td>19</td>
<td>361</td>
</tr>
<tr>
<td>23.</td>
<td>NPKE</td>
<td>61</td>
<td>87</td>
<td>26</td>
<td>676</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>NA</td>
<td>63</td>
<td>76</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>PNF</td>
<td>70</td>
<td>89</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>RMA</td>
<td>48</td>
<td>90</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>SRW</td>
<td>53</td>
<td>73</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>SSD</td>
<td>75</td>
<td>89</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>SF</td>
<td>56</td>
<td>89</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>SNA</td>
<td>70</td>
<td>89</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>S</td>
<td>54</td>
<td>67</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>TPCA</td>
<td>53</td>
<td>81</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>TA</td>
<td>47</td>
<td>68</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>US</td>
<td>49</td>
<td>67</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td>YI</td>
<td>31</td>
<td>75</td>
<td>44</td>
<td></td>
</tr>
</tbody>
</table>

Then the researcher calculates deviation standard by using SPSS 16.00 windows program. It can be shown as follow:

**Table 4. 7 Descriptive Statistics Cycle II**

|   |   |   |   |   |   |
|---|---|---|---|---|
|pre2 | N | 35 | Minimum | 31.00 | Maximum | 75.00 | Mean | 57.97 | Std. Deviation | 11.670 |
|post2 | N | 35 | 65.00 | 92.00 | 78.94 | 9.508 |
|Valid N (listwise) | N | 35 | 734 | 538756 |

From the table above we can saw that the meat of pre-test in cycle II is 57.97 with deviation standard 11.670. While mean of
the post-test in cycle II is 78.94 with deviation standard 9.508. The quantity (N) of the students is 35 students.

2) Passing grade of cycle II

The result in cycle II is better than cycle I. The mean of pre-test in cycle II is 57.97 and post-test in cycle II is 78.94. The results of pre-test and post-test were used to know the score of students’ writing skill. The researcher also calculate the percentage of students who pass the KKM. The calculation is showed below:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{35}{35} \times 100\% \]

\[ P = 100\% \]

The calculation above show that 100% of students pass the KKM, it means that all of the students were pass the KKM. It means that the successful of cycle II was good. Finally, the researcher finished the research because the target has been reached.

3) Significance

To know there is a significant improvement in writing skill, the researcher analyzes the pre-test and post-test.
From the table above we can be seen that:

a) T-test cycle II is 13.50

b) T-table (α = 0.05) from the quantity (n) 35 is 2.032

c) T-test > T-table = 13.50 > 2.032

From the explanation above we can conclude that there is significance improvement using Group Investigation Strategy and picture in cycle 1 because the value of T-test is bigger than T-table.

4) Reflection

In this cycle, the researcher conclude that the treatment of using Group Investigation strategy and picture were success to improving writing skill. The researcher found an improvement of the students score. It can be seen from the result of pre-test and post-test. The successful of the treatment also shows by percentage of the students who pass the KKM. The percentage reached until 100%, higher than 85% as researcher expectation.
B. Analysis and Discussion

From the result of analyzes in cycle I and II, the researcher analyzed the students improvement from cycle I to cycle II. The improvement as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Pre-test</td>
<td>53.00</td>
<td>57.97</td>
</tr>
<tr>
<td></td>
<td>b. Post-test</td>
<td>73.48</td>
<td>78.94</td>
</tr>
<tr>
<td>2</td>
<td>Standard Deviation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Pre-test</td>
<td>8.56</td>
<td>11.67</td>
</tr>
<tr>
<td></td>
<td>b. Post-Test</td>
<td>5.38</td>
<td>9.50</td>
</tr>
<tr>
<td>3</td>
<td>T-table</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N = 28</td>
<td>2.032</td>
<td>2.032</td>
</tr>
<tr>
<td></td>
<td>α = 0.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>T-test</td>
<td>11.90</td>
<td>13.50</td>
</tr>
</tbody>
</table>

From the table above, the researcher can see that mean between pre-test and post-test has significant different, where post-test is greater than pre-test. It shows that group investigation strategy and picture gives influence in improving students’ writing skill. It means that using group investigation strategy and picture is appropriate with the situation and condition of X year students of SMA Islam Sudirman Ambarawa in
learning English especially in writing skill. Besides that, the students are more interested and can be active in teaching learning process.
CHAPTER V
CLOSURE

In this chapter, the researcher will present the closure. After completing this research, the researcher provides some conclusions and suggestion of the research.

