GROUP INVESTIGATION METHOD TO IMPROVE STUDENTS, WRITING DESCRIPTIVE TEXT

THESIS

Submitted as Partial Fulfilment of the Requirement for the Degree of

Sarjana Pendidikan (S.Pd)

by

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ENGLISH EDUCATION STUDY PROGRAM

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GROUP INVESTIGATION METHOD TO IMPROVE STUDENTS WRITING DESCRIPTIVE TEXT

xv + Page 54 + 14 Table + 3 Figure + 7 Appendies

ABSTRACT

The objective of this study is to investigate whether or not group investigation to improve in teaching writing descriptive text of grade 1 junior high school at Raman siriwit Thailand. This study applied quantitative. Both pre-test and post-test to collect the data. The writer applied ttest to calculate the data. The writer applied ttest to calculate the data. based on the column Equal variance assumed in obtaining a calculated score of 11.808 with the calculation of table scores n1 + n1-2 = 23 + 23 - 2 = 44, then obtained ttable score = 2.05 and significant score is 0.000. Because the score of t count is 11.808> t table 2.05 and the significant score is 0.000 <α = 0.05, then H0 is rejected and Ha is accepted. This means that the pretest writing score compared to the posttest writing score is different. This means that there are significant differences in writing pretest score with posttest score after group investigation method. It means group investigation method to improve in teaching writing descriptive text to students of 1 junior high school at Raman siriwit Thailand.

Keyword : Group investigation method, teaching writing, descriptive text.

References : 15 (1989-2006)

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ABSTRAK

Penelitian ini dilkukan untuk meneliti apakah group investigation method bisa tingkatkan atau tidak dalam mengajar menulis deskripsi teks pada siswa kelas 1 SMP Raman siriw. Metode yang di gunakan dalam penelitian ini adalah kuantitatif. Data yang diperoleh dikumpulkan melalui pre-test dan post-test Penulis menerapkan ttest untuk menghitung data. Berdasarkan hasil perhitungan statistic, diperoleh bahwa ada perbedaan skor siswa dari kelas eksperimen sebelum dan sesudah pembelajaran ini berlaku. Skor dari pre-test mencapai n39.26 sedangkan skor siswa dari post-test mencapai n75.35. Dan berdasarkan kolom Equal variance assumed di peroleh nilai terhitung adalah sebesar 11,808 dengan perhitungan nilai tabel n1+n1-2 = 23+23 - 2 = 44, maka didapat nilai ttabel = 2,05 dan nilai signifikan adalah 0,000. Karena nilai thitung 11,808 > ttabel 2,05 dan nilai signifikan 0,000 < α = 0,05, maka H0 ditolak dan Ha diterima. Hal ini berarti bahwa nilai pretest writing dibandingkan dengan nilai posttest writing adalah berbeda. Artinya terdapat berbedaan signifikan nilai writing pretest dengan nilai posttest setelah dilakukan metode group investigation. Disini dapat disimpulkan bahwa metode group investigation bisa tingkatkan siswa dalam mengajarkan menulis deskriptik teks kepada siswa kelas 1 SMP Raman siriwit at Thailand 2018.

Kata Kunci : Group investigation, teaching writing, descriptive text.

Daftar pustaka : 15 (1989-2006)

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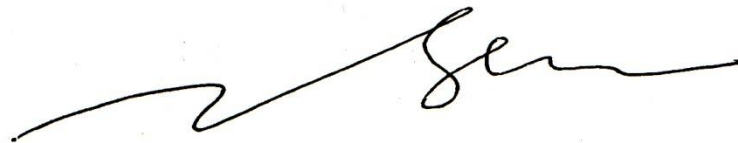|	
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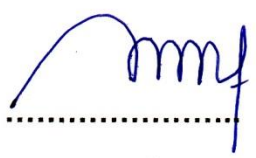|	
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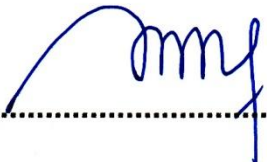
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Dengan ini menyatakan dengan sesungguhnya bahwa seluruh dokumen atau yang saya sampaikan dalam skripsi ini adalah benar sesuai dengan ketentuan yang berlaku, apabila dikemudian hari ditemukan seleruh atau sebagai dokumen atau data yang teridentifikasi penyimpangan, saya bersedia menerima sanksi sesuai dengan perundang-undangan yang berlaku.

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Jakarta, 2018
Mahasiswa yang bersangkutan,

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PERNYATAAN PERSETUJUAN PUBLIKASI TUGAS AKHIR
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Sebagai mahasiswa Fakultas ilmu pendidikan bahasa inggris universitas muhammadiyah Jakarta, saya bertanda di bawah ini:

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Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada fakultas ilmu pendidikan universitas muhammadiyah jakarat. Hak bebas royalty non eksklusif atas skripsi saya yang berjudul,

"GROUP INVESTIGATION METHOD TO IMPROVE STUDENT'S WRITING DESCRIPTIVE TEXT".

Demikian pernyataan ini saya buat dengan sesungguhnya dan tanpa paksaan dari siapapun, untuk dipergunakan sebagainama mestinya

Jakarta, 11, 2018
Mahasiswa bersangkutan

Nurfatihah Pohma

DEDICATION

This thesis is dedicate to
my beloved parents
and family,
Who always support me both
in sadness and happiness.

MOTTO

Move ahead with your Head full confidents

ACKNOWLEDGEMENT

In the name of Allah, The beneficent and the merciful

All praises be to Allah, Lord of the world, who has given the writer His love and compassion to finish the last assignment in her study. Peace and blessing be upon to the prophet Muhammadiyah SAW, his family, his companion, and adherence.

This paper is presented to the Education Faculty, Muhammadiyah University of Jakarta as a partial fulfilment of the requirement for degree of strata 1 (Sarjana Pendidikan).

It is an honor that the writer could finally accomplish a thesis entitled "Group investigation to improve students' writing descriptive text". She dedication this thesis to her beloved parent, sisters and families for the eternal love, pray and support. Furthermore, the writer particularly thanks to her wonderful advisor zaitun, M.Pd and Novita, M.Pd for the guidance, patience, knowledge, and motivation in helping the writer to accomplish this thesis. In this occasion, the writer would like to give the deepest gratitude and salute to :

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Finally, the writer realizes that thesis cannot be considered as a perfect masterpiece. Thus, she would be grateful to accept to accept any suggestions and corrections from anyone for better writing.

May Allah SWT, the almighty blesses them all, Amin.

Jakarta, 28 July 2018
The writer

Nurfatihah Pohma

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CHAPTER I

INTRODUCTION

This chapter presents and discusses background of the study, identification of the problem, limitation of the problem, problem of the study, the objective of the study, and significance of the study.

G. Background of the study

English as one of the subjects in schools has an important role because English is a foreign language, an international language which is widely used in communication by people in most countries in the world. Furthermore, English is often used in writing science books, journals, or articles about knowledge and technology. Therefore, in order to be able to develop science, knowledge, and technology, and to communicate with people from other countries, English is taught in Indonesia, Thailand and other country as a foreign language from junior high schools until universities.

English is taught to give students the simple skills in written and verbal comprehension in English. The language is required to master the four basic language development tasks, namely the development of vocabulary, stringing words, saying words, and language skills including reading, writing, speaking, and listening.

The four skills of language (also known as the four skills of language learning) are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. These skills are Listening, Speaking, Reading, and Writing. In the context of first-language acquisition, the four skills are most often acquired in the order of listening first, then speaking, then possibly reading and writing. For this reason, these capabilities are often called LSRW skills.

Writing is an activity of pouring out the thoughts, ideas, and feelings of a person expressed in written language. In another sense, writing is an activity to express thoughts and feelings in the form of writing that is expected to be understood by the reader and serves as a means of communication indirectly.

One means to nurture knowledge is to write it. Allah statede as follow:

ذَٰلِكَ بِأَنَّ اللَّهَ لَمْ يَكُ مُغَيِّرًا نِّعْمَةً أَنْعَمَهَا عَلَىٰ قَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ ۙ وَأَنَّ اللَّهَ سَمِيعٌ عَلِيمٌ ۔

(AYAT al-Anfal 53:8)

That is because Allah would not change a favor which He had bestowed upon a people until they change what is within themselves. And indeed, Allah is Hearing and Knowing.