A. Conclusion

After conducting the research and analyzing the data, the researcher comes to several conclusions to answer the problems of research that:

1. The result of the study using picture and Group Investigation strategy in students’ writing skill for the tenth year students of SMA Islam Sudirman Ambarawa in academic year 2017/2018 show an improvement. It can be proven by the result of pre-test and post-test in both cycles. The mean of students’ score in pre-test cycle I and cycle II are 53.00 and 57.97. It means that the students’ writing skill is low because many of them did not achieve standardized score (65). While the post-test in Cycle I and II are 73.48 and 78.94, it is better than the result of the pre-test. Based on the result, the researcher found the progress from Cycle I and II. So, the researcher concludes that using picture and Group Investigation strategy successfully improving students’ writing skill.

2. The use of picture and Group Investigation strategy in teaching writing can significantly improve the students’ writing skills for the tenth year
students of SMA Islam Sudirman Ambarawa in the academic year 2017/2018. It showed by the result of the calculation of T-test in the two cycles. The quantity (N) of this research is 35, based on the quantity of this research, the T-table is 2.032. In cycle I, T-test is higher than T-table, that is 11.90 > 2.032. While in the cycle II, T-test also higher than T-table, that is 13.50 > 2.032. In addition, the result shows that t-test of cycle I and cycle II there is an improvement, in cycle I 11.90 and the cycle II 13.50. So, there is significance using picture and Group Investigation strategy in improving students’ writing skill of the tenth grade of SMA Islam Sudirman Ambarawa in the academic year 2017/2018.

B. Suggestion

According to the research findings, the researcher gives some suggestions as follow:

1. For the teacher
   a. The teacher should be more creative in using teaching media, method or strategy because it can make the students interested in teaching learning process.
   b. The teacher should facilitate and motivate the students if they are getting difficulties in learning English. The teacher has to make the students more confidence when they have to write
2. To the students
   a. Students should always be active in teaching learning process. When the teacher explains the material, students should pay attention to the explanation.
   b. The students should study hard and always practice to develop their writing skill.
   c. The students should develop their vocabulary mastery, so they can express their idea on written text.

3. To the upcoming researcher
   Based on the result of this study, the use of picture and group investigation strategy can improve students' writing skill. The researcher would like to suggest upcoming researcher, the result of the study can be used as an additional reference for further research with the different sample and occasion.
REFFERENCES


CURRICULUM VITAE

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3. SMP N 9 Salatiga (2010)
4. SMA N 2 Salatiga (2013)
5. IAIN Salatiga (2018)

Salatiga, 17th March 2018

Istifarini Rosyah
APPENDIXES
RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CYCLE 1

Satuan Pendidikan: SMA Islam Sudirman Ambarawa
Mata Pelajaran: Bahasa Inggris
Kelas/Semester: X/2 (dua)
Materi Pokok: Descriptive Text
Alokasi Waktu: 4 x 45 menit

A. KOMPETENSI INTI

KI1  Menghayati dan mengamalkan ajaran agama yang dianutnya

KI2  Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI3  Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI4  Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.
B. KOMPETENSI DASAR
   2.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
   4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.
   4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. INDIKATOR PENCAPAIAN
   2.4.1 Memahami fungsi social, struktur dan unsure kebahasaan dari teks deskriptif
   4.8.1 Menafsirkan makna dari contoh teks deskriptif lisan dan tulis sederhana.
   4.10.1 Memproduksi teks deskripsi dan tulis sederhana sesuai dengan konteks.

D. TUJUAN PEMBELAJARAN
   1. Setelah membaca contoh teks descriptive dan mendiskusikannya, siswa dapat menganalisis fungsi social, struktur dan unsur kebahasaan dari teks descriptive.
   2. Setelah berdiskusi dan menganalisis teks descriptive, siswa mampu menafsirkan makna dalam teks descriptive.

E. MATERI PEMBELAJARAN
   1. Definition of Descriptive Text
Descriptive Text is a text that is used to describe something like persons, things, place, animals and other.

2. The purpose of Descriptive Text

To describe and express the characteristic of things, place, person, animals and other.

3. Generic Structure Descriptive Text

There are two of characteristics on descriptive text:

a. Identification

Identification : identifying the phenomena to be described.

b. Description

Description : describing the phenomenon in part, qualities, or/ and characteristics.

4. The language Feature of Descriptive Text

a. Descriptive Text using simple Present Tense, for examples: go,eat, fly, etc.

b. Descriptive Text using adjective, to describing, numbering, dan classifying, for example: two strong legs, sharpwhite fangs, etc

c. Descriptive Text using adverb to give add information about attribute or adjective, example: it is extremely high, it runs definitely past, etc

Example:

Daniel Jacob Radcliffe

Identification:

Daniel Jacob Radcliffe was born in Fulham, London, 23 July 1989. His nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham.
Description:

Dan has white skin, dark brown hair, blue eyes, and pointed nose. His height is about 168 cm. He is a loyal, shy, down to earth and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula one racing and gymnastics.

F. METODE PEMBELAJARAN

1. Scientific Approach
2. Penugasan
3. Group Investigation strategy

Penjelasan lebih lanjut tentang Group Investigation Strategy:

According to Kagan (2009:17.8) group investigation strategy is a cooperative learning strategy in which students work in small group to investigate a learning topic. Then, Jollife (2007:49) state this strategy encourages higher-order thinking skills by comparing, contrasting and integrating a range of ideas, concepts and findings. Based on that statements, group investigation can defined as a strategy which putting students in a group to solve the problem together and encourages them become critical thinker.

According to Slavin (2005:218) group investigation strategy work through six stages as follow:

a. Identifying the topic and organizing the students into group
   1) The students scan sources, propose topic, and categorize suggestions.
   2) The students join into the group to studying the topic their choice.
   3) Group composition is based on interest and heterogeneous.
   4) The teacher helps in gathering the information and facilitates organization.

b. Planning the learning task
1) The students make a planning together about: What will we learn? How we learn? What the purpose we investigate the topics? And divide the assignment among the member of group.

c. Carrying out the investigation
   1) The students gather the information analyze the data, and make conclusion.
   2) Each group member contributes to their group effort.
   3) The students share their minds discuss clarify and synthesize all of the idea.

d. Preparing final report
   1) Group members determine the essential message of their project.
   2) Group members plan what they will report and how they will make their presentation.
   3) Group representative form a committee to coordinate plans for the presentation.

e. Presenting final report
   1) The presentation is made to the entire class in a variety forms.
   2) Part of the presentation should actively involve the students.
   3) The audience evaluates the clarity and appearance of presentation according to criteria determined in advance by the whole class.

f. Evaluation
   1) The students share feedback about the topic, about the work they did, and about their affective experiences.
   2) The teacher and students collaborate in evaluating students’ learning.
   3) Assessment of learning should evaluate higher level thinking.

G. ALAT DAN SUMBER PELAJARAN

Alat : Teks deskriptif, gambar, power point presentation

Sumber belajar :
H. KEGIATAN PEMBELAJARAN

Pertemuan 1 & 2

<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>ALOKASI WAKTU</th>
</tr>
</thead>
</table>
| **Kegiatan Awal** | 1. Guru memberi salam (greeting); dan mengajak peserta didik untuk berdoa bersama.  
2. Guru memeriksa kehadiran peserta didik.  
4. Brain storming dengan menanyakan kepada peserta didik berbagai macam pengamatan peserta didik terhadap orang/benda yang ada di dalam kelas dengan menyebutkan ciri-ciri benda atau orang tersebut.  
5. Guru memperkenalkan materi yang akan dipelajari. | 20 menit |

<table>
<thead>
<tr>
<th><strong>Kegiatan Inti</strong></th>
<th><strong>Mengamati</strong></th>
<th>50 menit</th>
</tr>
</thead>
</table>
|                   | 1. Siswa diminta mengerjakan soal pre-test.  
2. Siswa diminta mengamati dan mengidentifikasi teks yang diberikan oleh guru.  
3. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur |
**Menanya (Identifikasi)**

1. Guru membimbing siswa mempertanyakan generic structure dan tujuan dari teks deskriptif.
2. Peserta didik merespon pertanyaan yang berkaitan dengan test secara lisan.

**Mengeksplorasi**

1. Dengan bimbingan guru, peserta didik dibagi kedalam beberapa kelompok heterogen sebagai awal penerapan Group Investigation strategy.
2. Guru memberikan gambar kepada masing-masing kelompok untuk sebagai topic diskusi.
3. Dengan arahan guru, setiap kelompok membagi sub topik kepada seluruh anggota untuk membuat perencanaan dari topik yang akan diteliti mengenai apa yang akan dipelajari, bagaimana mempelajarinya, sumber apa yang akan dipakai serta pembagian tugas masing-masing anggota.