The problem of writing English is that students do not practice writing. Therefore, there is no knowledge about new vocabulary. Vocabulary is the raw material of man in writing. The more we understand the vocabulary, the more we can write. Students do not write capital letters when beginning sentences. Students ignore full stop when completing sentences. Students think that writing in English is difficult because they do not practice regularly.

Descriptive writing creates an impression in the reader's mind of an event, a place, a person, or thing. The writing will be such that it will set a mood or describe something in such detail that if the reader saw it, they would recognize it. Descriptive writing will bring words to life and makes the text interesting. Have a many Students do not interesting to read the book. Whether it is a foreign or domestic book. As a result, students lacked the ability to convey ideas in written notes. There is no direct and indirect experience.

To overcome the students writing descriptive text, one method of learning can be implemented have a many methods to improve students, I think this method is very good for improve students descriptive text. Group investigation is an organizational approach that allows a class to work actively and collaboratively in small groups and enables students to take an active role in determining their own learning goals and processes. Group investigation method requires the students to form small interest groups, plan and

implement their investigation, synthesize the group members' findings, and make a presentation to the entire class.

Based on the background above, the writer would like to conduct a research under the title "*Group Investigation Method to Improve Students' Writing Descriptive Text*"

H. Identification of the problem

The basic background of the above problems, the writer can statement the problems, as follows:

1. The students have difficulty in choosing the correct word because they are lack of vocabulary and spelling.

2. The students usually make mistake in writing descriptive text because they do not understand well about organizing the sentence structure.

3. The students are not interested in English class because teaching technique used by the teacher is not interesting.

4. The teacher did not use new ways to teach the students. Therefore, the students were demotivated and getting bored in learning descriptive text.

5. The students had difficulties in writing descriptive text because the teacher only explained the generic structure of how to write descriptive text.

I. Limitation of the problem

In order to limit this study, the writer focused her discussion to improve by using group investigation method in teaching descriptive text writing. The use of group investigation method is intended to make the learning of writing process easier.

J. Problem of the study

Based on this research the limitation focusses on the problem above, the writer formulated the research problem of this study as follows:

Does the group investigation method improve students writing descriptive text?

K. the Objective of the study

The objective of this research is to know whether group investigation improve students writing descriptive text on 7th grade student's skill in learning writing descriptive text by using Group Investigation in classroom leaning writing descriptive text.

L. Significance of the study

The results of the study were expected to give some benefits not only theoretically but also practically to:

4. For Students

   To assist students to increase and develop their knowledge about writing descriptive text by group investigation in classroom to motivate students in order to get interesting learning.

5. For Teacher

   To get alternative solution in teaching writing descriptive text by using group investigation method in classroom.

6. For further researchers

   To get the basic information from this research to do the further research writing descriptive text by using group investigation in classroom as one variable.

CHAPTER II

LITERATURE REVIEW

D. **The Description the Theories**

4. **Writing Skill**

   a. **Definition of Writing**

   According to Nystrand (1989: 75), writing is a matter of elaborating text in accordance with what the writer can reasonably assume that reader know sand expects. It means that writing is an activity to share information which is understandable for the readers. And Randal (2004: 160) explains that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it has set it down. It means that the product of writing should be truly acceptable by the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing. In addition, Hermer (2004: 86) explains that writing is a process that what we write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities. It means that writing can't be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom.

Writing is a way to share personal meanings. The people construct their own views on topic. They will share their views on a topic to each other. A person's views may be different from other people's views. It depends on their belief. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable. Hyland (2004: 09)

According to Meyers (2005:2) writing is a process of discovering and organizing our ideas, putting them on the paper and reshaping also revising them. It means that writing is an activity and takes time in other word writing does not happen all at once.

From several definitions of writing in the previous section, it can be concluded that writing as a media of communication between the writer and the reader in their dairy life to get and share information. It is a process of putting thoughts into words and words into papers.

b. **The Process of writing**

If the teaching of writing was divided into separate stages to reflect the various moments involved in the process of writing then perhaps many of the obstacles experienced by both students and teachers could be addressed. Writing practice in the classroom however, is often taken up for display purposes, to assess if students have learned language structures taught in class and for examination

purposes. Here, the teacher is concerned with the final product of writing: an essay, a report, an article or story, based on standard models; that these meet the Standard English rhetorical style; and are grammatically correct and organized in a conventional manner (Brown, 2001:335).

From the explanation above, it can be concluded that writing is a product of turning out the ideas into words in a piece of paper which faces several processes. i.e. planning, drafting, revising, and editing

c. **Types of writing**

There are some types of writing that are mentioned by some linguists, and one of them is suggested by Houp and Pearsall cited by Vesilind (2007:2) who categorized call writing as follows:

5) Expository Writing

The word expository contains the word expose, so the reason expository is an apt descriptor for this type of writing is that it exposes, or sets forth, facts. It is probably the most common writing genre you will come across throughout your day. In an expository piece, a topic will be introduced and laid out in a logical order without reference to the author's personal opinions.

6) Descriptive Writing

The aim of descriptive writing is to help the reader visualize, in detail, a character, event, place, or all of these things

at once. The author might describe the scene in terms of all five senses. Descriptive writing allows the writer a great deal more artistic freedom than expository writing does.

7) Persuasive Writing

The aim of persuasive writing, or argumentation, is to influence the reader to assume the author's point of view. The author will express personal opinions in the piece and arm him- or herself with evidence so that the reader will agree with him or her.

8) Narrative Writing

The purpose of narrative writing is to tell a story, whether that story is real or imaginary. Pieces in a narrative style will have characters, and through the narrative, the reader learns what happens to them. Narrative writing can also include dialogue.

From the above, there are many types, such as writing, writing, describing, writing, persuading and writing. In writing the writing process is the easiest and most convenient way for beginners to write.

5. Descriptive Text

d. Definition of Descriptive text

Descriptive text writing it is not difficult to write and many people find it easy to write, especially those who have a good

imagination and can print it in the form of a work. The items at the venues or parties that the author has taken for the reader to make imagination and portray the narrative during the readable period.

According to Kane (2005:352) description is about sensory experience how something looks, sounds, tastes. Mostly is about visual experience, but description also deals with other kinds of perception. In additional, Harwell and Dorril (1976:19) explains that the twofold purpose of description is to share sense impressions and to record thoughts and feelings stimulated by those impressions, in other words, they are both an objective relaying of sense data and a subjective interpretation of that data. And Buscemi explain that description is kind of writing used for presenting a verbal portrait of a person, or thing. This writing is used when the writers want to give details information and to make vivid writing. In other words, it used to develop a picture of "what is look like" it seems that the interpretation of the writer will color the result of the writing. It is because the writer does not only give the information itself, but also creates the certain image of the object (1990: 78-79).

According to Hyland (2004:214) explains that descriptive text is a text which has social purpose to give an account of imagined or factual event. Hyland explain more about description that it tends to use present tense, and description makes use of "be" and "have".

In additional, Elizabeth（1993:148）explains that descriptive presents the appearance of things that occupy space, whether they are objects, people, buildings, or cities. The aim of descriptive is to convey the reader what something looks like. It attempts to paint a picture with words.

From several definitions of descriptive text in the previous section, it can be concluded that descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

e. **The generic structure of descriptive text**

Generic structure is general form of genre. Generic structure of descriptive text is divided into two parts. There are identification and description. First, in identification, the writer identifies the phenomenon about the thing that wants to describe. Second, description, in this part, the writer can describe about parts, the qualities and the characteristic of the phenomenon.

According to Mulyono（2008:22）the generic structure of descriptive text consists of:

3) Identification

   If identifies the phenomenon. In this part the writer will explain about the phenomenon that to be described such as thing, person or place.

4) Description

   It describes the parts, the qualities, and characteristic of qualities, and the characteristic of phenomenon. In this part, the writer can describe about habit, behavior, shape or feature of person, thing, place or animal.

   There are three stages within a descriptive text

   a) Identification: has purpose to define, to classify or generalize about phenomenon.

   b) Aspect: has purpose to describe attributes of each category of the phenomenon.

   c) Conclusion: has purpose to sum up the description.

f. **Language features of descriptive text**

   1) Specific participant: has a certain object, is not common and unique (only one). for example: beach, my house, Borobudur temple, uncle Jim

   2) The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.

3) The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.

4) Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.

6. Group Investigation Method

a. The definition of Group Investigation

Group Investigation is a cooperative learning. The emphasis is on the working atmosphere of democracy. Focus on the experience, ability and needs of the learner. When to study Group Investigation Teachers is divides into groups.

According to Johnson (1994) group investigation method is one of the cooperative learning. Cooperative learning teaching model of learning that support contextual learning. Cooperative learning teaching system can be defined as a system of a work/study in a structured group. Included in this structured are the five basic elements. In addition according to Daniel (2008:1) Group Investigation, students form interest groups within which to plan and implement an investigation and synthesize the findings into a group presentation for the class.

Group structure is defined as the layout of a group. It is a combination of group roles, norms, conformity, workplace behavior,

status, reference groups, status, social loafing, cohorts, group demography and cohesiveness.

student interest groups provide extracurricular activities for students to participate in and build meaningful networks with others who have similar interests. These extracurricular activities are educational, intellectual, interdisciplinary, cultural and social in nature and help students develop leadership and work place skills, collaborative relationships with others, and a sense of one's personal identity.

According to Sharan (1992: 1) explains that group Investigation is a method for classroom instruction in which students work collaboratively in small groups to examine, experience, and understand their topic of study. Group Investigation is designed to appeal to all facets of the students' abilities and experience relevant to the process of learning, not just to the cognitive or social domains. It provides educators with an approach to the conduct of teaching and learning in school that differs significantly from traditional instruction. Group Investigation is not simply another technique for improving instruction so that students can learn more at a faster pace while teaching and the classroom environment remain largely as they were. To comprehend fully the goals and meaning of the group Investigation method, it is imperative to examine the, intellectual, pedagogical, and psychological foundations upon which this method is based.

Group investigation learning model also refers to some principles of learning, which according to Haryono (2006: 4) learning principles are: student-centered, learning by doing, developing social skills, develop curiosity, imagination, develop problem solving skills, develop students' creativity, develop the ability to use science and technology, cooperation and solidarity.

Things have to do in Group Investigation by Slavin (1995) are: First is growing up the group ability, when they do their homework, every member of 3 group has their own opportunity to show their contribution. In the research, the student will find the information from the inside or outside class. Then, the students collect the information from every member of the group to do the task. Second is cooperative planning, all of the students having an investigation for their problem, which one of the sources is needed, who want to do it and how to present their project in the class. And the last is the teacher's roles; the teachers will prepare the source and facilitators. The teachers' role their rule among the students' groups and they pay their attention to also organize the students job and help the students to organize their job and help them when they get the trouble of the learning process in their group.

The teacher's general role is to make the students aware of resources that may be helpful while carrying out the investigation.

Group Investigation includes four important components ("the four I's"): investigation, interaction, interpretation and intrinsic motivation. Investigation refers to the fact that groups focus on the process of inquiring about a chosen topic. Interaction is a hallmark of all cooperative learning methods, required for students to explore ideas and help one another learn.

From several definitions of group investigation in the previous section, it can be concluded that group investigation is a small group to guide and encourage students in learning involvement. This method requires students to have good communication skills and group process skills. The end result of the group is a group learning which in fact sharpens students' intellectual abilities compared to individual learning.

b. **The six-steps of Group Investigation method**

In Group Investigation, pupils progress through six steps. The steps of using Group Investigation (GI) as follow:

1) Topic Selection

Students choose a specific sub-topic within the field of certain common problems, which are usually explained by the teacher. Then, students are organized into small groups consisting of task-oriented two to six people. The composition of the hetero generous groups both academically and ethnically.

2) Cooperative Learning

Students and teachers plan procedures, tasks, and specific learning objective in accordance with sub-sub topics selected in step.

3) Implementation

Students implement a plan formulated in step 2. Learning should involve a variety of activities and skills and should lead students to a variety of a sources inside and outside to school. The teacher follows closely the development of each group and offer help when needed.

4) Analysis and Synthesis

Students analyze and evaluate information obtained during step 3 and plan for how this information can be summarized by drawing to be displayed or presented to classmates.

5) Presentation of the final product

Some or all groups in the class give an interesting presentation on topics to make each other involved in his work and achieve a broader perspective about a topic. Presentation group coordinated by the teacher.

6) Evaluation.

In some cases, the groups follow up the different aspects of the same topic. The students and the teacher evaluate the

contribution of the whole work in each group. The evaluation

included individual and group assessment or both of them.

c. **The advantages of Group Investigation method**

Advantages of GI Learning Setiawan (2006:09) describes

several advantages of GI learning, as follows:

1) Personally

2) in the learning process can work freely

3) encourage initiative, creative, and active

4) self-confidence can be improved

5) can learn to solve, deal with a problem

6) Socially / Group

7) improve learning to work together

8) learning to communicate with your friends and teachers

9) learn to communicate systematically well

10) learn to respect the opinions of others

11) increase participation in making a decision

d. **The disadvantages of group investigation**

Disadvantages of group investigation learning model
(setiawan 2006:09)

1) Sed least material delivered at a single meeting

2) The difficulty of giving personal assessments

3) Not all topics match the GI learning model, the GI learning model

is suitable to apply to a topic that requires students to understand a discussion of the experience experienced by themselves

E. Theoretical Framework

The student's interest in writing a descriptive text is low. There is some problem which are found by the writer. One of the problem that teacher never uses interesting method and make a group in teaching and learning process. The teacher also does not give clear explanation about the contents of descriptive text. As the result, students have low imagination and lack of practices in writing. Then, they can't construct good text related to the coherence and unity. Besides that, can develop ideas in writing.

As stated in the passage above, method has the primary roles in teaching and learning of writing. It is because that method has a potential as teaching aid to develop students writing skills in terms of descriptive text. It can method the students in developing idea when describing something. Group investigation is one of the popular method which can help students in learning English especially in writing.

F. Hypothesis

Based on the problem statements that presented by the writer, the research hypothesis is stated as follows:

 3. Null Hypothesis:

Group investigation method does not improve students' writing descriptive text.

4. Alternative Hypothesis:

Group investigation method improves students' writing descriptive text.

CHAPTER III

METHOD AND PROCEDURES

G. Place and Time of the Research

The research was conducted at eleventh grades student of raman siriwit school, T.Kayubakak A.Raman Ch.Yala 95140. The writer implemented on the first semester of academic year of 2018/2019 from April 28, 2018 until July 5, 2018

H. Method of the Research

This researcher employed quantitative design. According to Cresswell (2008:46), "quantitative is a type of educational research in which the researcher decides what the study, asks specific questions, collected quantifiable data from participants, analyze these number using statistics, and conducts the inquiry in an unbiased, objective manner". Quantitative is one of educational research methods that explains the result of research which uses the numerical data analyzed statically.

In this quantitative research, the writer used quasi experimental design with one group pretest and posttest. The pre-experimental design, which is used one experimental group covers, pre-test, treatment and post-test. Neuman (2015:320) explained that "this design has one group, pre-test,

treatment, post-test. This design has no control group and random assignment".

In this study, the experimental group was firstly given pre-test before the treatment. Then, the group was taught writing descriptive text by group investigation. In teaching writing and learning process, group investigation was used as teaching media. After the treatments given to this group, post-test of writing descriptive text was given.

Table 3.1

Pre-test and post-test pre-experimental research design

Sample	Pre-test	Treatment	Post-test
Experimental group	Sc1	X1, X2	Sc2

Note:

Ss1 : Students writing descriptive text of experimental group in pre

      test.

X   : Treatment teaching writing descriptive text by group

      investigation

Sc2 : Students writing descriptive text of experimental group in post

      test.