**Mengasosiasi (Pembuktian)**

1. Siswa kemudian membuat kesimpulan dari hasil kerja kelompok masing-masing.
Mengkomunikasikan (generalisasi)
1. Perwakilan kelompok mempresentasikan hasil diskusi yang telah dilakukan dan peserta didik yang lain mendengarkan.
2. Guru mengamati dan menilai presentasi peserta didik dari aspek keterampilan.
4. Siswa diminta mengerjakan soal post-test secara individu.

Kegiatan Akhir
2. Guru mentutup pembelajaran dengan berdoa.

I. PENILAIAN
1. Teknik : tes tertulis
2. Bentuk : Menulis paragraph sederhana yang mendiskripsikan seseorang
3. Instrument :
   a. Pre-Test : membuat paragraf deskriptif

PRE TEST

Name : 
NIS : 
Class :

Make a descriptive paragraph about your favorite singer

.................................................................................................................................................. 
.................................................................................................................................................. 
..................................................................................................................................................
b. Post-Test:

   Lembar kerja kelompok

   **POST TEST**

   Group : 
   Name & No. : 1………………………… (……..)
   2………………………… (……..)
   3………………………… (……..)
   4………………………… (……..)
   5………………………… (……..)
   6………………………… (……..)

   Class : 

   Read the instructions below!
   1. Write your name, absent number, and class.
   2. Write words which can describe the topic on the table.
   3. Every member got their own assignment about topic on the picture.

<table>
<thead>
<tr>
<th>Facial Features</th>
<th>Physical Appearance</th>
<th>Personality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Read the instructions below!

1. Write your name, absent number, and class.
2. Based on the discussions’ finding develop the words on the table into a paragraph by your own sentences.
3. Ask the teacher if you find any difficulties.

.................................
.................................
.................................

J. Pedoman Penilaian

<table>
<thead>
<tr>
<th>Aspek</th>
<th>Skor</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Langkah retorika</td>
<td>20-15</td>
<td>Berstruktur sesuai jenis deskripsi secara maksimal</td>
</tr>
<tr>
<td></td>
<td>14-10</td>
<td>Berstruktur minimal sesuai jenis deskripsi</td>
</tr>
<tr>
<td></td>
<td>9-5</td>
<td>Pilihan teks tidak jelas</td>
</tr>
<tr>
<td></td>
<td>4-1</td>
<td>Tidak berstruktur dan sulit dipahami</td>
</tr>
<tr>
<td>Tata bahasa</td>
<td>20-15</td>
<td>Benar dan tepat</td>
</tr>
<tr>
<td></td>
<td>14-10</td>
<td>Terkadang kurang tepat tapi tidak mempengaruhi arti</td>
</tr>
<tr>
<td></td>
<td>9-5</td>
<td>Kurang tepat dan mempengaruhi arti</td>
</tr>
<tr>
<td></td>
<td>4-1</td>
<td>Sulit dimengerti</td>
</tr>
<tr>
<td>Kosakata</td>
<td>20-15</td>
<td>Benar dan tepat</td>
</tr>
<tr>
<td></td>
<td>14-10</td>
<td>Terkadang kurang tepat tapi tidak mempengaruhi arti</td>
</tr>
<tr>
<td>Kejelasan Makna</td>
<td>Kejelasan Makna</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>20-15</td>
<td>Sangat jelas dan sangat efektif</td>
<td></td>
</tr>
<tr>
<td>14-10</td>
<td>Cukup jelas dan efektif</td>
<td></td>
</tr>
<tr>
<td>9-5</td>
<td>Jelas dan tidak efektif</td>
<td></td>
</tr>
<tr>
<td>4-1</td>
<td>Kurang jelas</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hubungan antar gagasan</th>
<th>Hubungan antar gagasan</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-15</td>
<td>Sangat jelas</td>
</tr>
<tr>
<td>14-10</td>
<td>Cukup jelas</td>
</tr>
<tr>
<td>9-5</td>
<td>Kurang jelas</td>
</tr>
<tr>
<td>4-1</td>
<td>Tidak jelas</td>
</tr>
</tbody>
</table>

Ambarawa, Januari 2018

Mengetahui,

Guru Mata Pelajaran Peneliti

Danie Madiyati, S.Pd. Istifarini Rosyah
NIP. NIM. 113-13-077
RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CYCLE 2

Satuan Pendidikan : SMA Islam Sudirman Ambarawa
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/2 (dua)
Materi Pokok : Descriptive Text
Alokasi Waktu : 4 x 45 menit

A. KOMPETENSI INTI

KI1 Menghayati dan mengamalkan ajaran agama yang dianutnya

KI2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahuanya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.
B. KOMPETENSI DASAR

2.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

5.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.