I. Variable and Operational Definition of Variable

Variable is an attribute or characteristic that can be measured and recorded on instrument, it varies assume different value or scores for different individuals. There are two variables in this study; independent variable (X) which influenced another variable, and dependent variable (Y) which is influenced another variable. In this study, independent variable (X) is group investigation, while dependent variable (Y) is writing descriptive text.

J. Population and Sample

Population is total number of objects of the study. The population of this study will be all students of social science, eleventh-grade, since in this study, student was required to writer 8 topic-based descriptive text entries at two journal entries per week.

K. Technique of collection the data

In collecting the data, this research will do teacher treatment of the students' writing to see whether there is any difference between the students' achievement in before the implementation of the action (pre-test) and after the implementation of the action (post-test).

1. Pre-test refers to a measure or test given to the subject prior to the experimental treatment. This test was given to know the basic competence of those 27 students to know their prior ability before they get

the treatment. In this test, the students were asking to write a topic about "Vocabulary" and were given five guide questions to make a descriptive text. This question was taken from English book for students "English for international communication", published by Jack, Jonathan and Susan (1997:56)

Content of question

Noun : Flower, sea, ruler, sky, window, car, bus, bag, chair, map, home, room, school, buffalo, cat, chicken, cow, deer, dog, elephant, giraffe, hippopotamus, horse, lion, monkey, panda, rabbit.

Verb : Eat

2. Post-test

Post-test was used to measure students' skill after the treatment in order to know their progress after they got treatment. Before having post-test, the students got treatment. Treatment here means that, the writer in teaching writing descriptive text. In post- test, the writer gave a topic about "Thing". The test was also about writing descriptive text. Similar to the pre-test, five guide questions were also provided to the student to compose the test. In assessing the test, a rubric for assessing writing descriptive text from brow (2007) was used by the writer. The rubric is presented in the table 3.2

Content of question

Give a picture to students (10 picture)

1. Bag

2. Students

3. Children

4. Women

5. Doctor

6. Air

7. Family

8. Room

9. Learning

10. Girl

As students to explain the meaning of sentence vocabularies given to them to make a sentence in the form of past tense.

Table 3.2

The Rubric for assessing writing descriptive text.

Aspect	Score	Performance description	Scoring step
Content (C) 30% -Topic -Details	4	The topic is complete and the details are relating to the topic	Correct Score X 3
	3	The topic is complete and clear but the details are not almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	

Organization (O) 20% -Identification -Description	4	Identification is complete and description are arranged with proper connectives	Correct Score X 2
	3	Identification is almost complete and description are arranged with almost proper connectives	
	2	Identification is not complete and description are arranged with few misuse of connectives	
	1	Identification is not complete and description are arranged with misuse of connectives	
Grammar (G) 20% -Use Present -Agreement	4	Very few grammatical or agreement inaccuracies	Correct Score X 2
	3	Few grammatical or agreement inaccuracies	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	Correct Score X 1.5
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
	4	It uses correct spelling, punctuation, and capitalization	
	3	It has occasional errors of spelling,	

Mechanics (M) 15%		punctuation, and capitalization	Correct
-Spelling	2	It has frequent errors of spelling, punctuation, and capitalization	Score X 1.5
-Punctuation -Capitalization	1	It is dominated by errors of spelling, punctuation, and capitalization	

L. Technique of analyzing the data

In analyzing the data, the writer will analyze the results of the test statistically. The writer analyzes the result of the test, that is achieve from pre-test and post-test in using this research to measure the using journal writing to enhance student motivation.

The final result of between experimental group and control group is calculated by the t-test formula as follows:

BAB IV

FINDING AND INTEPRATATION

C. **Description of Data**

Based on the result of writing descrptive text with group Investigation method in research conducted on 26 students of grade 1 junior high school at Raman Siriwit school in Thailand on 28 April - 5 July 2018 obtained pretest and posttest score as follows:

4. **The Result of the students' Pre-Test scores of Writing Descritive Text students of grade 1 junior at Raman Siriwit school.**

Tabel 4.1

Students' Pre-test Scores of writing Descriptive text Students' junior hight School at Raman Siriwit di Thailand Tahun 2018

No.	Students	Number of questions	Correct	Wrong	SCORE
1	Muhammad sofa puta'	10	4	6	44
2	Muhammad burahanudden kuning	10	3	7	39

3	Rokit panama	10	2	8	21
4	Rusli makdiyoh	10	2	8	28
5	Rufeenan timung	10	1	9	19
6	Athon tirsuphon	10	2	8	26
7	Hakeemie sakrawo	10	3	7	38
8	Isroh cekmu'	10	4	6	44
9	Yasmee doloh	10	3	7	36
10	Sukaikho doma'	10	2	8	29
11	Nurasikeen tats	10	5	5	58
12	Nadia saleh	10	4	6	42
13	Asma puta'	-	-	-	-
14	Hayatee cekleh	10	2	8	29
15	Rainu ceknak	10	5	5	51
16	Patikah sekbaru	10	2	8	26
17	Kolatee sakrawo	-	-	-	-
18	Parita eadsyikeaw	10	4	6	41
19	Amanee yakring	10	5	5	58
20	Chalida congsangyem	10	5	5	52
21	Mudiah roman	10	4	6	42
22	Atina leayaklee	-	-	-	-

23	Nurdeeyana balok	10	5	5	52
24	Waratya doraning	10	3	7	39
25	Nasrin nawae	10	5	5	50
26	Nifadia alee	10	3	7	39
	Total	230	78	152	903
	Mean				39.26
	MIN				19
	MAX				58
	Mode				39
	Standard Deviation				11,258

Source : Pretest Results of Grade 1 Junior High School Students at

Raman Siriwit School of Thailand

Based on the results of the writing test tables Descriptive Pretest of 26 students of grade 1 junior high school Raman Siriwit above shows that of the 26 students there are 3 students who do not follow the pretest writing descriptive text. Only 23 students who followed the test of writing descriptive text that obtained minimum pretest score is equal to 19, the maximum pretest score is 58, the mean score of pretest is 39.26, the score of the mode is 39 with the standard deviation score is 11.258.

Table 4.2

The Description of score Pretest of Grade 1 Junior High School

Statistics

Pre-test Score

N	Valid	23
	Missing	0
Mean		39.2609
Median		39.0000
Mode		39.00
Std. Deviation		11.25820
Minimum		19.00
Maximum		58.00

Source: Output Program SPSS 22

With description of score writing descriptive text group and graphic score of 23 students grade 1 junior high school are as follows:

Looking for the biggest and smallest scores

The biggest score   = 58

The smallest score   = 19

Find range scores (R)

R = the biggest score – the smallest score

R = 58 – 19=39

Looking for the number of Classes (BK)

BK = 1 + 3,3 Log n

BK = 1 + 3,3 (1,36)

BK = 1 + 2,996

BK = 4

Looking for class length scores (i)

I = R/BK = 39/4 = 10

Table 4.3

Pretest score interval class 1 junior high school

Raman Siriwit school at Thailand 2018

No.	Interval Class	Absolute Frequency (%)	Relative Frequency (%)	Cumulative Frequency (%)
1	19-28	5	21.74	21.74
2	29 – 38	4	17.39	39.13
3	39 – 48	8	34.78	73.91
4	49 – 58	6	26.09	100
		23	100	

Source: Results of calculation with Excel 2010 Program

Based on the interval table the score of pretest writing descriptive text there are 23 students of grade 1 junior high school in obtaining the number of student frequency score with between 19 - 28 are as many as 5 people (21.74%), the number of student frequency score with range between 29 - 38 is as much 4 people (17.39%), the number of students' frequency scores with range 39 - 48 is as many as 8 people (34.78%), and the number of frequency score range between 49 - 58 is 6 people (26.09%). If two numbers of

frequencies are obtained the number of frequencies are 14 students (69.87%)

with score intervals of 39 to 58. So, it can be concluded that more than 60% of

students get pretest score of 39-58 the rest get a pretest score below 39. This

shows that their writing skills are still far below the school standard of 75. So,

that students score can increase in accordance with school standards

teachers do the method of teaching group investigation by dividing students

into small group with the aim that students can be easily controlled, students

can focus on the material provided and can quickly understand and answer

each question well, in addition to the class remains in a conducive condition.