4.11 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. INDIKATOR PENCAPAIAN

2.5.1 Memahami fungsi social, struktur dan unsure kebahasaan dari teks deskriptif

5.8.1 Menafsirkan makna dari contoh teks deskriptif lisan dan tulis sederhana.

4.10.1 Memproduksi teks deskripsi dan tulis sederhana sesuai dengan konteks.

D. TUJUAN PEMBELAJARAN

1. Setelah membaca contoh teks descriptive dan mendiskusikannya, siswa dapat menganalisis fungsi social, struktur dan unsur kebahasaan dari teks descriptive.

2. Setelah berdiskusi dan menganalisis teks descriptive, siswa mampu menafsirkan makna dalam teks descriptive.


E. MATERI PEMBELAJARAN

1. Definition of Descriptive Text
Descriptive Text is a text that is used to describe something like persons, things, place, animals and other.

2. The purpose of Descriptive Text

To describe and express the characteristic of things, place, person, animals and other.

3. Generic Structure Descriptive Text

There are two of characteristics on descriptive text:

a. Identification

Identification : identifying the phenomena to be described.

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4. The language Feature of Descriptive Text

a. Descriptive Text using simple Present Tense, for examples: go,eat, fly, etc.

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c. Descriptive Text using adverb to give add information about attribute or adjective, example: it is extremely high, it runs definitely past, etc

Example:

Christiano Ronaldo

I like Christiano Ronaldo, a famous football player of Real Madrid. Ronaldo was born in Portugal on 5 February 1985.

Ronaldo is handsome man. He has dark brown hair, brown eyes. He has pointed nose and his skin is light brown. Ronaldo has height of
185 cm and 83 kg of weight. Ronaldo is known as a great football player.

F. METODE PEMBELAJARAN

1. Scientific Approach
2. Penugasan
3. Group Investigation strategy

Penjelasan lebih lanjut tentang Group Investigation Strategy:

According to Kagan (2009:17.8) group investigation strategy is a cooperative learning strategy in which students work in small group to investigate a learning topic. Then, Jollife (2007:49) state this strategy encourages higher-order thinking skills by comparing, contrasting and integrating a range of ideas, concepts and findings. Based on that statements, group investigation can defined as a strategy which putting students in a group to solve the problem together and encourages them become critical thinker.

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G. ALAT DAN SUMBER PELAJARAN

Alat : Teks deskriptif, gambar, power point presentation

Sumber belajar :
- Internet
## H. KEGIATAN PEMBELAJARAN

Pertemuan 1 & 2

<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>ALOKASI WAKTU</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kegiatan Awal</strong></td>
<td></td>
<td>20 menit</td>
</tr>
<tr>
<td>1. Guru memberi salam (greeting); dan mengajak peserta didik untuk berdoa bersama.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Guru memeriksa kehadiran peserta didik.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Brain storming dengan menanyakan kepada peserta didik berbagai macam pengamatan peserta didik terhadap orang/benda yang ada di dalam kelas dengan menyebutkan ciri-ciri benda atau orang tersebut.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Guru memperkenalkan materi yang akan dipelajari.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Kegiatan Inti</strong></td>
<td></td>
<td>50 menit</td>
</tr>
<tr>
<td>Mengamati</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Siswa diminta mengerjakan soal pre-test.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Siswa diminta mengamati dan mengidentifikasi teks yang diberikan oleh guru.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Menanya (identifikasi)</td>
<td></td>
<td>20 menit</td>
</tr>
<tr>
<td>1. Guru membimbing siswa mempertanyakan generic structure dan tujuan dari teks deskriptif</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Peserta didik merespon pertanyaan yang berkaitan dengan test secara lisan.

**Mengeksplorasi**

1. Dengan bimbingan guru, peserta didik dibagi kedalam beberapa kelompok heterogen sebagai awal penerapan Group Investigation strategy.
2. Guru memberikan gambar kepada masing-masing kelompok untuk sebagai topic diskusi.
3. Dengan arahan guru, setiap kelompok membagi sub topik kepada seluruh anggota untuk membuat perencanaan dari topik yang akan diteliti mengenai apa yang akan dipelajari, bagaimana mempelajarinya, sumber apa yang akan dipakai serta pembagian tugas masing-masing anggota.