Graphically the pretest score interval of 23 students is made in the following page

Figure 4.1

Graphic of score interval Student Class 1 junior high school
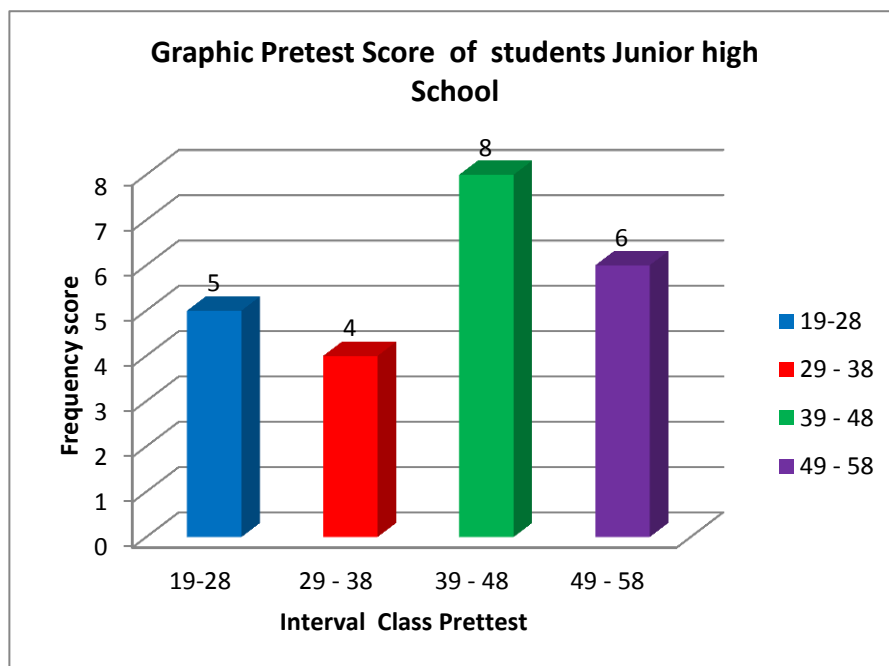
5. **Description of Posttest Writing Descriptive text score class 1 junior high school**

Tabel 4.4

Posttest score Raman Siriwit school at Thailand 2018

No.	Students	NUMBER OF QUESTIONS	Correct	Wrong	SCORE
1	Muhammad sofa puta'	10	8	2	81
2	Muhammad burahanudden kuning	10	7	3	72
3	Rokit panama	10	6	4	65
4	Rusli makdiyoh	10	6	4	65
5	Rufinan timung	10	5	5	59
6	Athon titsuphon	10	-	-	-
7	Hakeemee sakrawo	10	6	4	63
8	Isroh cekmu'	10	7	3	78
9	Yasmee doloh	10	8	2	81
10	Sulaikho doma	10	-	-	-
11	Nurasikeen tata	10	-	-	-
12	Nadia saleh	10	7	3	76
13	Asma saleh	10	6	4	68

14	Hayatee cekleh	10	8	2	85
15	Rainu ceknak	10	7	3	79
16	Patikah sekbaru	10	6	4	62
17	Kolatee sakrawo	10	8	2	89
18	Parita eadsyikeaw	10	6	4	63
19	Amanee yakring	10	8	2	81
20	Chalida congsangyem	10	8	2	89
21	Mudiah roman	10	8	2	86
22	Atina leayaklee	10	7	3	79
23	Nurdeeyana baloh	10	8	2	84
24	Waratya doraning	10	7	3	71
25	Nasrin nawae	10	8	2	85
26	Nifadia alee	10	7	3	72
	Total				1733
	Mean				75.35
	MIN				59
	Max				89
	Mode				81
	Standard Deviation				9,384

Source：Posttest Results score of students grade 1 Junior High School at

Raman Siriwit School Thailand 2018

Based on table of pretest writing test results of 26 students class 1 junior high school at Raman Siriwit school above shows that of the 26 students there are 3 students who do not follow the pretest. Only 23 students, the minimum posttest score is 19, the posttest maximum is 58, the posttest average is 39.26, and the mode score is 39 with the standard deviation score of 11.258.

Tabel 4.5

Description of Posttest score of Grade 1 Junior High School

Statistics

Score posttest

N	Valid	23
	Missing	0
Mean		75.3478
Median		78.0000
Mode		81.00
Std. Deviation		9.38378
Minimum		59.00
Maximum		89.00

Source: SPSS Program Output 22

With a description of the writing descriptive text score and graphic score posttest of 23 students is as follows:

Looking for the biggest and smallest scores

The biggest score   = : 58

The smallest score   = : 89

Finding range scores (R)

R = the biggest score – the smallest score

R = 58 - 19 = 31

Looking for the number of classes (BK)

BK = 1 + 3,3 Log n

BK = 1 + 3,3 (1,36)

BK = 1 + 2,996

BK = 4

Looking for class length scores (i)

I = R/BK = 31/4 = 8

Table 4.6

Interval Class of the Score Pretest students grade 1 junior high school

No.	Interval Class	Absolute Frequency (%)	Relative Frequency (%)	Cumulative Frequency (%)
1	58 – 65	6	26.09	26.09
2	66 – 73	4	17.39	43.48
3	74 - 81	7	30.43	73.91
4	82 - 89	6	26.09	100
		23	100	

Source: Results of calculation with Excel 2010 Program

Based on the interval score table of pretest writing descriptive text there are 23 students obtaining the number of student frequency score with range between 58 to 65 is 6 people (26.09%), the number of student frequency score with a range between 66 -73 is 4 (17.39%), the number of students' frequency score with range between 74 - 81 is 7 (30.43%), and the number of frequency score of students with a range between 82 - 89 is 6 (26.09%). If two numbers of frequencies from the interval score 74 - 89 the frequency of the number of frequency is 13 students (56.52%). So, it can be concluded that more than 50% of students get a posttest score of between 74 – 89 for the rest get a posttest score below 74. This shows that their

writing skills have been good although the average approaches the school standard limit of 75.

Graphically the posttest score interval of 23 students is made in the following page.

Figure 4.2

Graphic of Student Score Interval Class 1 junior high school

Graphic Mean Score of Junior high School
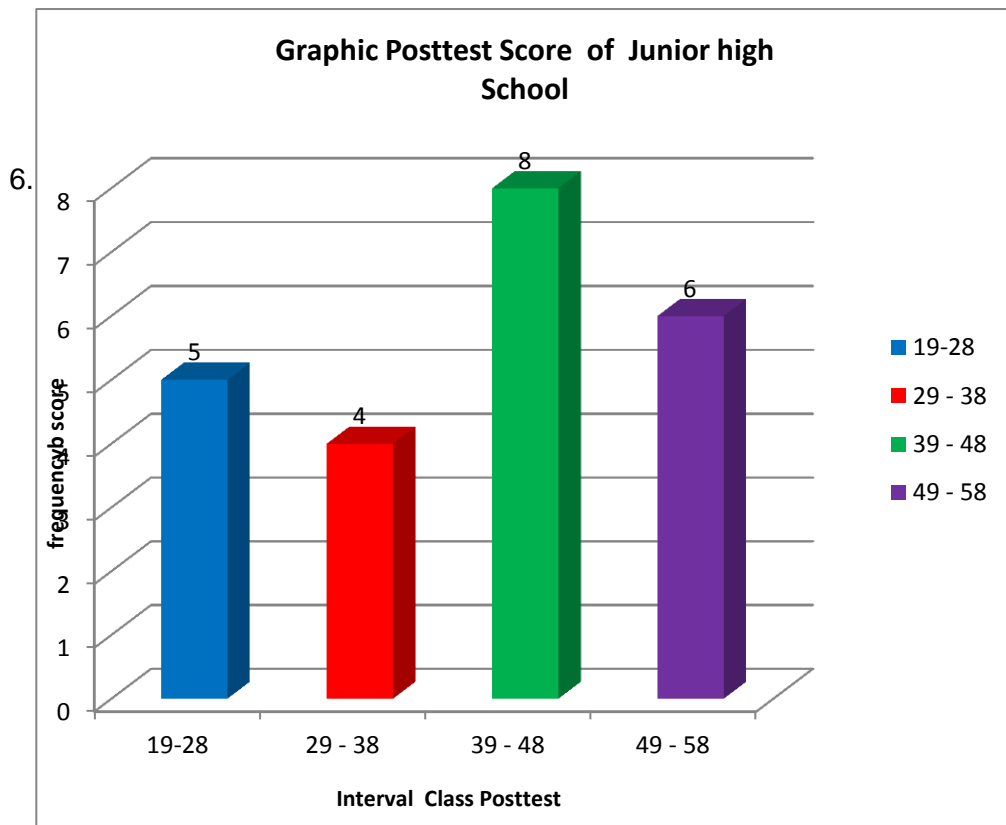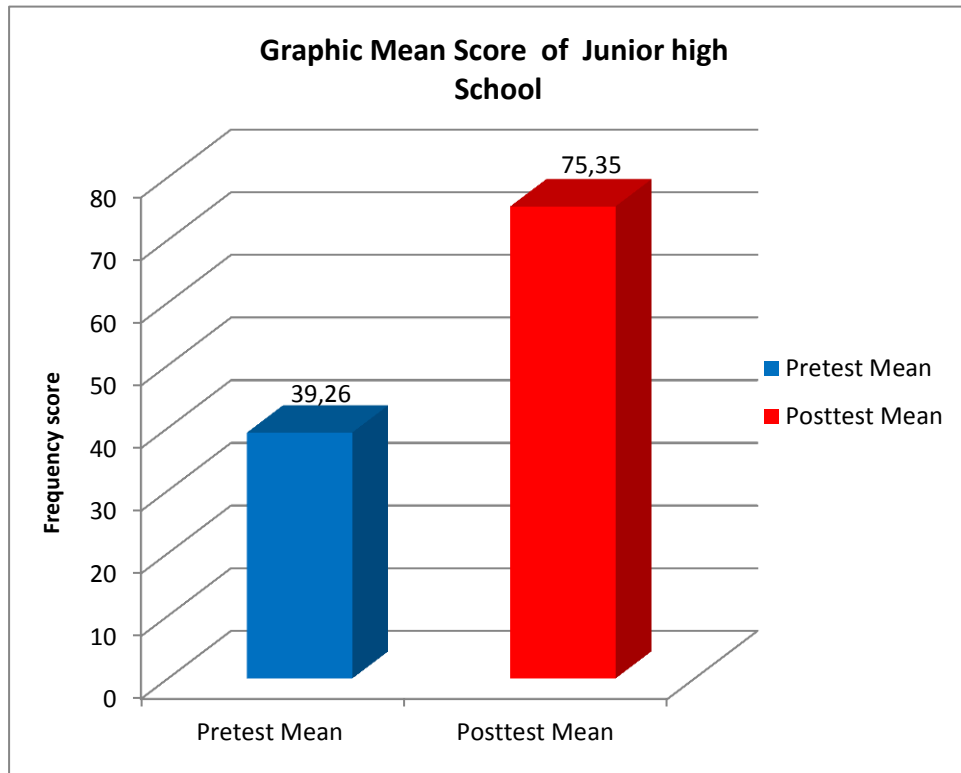
B. Testing Prerequisites Test Differences

1. Testing Data Normality

Testing of data normality using Kolmogorov Smirnov test. If the *Kolmogorov Smirnov* score or Asymp score, sig (2-tailed)> α = 0.05, then the data is normally distributed and if the *Kolmogorov Smirnov* score or Asymp score, sig (2-tailed) <α = 0.05, then the data is distributed abnormal.

c. Test data normality pretest writing descriptive text score

Table 4.7

Test Data Normality

Pretest and Posttest Writing Descriptive text

One-Sample Kolmogorov-Smirnov Test

		Score Pretest
N		23
Normal Parameters[a,b]	Mean	39.2609
	Std. Deviation	11.25820
Most Extreme Differences	Absolute	.123
	Positive	.123
	Negative	-.108
Test Statistic		.123
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Source: SPSS Program Output 22

Based on table 4., shows based on calculations Kolmogorov pretest about writing students obtained score Asymp.sig is 0.123 and 0.200. Because the score of Asymp.sig 0.200 is greater than $\alpha = 0.05$, then the data from the Writing English pretest score is normally distributed.

d. Test the normality of posttest writing descriptive text score data

Table 4.8

Test Data Normality

Posttest Writing Descriptive text score

One-Sample Kolmogorov-Smirnov Test

		Posttest_Score
N		23
Normal Parameters[a,b]	Mean	75.3478
	Std. Deviation	9.38378
Most Extreme Differences	Absolute	.133
	Positive	.126
	Negative	-.133
Test Statistic		.133
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on table 4., shows based on Kolmogorov posttest calculation of students' writing obtained by Asymp.sig score is 0,133 and 0,200. Because Asymp.sig score 0.200 is greater than $\alpha = 0.05$, then the data from the Writing English posttest score is normally distributed.

2. Testing Data Homogeneity

Homogeneity test is used to find out that the sample data comes from a population that has a homogeneous variance. The homogeneity test was performed using levene test test.

b. Homogeneity test score data pretest writing descriptive text

Table 4.9

Homogeneity Test of Levene Pretest Writing score test

Test of Homogeneity of Variances

The score of Pretest and Posttest

Levene Statistic	df1	df2	Sig.
.206	1	44	.652

Source: SPSS Output 22

Based on table 4. above the test of homogeneity with levene

Test shows the significant score of pretest posttest is equal to 0.652

greater than 0.05. This means Ho accepted that the data pretest and

posttest scores are homogeny or have the same variant.

C. Test Differences Scores Pretest Writing and Posttest

Before performing the test calculation, the difference between pretest

and posttest writing test first presented table auxiliary calculation as follows:

1. Table Helps Calculate Ttest

If you want to be replaced the same formula remove the sample

from the art or start from here.

Table 4.10

Help Table Calculation of Difference Test

Between the Pretest and Posttest Writing T-test scores

No.	Pretest	Posttest	X2	Y2
1	44	81	1936	6561
2	39	72	1521	5184
3	21	65	441	4225
4	28	65	784	4225
5	19	59	361	3481
6	26	63	676	3969
7	38	78	1444	6084
8	44	81	1936	6561
9	36	76	1296	5776
10	29	68	841	4624
11	58	85	3364	7225
12	42	79	1764	6241
13	29	62	841	3844
14	51	89	2601	7921
15	26	63	676	3969
16	41	81	1681	6561

17	58	89	3364	7921
18	52	86	2704	7396
19	42	79	1764	6241
20	52	84	2704	7056
21	39	71	1521	5041
22	50	85	2500	7225
23	39	72	1521	5184
Σ	903	1733	38241	132515
Mean	39.261	75.348		

Source: Calculation Result with Excel 2010 Program

2. **Obtained Scores:**

N	23
X	903
Y	1733
$\overline{X}$	39,261
$\overline{Y}$	75,348
ΣX^2	38241
ΣY^2	132515
$(\Sigma X)^2$	815409

$(\Sigma Y)^2$ 3003289

a. Calculating the Mean Difference Between Pretest and Posttest

Table 4.11

Description of Pretest and Posttest score

Writing Test Class 1 Junior High School Students

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
The score of Pretest Posttest	Posttest score	23	75.3478	9.38378	1.95665
	Pretest score	23	39.2609	11.25820	2.34750

Source: SPSS Output 22

Based on table 4 ... group statistic shows the average score of

pretest writing amounted to 39.261 and the average score of posttest is

75.347 with the average difference between the two groups is equal to

36,087.