**Mengasosiasi (pembuktian)**

1. Siswa kemudian membuat kesimpulan dari hasil kerja kelompok masing-masing.

**Mengkomunikasikan (generalisasi)**

1. Perwakilan kelompok mempresentasikan hasil diskusi yang telah dilakukan dan peserta didik yang lain mendengarkan.
2. Guru mengamati dan menilai presentasi peserta didik dari aspek keterampilan.
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4. Siswa diminta mengerjakan soal post-test secara individu.</td>
</tr>
<tr>
<td></td>
<td>1. Guru dan Siswa secara bersama-sama membuat kesimpulan tentang materi yang</td>
</tr>
<tr>
<td></td>
<td>sudah dipelajari pada pertemuan ini.</td>
</tr>
<tr>
<td></td>
<td>2. Guru mentutup pembelajaran dengan berdoa.</td>
</tr>
</tbody>
</table>

|               | 5 menit                                                                          |

**I. PENILAIAN**

1. Teknik : tes tertulis
2. Bentuk : Menulis paragraph sederhana yang mendiskripsikan seseorang
3. Instrument :
   a. Pre-Test : membuat paragraf deskriptif

**PRE TEST**

<table>
<thead>
<tr>
<th>Name</th>
<th>:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIS</td>
<td>:</td>
</tr>
<tr>
<td>Class</td>
<td>:</td>
</tr>
</tbody>
</table>

**Make a descriptive paragraph about your favorite actor/actress!**

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
b. Post-Test:

Lembar kerja kelompok

**POST TEST**

Group :

Name & No. :
1. .......................... (........)
2. .......................... (........)
3. .......................... (........)
4. .......................... (........)
5. .......................... (........)
6. .......................... (........)

Class :

Read the instructions below!

4. Write your name, absent number, and class.
5. Write words which can describe the topic on the table.
6. Every member got their own assignment about topic on the picture.

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<tr>
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POST-TEST

Name : 
No  : 
Class : 

Read the instructions below!

1. Write your name, absent number, and class.
2. Based on the discussions’ finding develop the words on the table into a paragraph by your own sentences.
3. Ask the teacher if you find any difficulties.

J. Pedoman Penilaian

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Ambarawa, Februari 2018

Mengetahui,

Guru Mata Pelajaran Peneliti

Danie Madiyati, S.Pd. Istifarini Rosyah
NIP. NIM. 113-13-077
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**Jumlah Score Seluruh Siswa**: 1855

**Jumlah Siswa**: 35

**Jumlah Kelulusan Siswa**: 4

**Presentase Kelulusan**: 11%

**Keterangan**:

R : langkah retorika
B : tata bahasa
K : kosakata
M : kejelasan makna
G : hubungan antar gagasan
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**Jumlah Score Seluruh Siswa**: 2572

**Jumlah Siswa**: 35

**Jumlah Kelulusan Siswa**: 29

**Presentase Kelulusan**: 82%

**Keterangan**:

- R : langkah retorika
- B : tata bahasa
- K : kosakata
- M : kejelasan makna
- G : hubungan antar gagasan
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Jumlah Score Seluruh Siswa: 2029
Jumlah Siswa: 35
Jumlah Kelulusan Siswa: 13
Presentase Kelulusan: 37%

Keterangan:

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K : kosakata
M : kejelasan makna
G : hubungan antar gagasan
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CYCLE I

Pre-Test

The teaching learning process
Doing Group Investigation

Post-Test
CYCLE 2

Pre-Test

Teaching learning process
Doing Group Investigation

Post-Test
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Para pembimbing meminta peneliti untuk melibatkan minimal 3 jurnal internasional dan 3 teori yang relevan.

Konsultasi pembimbing ditutup.

Setia Rini, M.Pd.
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Catatan:
- Hari konsultasi lembar ini harus dibawa.

Drs. Safia Rini, M.Pd.
# DAFTAR SATUAN KREDIT KEGIATAN (SKK)

Nama : Istifarini Rosyah
Fakultas/Jurusan: FTIK/TBI
NIM : 113-13-077
Dosen PA : Mashlihatul Umami, S.Pd.I., M.A.

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Salatiga, 16 Maret 2018
Mengetahui,
Wakil Dekan Bidang Kemahasiswaan
dan Kerjasama

[Signature]

NIP. 19700510 199803 1 003

Ahmad Maimun, M.Ag.
DECLARATION AND PERMISSION FOR PUBLICATION

I have been marked below:

Name : Istifarini Rosyah
NIM : 113-13-077
Faculty : Teacher Training and Education Faculty
Department : English Education Department

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Salatiga, March 27th 2018
The researcher

Istifarini Rosyah
NIM. 11313077