3. Looking for Standard Deviation Pretest SX and Standard Deviation Posttest SY:

$$S_x = \sqrt{\left(\frac{1}{n-1}\right)\sum x^2 - \frac{(\sum x)^2}{n_1(n_1-1)}}$$

$$S_x = \sqrt{\left(\frac{1}{23-1}\right)38241 - \frac{903^2}{23(23-1)}}$$

$$S_x = \sqrt{1738{,}227 - 1611{,}480}$$

$$S_x = \sqrt{126{,}747}$$

$$S_x = 11{,}258$$

Based on the results of the calculation, it was obtained that the standard deviation score was pretest, namely SX = 11.258.

$$S_y = \sqrt{\left(\frac{1}{n-1}\right)\sum x^2 - \frac{(\sum x)^2}{n_1(n_1-1)}}$$

$$S_y = \sqrt{\left(\frac{1}{23-1}\right)132151 - \frac{1733^2}{23(23-1)}}$$

$$S_y = \sqrt{\left(\frac{1}{22}\right)132151 - \frac{3003289}{23(22)}}$$

$$S_y = \sqrt{6023{,}409 - 5935{,}354}$$

$$S_y = \sqrt{88{,}055}$$

$$S_Y = 9{,}384$$

Based on the calculation results obtained the posttest standard deviation score is SY = 9,384.

4. **Finding the Pretest and Posttest = SX and SY Combined Standard**

   Deviation scores

$$S_g = \sqrt{\frac{(n_1-1)S_X{}^2 + (n_2-1)S_Y{}^2}{n_1+n_2-2}}$$

$$S_g = \sqrt{\frac{(23-1)11{,}258^2 + (23-1)9{,}384^2}{23+23-2}}$$

$$S_g = \sqrt{\frac{(22)126{,}747 + (22)88{,}055}{44}}$$

$$S_g = \sqrt{\left(\frac{1}{22}\right)38241 - \frac{815409}{23(22)}}$$

$$S_g = \sqrt{\frac{2788{,}435 + 1937{,}217}{44}}$$

$$S_g = \sqrt{\frac{4725{,}652}{44}}$$

$$S_g = \sqrt{107{,}401}$$

$$S_g = 10{,}363$$

5. Finding the TCount of Pretest and Posttest score:

$$\square = \frac{\overline{\square} - \overline{\square}}{\square \sqrt{\frac{1}{\square_1} + \frac{1}{\square_2}}}$$

$$\square = \frac{39{,}261 - 75{,}348}{10{,}763 \sqrt{\frac{1}{23} + \frac{1}{23}}}$$

$$\square = \frac{-36{,}087}{10{,}763 \sqrt{0{,}043 + 0{,}043}}$$

$$\square = \frac{-36{,}087}{10{,}763 \sqrt{0{,}086}}$$

$$\square = \frac{-36{,}087}{10{,}763 \square 0{,}295}$$

$$\square = \frac{-36{,}087}{3{,}056}$$

$$\square = -11{,}808$$

$$|\square| = 11{,}808$$

Based on the calculation of Thitung score of pretest and posttest obtained score Thitung = 11,808 and Ttable score = 2,10 (Ttabel = n1 + n2 - 2 = 44). With the help of SPSS 22 program obtained the same results with manual calculations. The Ttest result of SPSS 22 Program is as follows:

Table 4.12

Test Independent Sample Test

Pretest and Posttest Writing

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	T	Df				Lower	Upper
The score of Pretest and Posttest	Equal variances assumed	.206	.652	11.808	44	.000	36.08696	3.05602	29.92796	42.24595
	Equal variances not assumed			11.808	42.617	.000	36.08696	3.05602	29.92231	42.25160

Source: SPSS Output 22

Based on the Independent Samples Test table on the pretest and posttest scores obtained probability or significant (2-tailed) scores were 0.652 with a significance level of α = 0.05 (two-tailed). Because probability

score 0,652> α = 0,05 then H0 is rejected and Ha accepted. This means that the pretest and posttest variance are the same. So, to translate T Test using the Equal variances assumed method (both variances are the same).

Based on the column Equal variance assumed in obtaining a calculated score of 11.808 with the calculation of table scores n1 + n1-2 = 23 + 23 - 2 = 44, then obtained Ttable score = 2.05 and significant score is 0.000. Because the score of t count is 11.808> t table 2.05 and the significant score is 0.000 <α = 0.05, then H0 is rejected and Ha is accepted. This means that the pretest writing score compared to the posttest writing score is different. This means that there are significant differences in writing pretest score with posttest score after group investigation   method.

BAB V

CONCLUSION AND SUGGESTION

B. Conclusion

Based on the results of descriptive calculations test differences on the score of pretest and posttest writing grade 1 junior high school students before and after given the method of study investigation. In this study, the authors can conclude and prove the problem formulation as follows:

There are differences in the score of writing pretest and posttest shows the average score of pretest writing amounted to 39.261 and the average posttest score of 75.347 with the average difference between the two groups was 36.087.

Thus, it can be concluded that group investigation as teaching method is effective in teaching writing descriptive text. This teaching method gave positive contribution and better results in writing descriptive text.

C. Suggestion

There is some suggestion the writer would like to suggest related to the result of this study. The suggestion are follows:

6. For English teachers

    a. English teacher should use various, effective and appropriate teaching media such as group investigation which could lead to students' writing descriptive text improvement.

    b. The English teachers should be able to select the appropriate group investigation to be implemented in teaching and learning process.

    c. The English teachers should modify the use of group investigation in different and interesting.

7. For the students

    a. The students should enrich their experience and knowledge in English learning, especially in writing with group investigation applied by their teacher to improve their writing descriptive text.

    b. The students should maximize writing descriptive text by group investigation as one of their daily learning activities to improve their writing skill especially in writing descriptive text.

8. For other researchers

    It is suggested to other researchers to do further research related to the application of group investigation to find more action to improve the students' writing descriptive text. The writer expected that other researchers who will conduct a research in the same field have various grade of students so that media can be measured more, especially in the process of teaching and learning

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Planning a lesson	Teacher nickname: Nurfatihah Pohma			
Lesson plan template	Cohort	26	Week	8
Class / level: M.1				
Material: Picture, group, games, word cards				
Learning outcome: By the end of the lesson, the students understand about writing descriptive text and the development to writing.				

Week 1

Thursday, June 07, 2018

Stage	Timing	Interaction	Procedure
Introduction (Introduce teacher and students)	10	T-S	1. Good afternoon students 2. Teacher introduce yourself 3. Students introduce yourself one by one 4. Give a vocabulary paper for students, one student just one word and tell the students this vocabulary is a new nickname every time studying English subject
Presentation (Just before the classroom)			Protocol: Give a picture to ... by ... descriptive text on paper.
Controlled practice (the Play game)			Tell the students make a group ... person ... of all ...
			❖ Group 2: Princess ❖ Group 3: Black Pink ❖ Group 4: Ellza 7. Each group sent your 2 members for fight in the game 8. We will be the play repeat game who forget the word is lose and have a Punished the whole group 9. Continue playing the game until enough.
Closing	5	T-S	10. Give a homework to them back to understand about writing descriptive text and write on the notebook because next week we will learn about that. 11. Say good bye, see you next week.

Week 2

Thursday, June 14, 2018

Stage	Timing	Interaction	Procedure
Introduction (Introduce teacher and students)	10	T-S	12. Good afternoon students 13. Check a name of the students 14. Correct wrong word pretest the last week 15. Check a homework last week about writing descriptive text.
Presentation (clarity the meaning and write vocabulary on notebook)	30	T-S	16. Ask the students, do you understand about writing descriptive text? 17. Explain more about writing descriptive text until students understand. 18. Give a for example to students about writing descriptive text 19. How to writing descriptive text 20. Learning about how, what, why, where, when, who Give a for example by picture
Controlled Practice (role play game) Vocabulary			Group 1 King Group 2 Princess Group 3 Blue Punished the whole group 25. Continue playing the game until enough.
Closing	5	T-S	26. Tell the students, last week we will correct test together in next class. 27. Say good bye, see you next week.

Week 3

Thursday, June 21, 2018

Stage	Timing	Interaction	Procedure
Warm up (review the lesson last week)	20	T-S	28. Good afternoon students 29. Check a name of the students 30. Correct wrong word test the last week
Presentation (subject matter)	25	T-S	31. Give an excuse for students test again.
Controlled practice (Test a group)	40	S-S	32. Test a group ❖ Group 1: King ❖ Group 2: Princess ❖ Group 3: Black Pink ❖ Group 4: Ellza 33. Give a picture to students group and instruct a student's writing descriptive text until finish.
Closing	5	T-S	34. Tell the students back to review the lesson to day and next week have a posttest. 35. Say good bye and see you next week.

Week 4

Thursday, June 28, 2018

Stage	Timing	Interaction	Procedure
Warm up (review the lesson last week)	10	T-S	36. Good afternoon students 37. Check a name of the students 38. Review the lesson last week about writing descriptive text one by one for don't forget about that.
Presentation (Posttest)	45	S-S	39. Posttest: Give a picture to student's one by one and writing descriptive text on paper.
Controlled practice (play game)	30	T-S	40. Play guess the word game 41. Make a circle 42. Give the word to student and guess vocabulary one by one until enough 43. Who loser must dance the roasted chicken.
Closing (the last teaching)	5	T-S	44. Say thank you for students and good luck for yourself. 45. Photo togethe ith students

Group 1 (king)

Name : มูฮัมมัด ซอฟาบูกะ, บาฮารูดิน ภูนิง, ฮากีมีสะรอวอ, อิสมาอะ เจ๊ะมุ
อาถอน สิริสุพรรณ

Class : ม. 1/1

Date : 31 พ.ค. 2561

Explain the meaning of the following words.

1. Eat : กิน. = I'm Eeting ✓
2. Flower : ดอกไม้ = I'm Like flower ✓
3. Sea : ทะเล = ?
4. Ruler : ไม้บรรทัด = Ruler is Blue Color ✓
5. Sky : ท้องฟ้า = Sky is Blue ✓
6. Window : ประตูหน้าต่าง = ?
7. Car : รถยนต์ = I have a car ✓
8. Bus : รถบัส = ?
9. Bag : กระเป๋า = This Bag .... ✓
10. Chair : เก้าอี้ = ?
11. Map : แผนที่ =
12. Home : บ้าน = My Home ✓
13. Room : ห้องนอน = My Room ✓
14. School : โรงเรียน = ?
15. Buffalo : ควาย = I love Buffalo ✓
16. Cat : แมว = I like a Cat ✓
17. Chicken : ไก่ = I eat Chicken ✓
18. Cow : วัว = I look Cow ?
19. Deer : กวาง = Deer is run ?
20. Dog : หมา = Dog back ?
21. Elephant : ช้าง = Elephant is big ✓
22. Giraffe : ยีราฟ =

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23. Hippopotamus : ฮิปโป : Hippopotamus ~~sleping~~ Sleeping .

24. Horse : ม้าลาย = ?

25. Lion : สิงโต = ?

26. Monkey : ลิง : ?

27. Panda : หมีแพนด้า : ?

28. Rabbit : กระต่าย : Rabbit is cute ✓

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Group 2 (Princess)

Name : ชัมมี่ ชงเลาะ , นาเดีย สาและ , รัยนูน เจ๊ะนัน , ซาลีตา คอนสังยิม , นัสรีน นาแว

Class : ม.1/1

Date : 28 มิ.ย. 25561

จงแปลภาษาให้ถูกต้อง

1. กระเป๋าใบนี้สีแดง   (Tas ini warna merah)

This Bag is a Red color ✓

2. พวกเข้าคือนักเรียน   (Mereka adalah murid)

They are Students ✓

3. ฉันชอบอ่านหนังสือ   (Aku suka baca buku)

I Like to Read books ✓

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4. เธอคนนั้นสวยมาก (dia Wanita yang cantik)

She is a beautiful women/girl ✓

5. พี่ชายของฉันเป็นหมอ (Abang saya adalah Dokter)

My Brother is a doctor ✓

6. วันนี้อากาศร้อนมาก (Udara hari ini sangat Panas)

The air is very hot today ✓

7. ฉันรับประทานอาหารเช้ากับครอบครัว   (Aku sarapan dengan keluarga)

I Eat ~~braekfast~~ with family ✓
        Breakfast

8. ห้องนี้มีสีขาว   (Kamar ini warna putih)

This Room is white color ✓

9. ฉันชอบเรียนวิชาภาษาอังกฤษ   (Aku suka belajar bahasa English)

I like learning English ✓

10. ฉันชอบดื่มนมทุกวัน   (Aku suka minum susu)

I like to drink milk ✓

UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
KARTU KONSULTASI BIMBINGAN SKRIPSI

Nama / No.Pokok : Nurfatihah Pohma / 2014850067
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Program Studi : PBI
Judul Skripsi : Submitted as Partical of the Requirement for The Degree of Sarjana Pendidikan (S.Pd)
Pembimbing : Mutiarani, M.Pd

No	TANGGAL	URAIAN	PARAF PEMBIMBING
1	2/3/2018	novel using group investigation method improve students writing	
2	19/3/2018	chapter 1 descriptive text	
3	26/3/2018	Chapter 1	
		Chapter 1 of theory	
	/2018	Chapter 2	
	23/4/2018	chapter 2 (theoretical concept)	M.t.
7	7/5/2018	Chapter 2 & 3 → prologue in chapter 2 → Instrument of the research in Chapter 3	M.t.

No.	Tanggal	Uraian	Paraf Pembimbing
8.	14/5 2018	Validation of pre & post test	Md
9.	21/5 2018	Acc chapter 1 - 3. Surat penelitian Lapangan.	
10.	19/7 2018	Remanswil school di thailand chapter IV.	Md
11.	23/7 2018	Chapter IV & V	Md
		pengajuan sidang skripsi	

Mengetahui :
Ketua Program Studi

Zaitun, M.Pd

Pembimbing

Mutiarani, M.Pd

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Nama : Nurfatihah Rohma

NiM : 2014850067

Prodi : Pendidikan Bahasa Inggris

No	Hari/Tanggal	Nama	Judul	Paraf Sidang
1	Senin/ 12-02-2018	Ufiah Zeins	Using tictac game to improve students Grammar understanding on simple past tense of the eight grade of Junior High School	⟋
2	Senin / 12-02-18	Maulana Nur. H	The Effectiveness Raft Techique in teaching writing recount text out 8th grade of SHS	⟋
3	Senin / 12-02-18	Solihin Haggy Hakim	Improving the students' reading comprehension Through listen-Read-Discuss LRD	⟋
4	Senin/ 12-02-18	Linda lestari	Enhancing student's speaking Skill Trough Were woll Game.	⟋
5	Senin/ 12-02-18	Laila Uswatun Nisa	The Effectiveness of using Haringbone Techique to Improve seven Grades student Listening comprehension	⟋
6	Senin/ 12-02-18	Putri Fachri Aulia fatah	English News anchor through audio Lingual Method to improve student	⟋
7	Senin/ 12-02-18	Richo Aida Pratama	Team word-webbing to improve student reading comprehension.	⟋
8	Senin/ 12-02-18	Anita	The Effectiveness of graphic novels on student vocabuallary mastery	⟋
9	Senin/ 12-02-18	Nadya Yunia	the use RCRR to improve the students reading comprehension	⟋
10	Senin/ 12-02-18	Ulyatin Nasiroh	The use of English Comic Venican to Improve students Reading comprehension	⟋

Mengetahui,
Ka. Prodi,

(_____, M.Pd)

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This is certify that Miss Anut Petrueng (position) Director of Ramansiriwit explain that Miss Nurfatihah Pohma that the name above has been research *"Group investigation method to improve students writing descriptive text"* at 28 April – 5 July.

Thus, this letter is made in the truth

Given on July 6, 2018

(Miss Anut Petrueng)

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	UNIVERSITAS MUHAMMADIYAH JAKARTA
	Tanggal 11 Agustus 2018 (R. 305 FIP UMJ)

TANGGAL	KEGIATAN PEMBIMBINGAN	PARAF DOSEN
1	Revisi	
2	OK Ttd	
3.	Revisi ok	

Penguji I

Penguji II,

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DOKUMENTASI

RIWAYAT HIDUP

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